

Terms of Reference

Developing Training Curriculum and Communication Materials and Providing Capacity Building Activities for Project “Empower Children with Autism or Intellectual Disabilities (ECAID)”

1. Introduction

1.1 General information

World Vision (WV) is a child focus and development organization working to create lasting change in the lives of children, families and communities living in poverty. World Vision serves all people regardless of religion, race, ethnicity or gender. As a child-focused organization, WV's work focuses on children, ensuring they are protected and their basic needs are met. World Vision International in Vietnam (WVI-V) receives funding from 14 support countries in Europe, Asia, the Americas and Australia. The strategic focuses of WVV include: children protection from all forms of abuse, exploitation, violence and injury; reduction of malnutrition rate of children under 5 through integrated approach; sustainable livelihood for poor households to support sustainable well-being of children.

In this regard, WVI-V with financial support from European Union implements project “Empower Children with Autism or Intellectual Disabilities (ECAID)” from January 2025 to December 2027. The project takes place in 2 districts (Lien Chieu and Son Tra) of Da Nang city.

ECAID project is looking for a consultant(s) to develop training curriculum and communication materials, guideline and provide capacity building activities for various stakeholders.

1.2 Project background

According to the National Survey on People with Disabilities 2023, the disability prevalence rate for children from 2-17 years old in Vietnam was 1.98% and the most common type of disability among children is neurological disability. The Government of Vietnam ratified the UNCRDP in 2015 and passed The Vietnamese Law on Persons with Disabilities in 2010, establishing a legal framework for the protection of their rights, including access to education, employment, healthcare, and social services. Recently, the Vietnamese Government issued decision No. 1190/QD-TTg in 2020 "Approving support program for person with disabilities in 2021 – 2030" to promote implementation of UNCRDP and Law on Persons with Disabilities to improve life quality of persons with disabilities; enable persons with disabilities to participate in social activities equally; develop an unrestricted environment in order to protect legal rights of persons with disabilities and assist persons with disabilities in utilizing their potentials. Despite significant progress in legislation in recent years, children with disabilities in general, and children with autism or intellectual disabilities in particular and their families in Vietnam continue to face significant challenges in participation and access to services, particularly education, social protection, and healthcare.

Vietnamese cultural beliefs regarding disability, for example, viewing disability as a failure of parents and ancestors to protect the vulnerable new born from spirits or embodiment of ancestors' wrong doings, create profound and culturally specific feelings of shame and marginalization,¹ leading to self-stigma, stigmatization, isolation and reduced social and familial support.² Children with disabilities face attitudinal and environmental barriers that impede their full and effective participation in society and school on an equal basis with others. In 2023, only 31% of respondents in the national survey said that children with disabilities should attend school with other children without disabilities and gross school attendance rate of children with disabilities decreases as the education level ascends. For children with autism and intellectual disabilities, many are remaining out of the classroom due to failure to claim their rights to an inclusive education.³ For those who have the chance to be placed in a classroom, the lack of proper support and accommodation is concerning. There is a lack of detailed policy, guidance and capacity building for specialized child protection service providers, including alternative care, respite care and psychological support for families of children with disabilities and other support services for children with disabilities.⁴

In Da Nang, the target location of the Action, there is a dearth of reliable data on children with disability, especially children with autism or intellectual disabilities. With the establishment of an Inclusive Education Resource Center, Da Nang City's authority has made strides in the gradual integration of students with disabilities from special needs institutions into normal schools. Unfortunately, such education setting is not commonplace. A majority of schools in Da Nang City do not provide proper support for students with disabilities without trained professionals to mainstream inclusive education. Similar to the national situation, students with disabilities tend not to pursue postsecondary education and many lack the opportunity to pursue vocational training and explore employment prospects.

In this context, the project "Empower Children with Autism or Intellectual Disabilities" aims to enhance equal rights of children with autism or intellectual disabilities in Viet Nam through empowering rights of children with autism or intellectual disabilities, their caregivers and family members, enabling an inclusive environment for these children through transforming social norms and attitudes, and advocating for effective policy implementation to support equal rights and participation of children with autism or intellectual disabilities in schools and communities.

2. OBJECTIVE AND EXPECTED DELIVERABLES

2.1 Objectives:

To develop training curriculum and communication materials on rights of children with autism or intellectual disabilities, and guideline for education professionals on mainstreaming inclusive education for these children.

To provide capacity building activities for different stakeholders including children with autism or intellectual disabilities and government officials.

¹ Rachel Burr, Vietnam's children's experiences of being visually or hearing impaired, retrieved from [dgs-02-02-02.pdf \(wordpress.com\)](#)

² Stigma and restriction on the social life of families of children with intellectual disabilities in Vietnam. Singapore Medical Journal, 2012

³ [Children with disabilities survey findings.pdf \(unicef.org\)](#)

⁴ [Viet Nam's progresses on SDGs on Children.pdf](#)

2.2 Expected scope of work and deliverables:

	Task	Expected deliverables	Purpose / Context	Timeline
1	Develop training curriculum on rights of children with autism or intellectual disabilities	Training curriculum for core trainers will be developed.	<p>The materials will be used by core trainers who could be education staff, teachers, health workers, social workers, and may be government leaders/staff, Women Union, DPO members, ... to provide trainings or communication events for children and adult members in the community.</p> <p>The training curriculum should include:</p> <ul style="list-style-type: none"> + training need assessment tools; + a capacity development plan; + training manual, which will include a proper facilitation guidance on the material and how to use it, i.e. purpose of the materials, key methods used, training principles, who could use the materials and whom it is used for, suggested communication tools/forms/material for communication events at schools and in the community (social events, games, painting competition, sport day etc.) to promote meaningful child participation, etc. Each module or section in the manual will include M& E tools such as pre-post test or checklist. <p>The content of the curriculum will be proposed by the consultant, with focus on rights of CAID and skills to work with these children.</p>	Apr-Jun 2025 (online)
		A TOT training for core trainers on the developed materials will be conducted.	Training objectives include:	Jul 2025 (at field)

			<p>1) Core trainers equipped knowledge on rights of children with autism or intellectual disabilities;</p> <p>2) Core trainers equipped training skill on rights of children with autism or intellectual disabilities</p> <p>The core trainers will later conduct communication events on rights of children with autism or intellectual disabilities and available sources of support for their caregiver/family members.</p> <p>The core trainers (teachers) will conduct training for core children to become champions in promoting inclusion of children with autism or intellectual disabilities on facilitation skills and communication skills.</p>	
2	Develop guideline for education professionals on mainstreaming inclusive education	A guideline and related tools for educational on mainstreaming inclusive will be developed.	<p>The guideline will help teachers have knowledge and skills to support their CAID students at school.</p> <p>The project targeted primary and secondary schools.</p>	<p>Oct 2025</p> <p>Feb 2026</p> <p>(online)</p>
		A TOT training for core teachers on the developed materials will be conducted.	Core teachers will later provide roll-out training to other teachers on guideline.	<p>Nov 2025</p> <p>(at field)</p>
3	Develop material for parents to accompany children with autism or intellectual disability	<p>A handbook for parents of CAID will be developed.</p> <p>A demo training on the material will be conducted.</p> <p>Coaching, including monitoring visit, for social workers during the use of</p>	<p>The project will conduct quarterly working sessions for parents of CAID to introduce rights of children with autism or intellectual disabilities and provide peer support, including skills of engaging with duty bearers in the decision-making space and challenging the social stereotype (social norms and attitude). The material developed will be used as</p>	<p>Jun 2025</p> <p>(online & at field)</p>

		material is provided as per actual need.	<p>facilitation guide in these peer-to-peer working sessions.</p> <p>Facilitators in these working groups could be social workers, members of DPO or even local CBO such as WU, children collaborators, ...</p>	
4	Provide training for stakeholders and duty bearers on knowledge and skills to work with CAID	<p>1 training course is provided in each district. There are 2 target districts in Da Nang city.</p> <p>Participants are equipped with knowledge and skills in order to make change to the target beneficiaries.</p>	<p>Stakeholders and duty bearers are: DPO, health workers, government leaders and staff of related departments, education professionals, social workers, ...</p> <p>This is the first capacity building activities for government officials to improve their knowledge and attitude.</p> <p>After this training, project team and partners will form a core trainer group and then provide TOT training on the training material developed.</p>	<p>Jun 2025 (at field)</p>
5	Conduct capacity building events for core children with autism or intellectual disabilities	8 trainings will be provided in the life of project (2 in Y1, 3 in Y2 and 3 in Y3).	<p>To increase active participation of CAID in community and school.</p> <p>The capacity built will include life skills and skills of engaging with duty bearers in the decision-making space.</p>	<p>Sep 2025 Feb 2026 Feb 2027 (at field)</p>
6	Conduct capacity-building workshops on effective dialogue for duty-bearers to engage with CSOs and CAID and their caregivers/family members	4 capacity-building workshops will be provided in the life of project (2 in Y1, 1 in Y2 and 1 in Y3).	To strengthen dialogue mechanism among children with autism or intellectual disabilities and their caregiver/family members/family members (right holders), government agencies (duty bearers), and other actors.	<p>Nov 2025, May 2026 May 2027 (at field)</p>

3. Budget

Most of the task will be completed in Year 1 while a few tasks will be conducted in Year 2 and Year 3. The payment will be in tranche and based on task finished.

The consultant can work independently or form a team to complete this task.

The consultant is requested to propose a financial plan including a) consultant fee; and b) other related fees/services such as meals, personal income tax, transportation and accommodation, at a reasonable rate.

4. Confidentiality and copyright

All papers shared with the survey team are confidential to World Vision International in Vietnam and should not be used outside of WVI-V without permission. The final report will be owned by WVI-V and disseminated to authorities as the organization sees fit.

5. Qualifications for consultant

5.1. Qualifications and Experience Required of External Consultant

The consultant(s) should meet following requirements:

- A Master's or Ph.D. in a relevant field such as Public Health, Social Work, Special Education, Psychology, or Disability Studies.
- Additional certifications or training in research methodologies, data analysis, and inclusive practices related to autism or intellectual disabilities.
- Experiences in developing BCC materials.
- At least 5 years of experiences in working with children with autism or intellectual disabilities, including knowledge of their unique needs and challenges.
- In-depth understanding of national and international policies related to the rights of children with autism or intellectual disabilities, inclusive education, and community support services.
- Familiarity with local contexts and cultural considerations affecting the lives of children with autism and intellectual disabilities in Vietnam.
- Excellent written and facilitation skills to provide trainings to diverse audiences, including children, families, and policymakers.
- Ability to create child-friendly materials and facilitate inclusive discussions with children and families.
- Awareness and understanding of cultural nuances related to disability and inclusion in Vietnam.

5.2. Application requirements

Institutions and Individuals interested in this job are invited to submit your applications via email to WVI-V. Applications should include:

- i) CVs demonstrating relevant capacity and experience including 2 references;
- ii) A technical proposal including proposed outline for the materials/guideline;
- iii) A financial proposal with detail breakdown on daily rate for consultancy fee and transportation, accommodation, meals for each trip as well as PIT;

- iv) Two examples of similar training materials or communication materials developed with focus topics on child with autism, child with disabilities etc., of which the applicant(s) is author or co-author.

Deadline for submission: **20th April 2025.**