REQUEST FOR PROPOSAL

Please quote RFP# P-GEO- 9145314-013 in all future correspondences on this matter.

**Date: 05 December 2018**

**UNICEF Tbilisi requests proposals for a Standardization of the Functional Assessment Instrument for Children with Disabilities**

Submit your proposal with unit price(s) in **GEL** together with vendor registration form, as instructed, **on or before closing time.**

1. **Note that failure to submit proposal in GEL, or in accordance with the requested terms, will result in automatic invalidation of your application.**
2. In addition, please note that:
3. UNICEF and its implementing partners are VAT exempt. Kindly ensure that all price(s) quoted in GEL are excluding VAT;
4. For transparency of the process we require that the proposals are received in **the sealed form** (sealed envelopes);
5. It is important that you read all of the provisions, to ensure that you understand UNICEF’s requirements and can submit an offer in compliance with them. This includes submission of ALL documents requested. Note **that your proposals should be submitted in English using the enclosed format. Proposals received in any other manner or after the indicated above deadline will be INVALIDATED.**
6. Evaluation criteria will be based on reliability of the organization, suggested methodology and approach, best price and proposal terms. The ratio between the technical and price criteria is 70:30.

**Overall Response and experience of the applicant:** **70 points** Overall correspondence between ToR requirements and proposal (specific tasks, deliverables) – 20; Experience of the company in standardization – 30; Experience of the key experts in psychometric studies and in research involving children – 20.

**Price Proposal: 30**

1. In case of pre-payment request, bank guarantee letter should be submitted

**SUBMISSION TERMS:**

In order to be considered for an award, your technical and price proposals should be hand delivered in separate sealed envelopes and placed in the locked Tender Box located at the Ground Floor of UN House, 9 Eristavi Street, Vake, Tbilisi 0179, Georgia NO LATER than **15:00 of 18 December 2018.**

While the price proposals remain sealed until the technical evaluation is completed, the technical envelopes will be opened immediately after the closing time and forwarded to the unit designated to manage the selection process. One representative from each bidding company may attend the opening process.

The sealed envelopes should be labeled as follows: (1) P-GEO- 9145314-013 Technical Proposal and (2) P-GEO- 9145314-013 - Price Proposal.

**Technical Proposal should include**:

Company’s profile; Research project proposal, defining objectives, proposed hypothesis, study design, sampling, data collection and analysis, work plan, timeline, and working methodology;

CVs of suggested experts and other project staff and brief description of their functions in the frame of the project.

**Price Proposal should include:**  Cover letter, Proposed budget with specification of expenses per activities and budget items in GEL,

Please, do not hesitate to contact us if you have any questions, contact persons: Ia Tchanukvadze [itchanukvadze@unicef.org](mailto:itchanukvadze@unicef.org) or at 2251130, ext 231.

Application deadline is 15:00 on 18 December 2018.

Respectfully,

Vakhtang Akhaladze

Operations Manager, UNICEF Tbilisi

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| **Terms of Reference**  **Standardization of the Functional Assessment Instrument for Children with Disabilities**   1. **Background**   The Government of Georgia ratified the UN Convention of the Rights of Persons with Disabilities (CRPD) in 2013 and took commitment to harmonize its national policy and normative frameworks with the convention. In order to implement these obligations, the Government plans to reshape the definition of disability at policy level and transform the existing Medical Model[[1]](#footnote-2) of disability assessment system into the new one that applies a Social Model[[2]](#footnote-3).  As a first step, the Government has planned to change the disability status determination procedure. Determination of the disability status of a person is currently based on the medical assessment conducted by physicians. Consequently, this approach identifies only the health-related needs and does not consider functional limitations and abilities of people, or barriers created by the social environment. In addition, this overly medicalized approach fails to address the social and environmental factors that prevent full participation of people with disabilities and is unable to determine individualized needs-based support for independent living, including assistive technology and social services. At the same time, the social model perspective does not deny reality of impairment nor its impact on the individual, but carries the implication that environment and approaches must change to enable people living with impairments to participate in society on an equal basis with others.  According to the Georgian Law on Medical-Social Expertise and its bylaws, seventy medical institutions contracted by the Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health, and Social Affairs (MoIDPOTLHSA) have an authority to grant disability status. For disability certification, the state uses certain codes of the ICD-10 (International Classification of Diseases, WHO). The state system distinguishes the severity of disability only for determining the status of adults (moderate, severe and profound); as for children it applies only one common status - Child with Disability. Therefore, all children with disability status, irrespective their needs, receive the same benefits. In addition, the current disability assessment system ignores some developmental disabilities of infants and young children (Down syndrome, autism, etc.). These flaws demonstrate the importance of transforming the state disability status determination system through establishing a biopsychosocial approach for children and adults that beyond the health condition of a person also considers individual functional needs and ability for Activities of Daily Living (ADL)[[3]](#footnote-4) and social inclusion.  The National Human Rights Action Plan 2018 – 2020 envisages activities to ensure equal opportunities for persons with disabilities and ensure their full engagement in the society, which include, among others: development of a new assessment instrument, piloting, analysis of the piloting process, introduction of a new national disability system (see goal 19.1 of National Human Rights Action Plan)[[4]](#footnote-5).    UNICEF Georgia supports the initiative of the Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health, and Social Affairs (MoIDPOTLHSA) to establish the Social Model of disability within the disability assessment and status determination system. Considering the experience of the World Health Organization (WHO) in developing the International Classification of Functioning, Disability and Health (ICF) and various disability assessment/screening instruments, MoIDPOTLHSA and UNICEF decided to use and customize the questionnaire of the WHO’s Model Disability Survey[[5]](#footnote-6). The instrument is fully based on the ICF and considers functional and social needs of children. Local consultants contracted by UNICEF (two psychologists and an occupational therapist) modified the questionnaire and created the assessment form. Particularly, they expanded the functional domains through developing the sub-questions to be more precise in defining functional abilities of children. The instrument covers children 2-18 years.  One of the main components of the UNICEF Country Programme Document for 2016 – 2020 is Social Protection and Inclusion, which aims to strengthen the childcare capacities of vulnerable families and increase their access to child-friendly social services. It will promote a child’s right to a caring and supportive family environment and ensure that children residing in residential state institutions are reunited with their biological families or placed in alternative family care or in specialized group homes which encourage the interaction and involvement of their families. The programme also assists in the development of family support and alternative care services. To increase participation of CWD in all matters affecting them, UNICEF focuses on positive changes in attitudes towards CWD in preschools and schools, as well as on reducing acceptance of child abandonment because of disability. The introduction of a new disability assessment system based on the social model of disability will set the basis for further amendments in national policies aimed to ensure social inclusion and participation of children with disabilities.   1. **Purpose and scope**   For the further reform process, UNICEF Georgia is looking for an organization or company to conduct standardization of the draft disability assessment instrument for children and propose a scale/set of categories for determining the severity of disability (for example mild, moderate, severe and profound) according to the functional ability of a person. The scale will be used in the future as a basis for defining the social support package for children with disabilities.  The assessment instrument aims to:   * Identify children with disabilities and developmental disorders from the child population; * Identify the individual specifics and needs of children within the sub-group of children with disabilities and developmental disorders; * Categorize children with disabilities and developmental disorders in categories according to the severity of disability.   The standardization process should include testing for reliability, as well as a validation process. The piloting will also collect information on the personal experiences of the children and parents involved with the aim to support development of a disability determination system that is person-focused, friendly and rights-based.  The outputs and outcomes of this initiative will be used by the MoIDPOTLHSA policy makers to advance the functional assessment system of disability and ensure that the assessment instruments can be legitimately used country-wide.  **3. Methodology and activities**  The selected organization/company will have to develop and implement a detailed standardization methodology. The main requirements for the standardization methodology mirror the main procedures for tests’ standardization and are as follows:  **3.1. Content validity of the instrument**   * The selected organization/company will assess the content validity of the draft assessment instrument, i.e. establish whether the instrument questions and scales assess what is intended to measure (i.e. functional abilities areas and severity of disability). * This would be done through assessments of field experts such as psychologist/neuropsychologist, occupational therapist, pediatrician/ children neurologist, vision specialist, hearing specialist, child psychiatrist, social worker, statistician. * The content validity will be established using one or more of the following methods: reliability of measurement with parallel forms; coherence between the different expert assessments; internal consistency of the scales. * On the basis of the content validation results the organization/company will 1) edit and amend the formulations and wording of the instrument; 2) develop a draft categorization scale to inform the sampling procedure.   **3.2. Cognitive testing**  Cognitive testing of the assessment instrument will be carried out through cognitive interviews, which will allow to gauge how well the answers in the cognitive interviews correspond with the concepts that the assessment questions intend to capture. The cognitive testing participants should include children with all categories and levels of severity of disability including children without disability, children in all age groups, gender and different ethnic background.  The selected organization/company will develop and follow a cognitive testing methodology, hire, train and monitor the interviewers. The training of interviewers should include the purpose of the standardization, familiarization with and application of the assessment instrument, as well as the ethics.    The assessment instrument will then be refined following the results of these cognitive interviews.  Selected organization will contact participating children and families following all the ethical requirements as described below.  The pre-pilot stage should also aim at identifying any risks that might arise as a result of the research and suggest measures for their mitigation.  The selected organization/company will create data entry templates, perform data entry and processing.  The assessment instrument and categorization scale will then be refined following the results of the testing.  **3.3. Standardization of the instrument**  The selected organization/company will be responsible for all steps in the process of standardization of the assessment instrument. The selected organization/company will:   * Develop a sample. The standardization should provide statistically significant results on the instrument’s capacity to differentiate children with disability from children without disability, also identify different types and severity levels of disability among individuals across different age groups (2-4 and 5-17 years), gender and other covariates. Hence, sampling should ensure involvement of sufficient numbers of research participants covering all disability types and severity levels thereof, as well as participants with various covariates who do not have any disability. The sample size should be appropriate for the target population which will be assessed with the instrument. The sample should include children from 2 to 18 years and their parents/caregivers from the whole country.   The sample should be drawn from official data sources such as: Census Data of 2014, data from Social Service Agency, data from service providers to children with disabilities and developmental disorders. UNICEF and MoIDPOTLHSA will support the access to the databases.   * Hire and train the interviewers who will use the assessment instrument. The training for interviewers should include the purpose of the standardization, familiarization with and application of the assessment instrument, data collection procedures, ethics.; elaborate instructions for the interviewers. They will be required to input their observations from the piloting process in agreed formats; * Develop consent forms for parents/guardians and the procedure for consulting children to secure assent for their participation; * Collect data through individual interviews with parents of the sampled children. The interviews may take place in households of survey participants or in service settings (such as social services, medical establishments, schools, etc.). The organization will contact children and families following all the ethical requirements as described below; MoIDPOTLHSA will be actively involved in this process to ensure the reach to parents of children with disabilities; * Data entry and processing: Conduct statistical analysis of results and test the validity of an initial range/scale of severity levels of disability; Analyze the filed notes made about the interview process to modify the instrument; Provide interim and final psychometric analysis Conduct factor analysis of the instrument. Determine reliability and factorial structure of the instrument. The norms for individual and group achievements should be developed, calculated odds of objectivity, reliability and validity, as well as discriminatory power of individual questions/items. * Revise the instrument according to the findings of the testing process; * Revise the categorization scale; * Develop recommendations for the disability determination process.   **3.4. Presentation and Dissemination**  The selected organization/company is required to present the results of the standardization to the MoIDPOTLHSA, UNICEF, disability community, and other stakeholders. The information concerning major findings and products of the initiative will be disseminated among the professional community, relevant policy makers, disability and advocacy organizations and and disability communities.  **3.5. Limitations**  A major limitation for the standardization process is the lack of complete data base on children with disabilities and developmental disorders. The data from Social Service Agency includes the children that are certified according to the current system. The 2014 Census collected information nationwide, however it is not personalized. Alternative source of information are also the service providers that reach out to children with disabilities and development disorders.  **4. Ethical considerations**  The selected organization/company and it’s employees or contractors shall comply with UNICEF’s Procedures for Ethical Standards in Research, Evaluation and Data Collection and Analysis (Annex 1).  The research considers involvement of children with disabilities and their parents; therefore, the institution is supposed to address all ethical requirements before the research can commence:   * Access to the children with disabilities and their parents should be defined carefully – pre-schools, schools, social care and health authorities may place requirements on researchers and raise other ethical issues besides the ethical requirements of the research; * Written consent should be obtained from their caretakers prior to the research; If parents give their approval for research to be carried out with their children, researchers need to determine whether the children themselves have been consulted about their involvement. Children themselves have the right to decide about their participation in research; * Research should not harm and abuse the participants and respect for the dignity of the research participants should be prioritized; * The research considers collection of health-related data and therefore, protection of the privacy and adequate level of confidentiality research participants must be ensured. * Potential contractors need to evidence having undertaken ethics training or commit to undertaking ethics training if capacity development is a priority and researchers with ethics training are unavailable. * The selected organization/company should identify relevant potential ethical issues and mitigation strategies relating to potential harms and benefits, informed consent, privacy and confidentiality and payment and compensation. Before commencement of the field work ethical review of the full research protocol (that includes all data gathering tools/instruments and methods as well as information on how ethical issues will be dealt with) should be performed by an independent and impartial ethics review board as per UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. This can be performed by internal ethics review board or by the UNICEF Ethical Review Board. Before issuing approval, the ERB must determine that the following requirements are satisfied: * informed consent is sought from each subject or the subject’s legally authorized representative; * the proposed research design is scientifically sound and that risks to subjects are minimized; * any risks to subjects are reasonable in relation to anticipated benefits; * subject selection is equitable; * safeguards are included for subjects likely to be vulnerable to undue influence or coercion; * subjects’ safety, privacy, and confidentiality are maximized.   **5. Deliverables and timelines**   |  |  |  | | --- | --- | --- | | **Activity/Deliverable** | **Responsibility** | **Deadline** | | Selection of a standardization organization/company | UNICEF | 31 December 2018 | | Inception report containing detailed research methodology, sampling methodology, consent forms and work plan | Selected organization/company | 31 January 2019 | | Review of inception report (including ethical review) | UNICEF  MoIDPOTLHSA  Working group | 15 February 2019 | | Finalization of Inception report | Selected organization/company | 28 February 2019 | | Report on measuring the content validity of the instrument including the written recommendations of the field experts and revised assessment instrument | Selected organization/company | 31 March 2019 | | Review and approval of content validation report and revised assessment instrument | UNICEF  MoIDPOTLHSA  Working group | 10 April 2019 | | Training materials for interviewers | Selected organization/company | 31 March 2019 | | Review and finalization of training materials for interviewers | UNICEF  MoIDPOTLHSA  Working group | 10 April 2019 | | Data collection for standardization | Selected organization/company | 15 June 2019 | | Data entry and processing | Selected organization/company | 30 June 2019 | | Draft analytical report in English in UNICEF format  and completed disability assessment instrument for children that assesses comprehensive functional ability and severity of disability of children | Selected organization/company | 31 July 2019 | | Review of draft report and revised assessment instrument (including external quality and peer review) | UNICEF  MoIDPOTLHSA  Working group | 20 August 2019 | | Final analytical report and PPT presentation | Selected organization/company | 10 September 2019 | | Presentation of results | Selected organization/company  UNICEF  MoIDPOTLHSA  Working group | 30 September 2019 |   **6. Required qualifications, experiences and competencies**  The selected organization/company and its staff involved in the project should hold the following qualifications:   * At least 3 years of substantial experience in standardization of assessment instruments; * At least 5 year-experience in conducting psychometric studies and applying classical test theory and item response theory; * Experience in conducting studies involving children; * Intensive experience in developing guidelines for standardized instruments; * Proven experience in creating databases, processing and analyzing research data; * Expertise in child development and social approach to children with disabilities; * Good knowledge and experience in managing field data collection and provision of professional supervision and coaching of interviewers/field workers; * Networking experience.   **7. Timeframe and duration**  The contract is supposed to start in January 2019 and to be completed by September 2019. UNICEF will support the selected organization/company in establishing contacts and meetings with all relevant partners and stakeholders.  **8. Supervision and work arrangement**  The organization will work under the direct supervision and guidance of UNICEF Georgia’s Child Welfare Officer. Overall supervision will be provided by UNICEF Georgia’s Chief of Child Protection.  The organization is required to work in close partnership with MoIDPOTLHSA, UNICEF, the team of consultants who developed the draft assessment instrument and the “Social Model Working Group” created by MoIDPOTLHSA. The “Social Model Working Group” was established by the MoIDPOTLHSA in 2016 through support of UNICEF. The working group is composed by the representatives of Government structures (MoIDPOTLHSA, the Ministry of Education, Science and Cultural Affairs, the Social Service Agency, the State Regulation Agency on Medical Activities) and NGOs working for children and persons with disabilities. The group members provide the recommendations to the government regarding the disability assessment instruments and improving the status determination system. The ministry coordinates and oversees the pilot of the new model of disability assessment and status determination and ensures cooperation with the respective state institutions (Social Service Agency, health institutions determining the disability status, and regional and local governments). The working group will support information sharing, proper support to the project and smooth implementation of the defined activities. The members of this working group will review and provide feedback to all documents developed by the implementing organization, including inception report (detailed methodology, tools), training materials, reports and others.  Performance of the organization will be evaluated against the following criteria: timeliness, responsibility, initiative, teamwork and quality of the products delivered. External quality peer review will be performed by UNICEF on the Inception Report and the final report based on the quality assurance templates (annex 2).  The completed dataset and all materials of the study will be the property of UNICEF. The selected organization/company may not use the data for their own purposes, nor license the data to be used by others, without the written consent of UNICEF. In case of publication of results the selected organization/company should follow the UNICEF GUIDANCE ON EXTERNAL ACADEMIC PUBLISHING (January 2017) when engaging in external academic publishing, whether in print or digital form.  The final report will go through a peer review from UNICEF’s external research experts and rated. The report should receive at least a satisfactory rating to be considered as duly delivered by a selected organization. The rating criteria and relevant form will be provided in advance.  **9. Payment terms**  The payment, possible travel costs and the payment schedule will be negotiated between UNICEF and the organization based on an initial offer from the contractor. Transfers will be made upon submission and approval of relevant and good quality deliverables and reports.  **10. Termination of contract**  Either party may terminate the contract before its expiry date by giving a 14 days’ notice in writing to the other party. However, in the event of termination on the ground of misconduct, UNICEF will be entitled to terminate the contract immediately, without earlier notice. In case of early termination of the contract, the Contractor will be compensated on a pro-rata basis for no more than the actual amount of work completed to the satisfaction of UNICEF.  **11. Application deadline and documents**  The deadline for the submission of applications is 15:00 18 December 2018. Applications should 2 separate envelopes include:  Technical proposal:   * Research project proposal, defining objectives, proposed hypothesis, study design, sampling, data collection and analysis, work plan, timeline, and working methodology; * CVs of suggested experts and other project staff and brief description of their functions in the frame of the project.   Price Proposal:   * Proposed budget with specification of expenses per activities and budget items;   **12. Estimated cost**  The proposed budget should include all costs needed to carry out the activities described in the ToR, including development of methodology and sampling, content validation by experts, data collection and processing, analysis, report drafting, revision of assessment instrument. Costs should include consultancy and management fees, travel, translation, all related administrative, office and logistical expenditures.  Submitted by: Milena Harizanova, Date:  Chief Child Protection  Endorsed by: Gottfried Hanne, Date:  Deputy Representative  Approved by: Ghassan Khalil, Date:  Representative  **Annex 1**  UNICEF procedure for ethical standards in research, evaluation, data collection and analysis    **Annex 2**  Research/Study Report – Research/Study Protocol Quality Review Checklist and Research/Study Report Quality Review Checklist (In English, attached separately) |

1. Under the medical model, impairments or differences of persons should be ‘fixed’ or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness. [↑](#footnote-ref-2)
2. The social model of disability says that disability is caused by the way society is organized, rather than by a person’s impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people can be independent and equal in society, with choice and control over their own lives. [↑](#footnote-ref-3)
3. ADL includes the following major activities: eating, bathing, getting dressed, toileting, transferring and continence. [↑](#footnote-ref-4)
4. Human Rights Action Plan 2018-2020 available at: <http://myrights.gov.ge/en/plan/Human%20Rights%20Action%20Plan%20for%202018-2020>. [↑](#footnote-ref-5)
5. The Model Disability Survey (MDS) is a general population survey that provides detailed and nuanced information about how people with and without disabilities conduct their lives and the difficulties they encounter, regardless of any underlying health condition or impairment (<http://www.who.int/disabilities/data/mds/en/>). [↑](#footnote-ref-6)