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TERMS OF REFERENCE

Consultancy Service for Updating and Developing Comprehensive Sexuality Education (CSE) Materials and Facilitating CSE Teacher Training and CoC Facilitator Training

Project: “Advancing ethnic minority gender-responsive learning and school environments in Tuyen Quang and Lai Chau”.

Location: Ha Noi with travel to Tuyen Quang and Lai Chau provinces.

Duration: 21st July 2025 to the end of October 2026.

1. About Plan International Vietnam

Plan International is an independent development and humanitarian organisation that advances children’s rights and equality for girls. We believe in the power and potential of every child but know this is often suppressed by poverty, violence, exclusion, and discrimination. And it is girls who are most affected. Working together with children, young people, supporters, and partners, we strive for a just world, tackling the root causes of the challenges girls and vulnerable children face. We support children’s rights from birth until they reach adulthood, and we enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national, and global levels using our reach, experience, and knowledge.

For over 85 years, we have rallied other determined optimists to transform the lives of all children in more than 80 countries. We won’t stop until we are all equal. Plan International has been working in northern and central Vietnam since 1993. Our work supports marginalized children and youth, especially adolescent girls, to start life and grow up physically and mentally healthy and as adolescents so they are leading the way to shape their own future. We believe girls have the power to change the world. Our ambition is to work alongside them and together take action so that 2 million girls in Vietnam can learn, lead, decide and thrive by 2027.

2. Project Background and Objectives

Despite Vietnam’s notable progress to increase access to education to remote and mountainous regions such as Lai Chau and Tuyen Quang through applying more flexible schooling arrangement through boarding and satellite schools, the quality of education in these remote area schools is still below national standards. Factors such as inadequate school facilities, qualified teachers, safety, child protection measures and inclusive learning environments for EM students contribute to these education quality gaps in Lai Chau and Tuyen Quang provinces. A lack of capacity of local teachers and language barriers among Kinh teachers also contributes to marginalized school learning environments in these disadvantaged provinces.

This is a significant barrier to the successful roll-out of MoET (Ministry of Education and Trainings)’s revised 2018 General Education Program, that not only includes the delivery of national



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curriculums through new teaching methodologies, but also extra-curricular topics such as sexual reproductive health and rights. In a region that is subject to the prevalence of adolescent pregnancy, child early and forced marriage (CEFM) and drop-out of school in the country, effective delivery of Gender-Responsive, Inclusive and learner-centered approach is critical in terms of improved quality of learning and integrated Comprehensive Sexuality Education (CSE) in education system.

Based on the situation analysis, Plan International Vietnam and Plan International Japanese have proposed the project: “Advancing ethnic minority gender-responsive learning and school environments in Tuyen Quang and Lai Chau” from 2025 to 2027. The project is funded by MOFA Japan.

Objectives

The overarching objective is to enable ethnic minority students in primary and secondary schools in Lai Chau and Tuyen Quang provinces to learn in gender-responsive study environments and actualize their sexual reproductive health. To do this, the project is further split into three interlinked and mutually reinforcing strands:

Specific Objective 1 IMPROVE THE SCHOOL ENVIRONMENT, INCLUDING DORMITORIES, SO THAT CHILDREN CAN LEARN IN A SAFE, GENDER- AND DISABILITY-RESPONSIVE ENVIRONMENT

- Output 1.1 All children in 3 primary schools and 3 secondary schools can safely stay at boarding facilities, which are newly constructed or repaired.
- Output 1.2 All children in 5 primary schools and 5 secondary schools can receive appropriate counselling and learn about sexual reproductive health and rights at the repaired counselling rooms and health corners.

Specific Objective 2 STRENGTHEN THE CAPACITY OF TEACHERS IN 13 PRIMARY SCHOOLS AND 13 SECONDARY SCHOOLS TO DELIVER STUDENT-CENTRED AND INCLUSIVE SEX EDUCATION FROM A GENDER AND DISABILITY PERSPECTIVE

- Output 2.1 The children in target schools receive a gender and disability responsive student-centered education and comprehensive sex education by the teachers with strengthened capacity.
- Output 2.2 The teachers and parents / caregivers raise awareness and implement quality comprehensive sexual education for students.

Specific Objective 3 STUDENT-LED LEARNING AND DISSEMINATION TO HELP ETHNIC MINORITY CHILDREN UNDERSTAND THEIR SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS AND PROTECT THEMSELVES FROM HARMFUL PRACTICES, INCLUDING CHILD EARLY FORCED MARRIAGE AND PREGNANCY

- Output 3.1 The children can lead capacity building and awareness-raising events for ethnic minority children to learn independently about sexual and reproductive health and rights.
- Output 3.2 The children can disseminate correct knowledge of sexual and reproductive health and rights to stakeholders and raise awareness of child early forced marriage and



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pregnancy.

3. Purpose of the Consultancy

3.1 Purpose:

The hired consultant/team is expected to support the project in strengthening the delivery of Comprehensive Sexuality Education (CSE) lessons and the facilitation of student club activities (Champions of Change / CoC) in targeted 13 primary and 13 lower secondary schools in Tuyen Quang and Lai Chau provinces.

Specifically, the consultant/team is expected to:

- Review, update, and optimize existing CSE materials developed last year, and develop necessary additional materials for primary school teachers and student clubs.
- Strengthen the capacity of primary and lower secondary school teachers to deliver age-appropriate, culturally sensitive, gender-responsive, and context-based CSE, in alignment with the national curriculum and local needs.
- Strengthening the capacity of Champions of Change (CoC) facilitators to support student club activities on CSE and Sexual and Reproductive Health and Rights (SRHR).

3.2 Scope of work:

a) Review, update, and preparation of CSE materials

The consultant/team is expected to:

- Review the existing CSE materials developed in Year 1, including teachers' manuals, classroom slides, training slides, and other relevant materials, and use them as the basis for Year 2 training preparation.
- For lower secondary school teacher training, review and update the existing CSE materials as necessary, based on the year-end survey findings, feedback from the 2025 training, and the teacher feedback survey conducted this year.
- Develop a CSE training package for primary school teachers, based on the CSE materials developed in Year 1, as primary school teacher training was not conducted last year. Ensure that all CSE materials are age-appropriate, culturally sensitive, gender-responsive, and relevant to ethnic minority students, considering students' learning levels, language, culture, and local needs.
- Review, optimize, and develop the classroom PowerPoint slides for primary and lower secondary teachers to use when delivering CSE lessons to students:
- Prepare training agendas, facilitation plans, training materials, handouts, and pre-and post-training assessment tools for CSE teacher training.
- Develop simple guidance materials and PowerPoint slides for teachers to use when communicating with parents and caregivers during parent orientation sessions (2 sessions / year), and parent events. These materials should help teachers explain the purpose,



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contents, and importance of CSE and adolescent SRHR in a clear, culturally sensitive, and parent-friendly manner.

b) CSE teacher training for classroom delivery

The consultant/team is expected to:

- Conduct **separate** 2-day CSE teacher training sessions for primary and lower secondary school teachers in each target province, with approximately 140 participants in total.
- Ensure that the CSE teacher training mainly focuses on:
 - CSE standards and the national curriculum set by the Government of Viet Nam;
 - children’s physical, mental, and social well-being;
 - application of learner-centred teaching approaches; and
 - contextualization of CSE contents to local cultures, ethnic minority contexts, gender norms, and stereotypes.
- In Year 2, include review of key topics, sharing of challenges and lessons learned from Year 1 implementation, and discussion of practical solutions for improved CSE delivery.
- Briefly cover how teachers can conduct parent awareness sessions during PTA meetings, including how to explain early marriage, early pregnancy, child protection concerns, and the importance of CSE to parents and caregivers.
- Ensure that the training is delivered to contribute to the achievement of the donor-approved project indicators. The consultant/team should refer to the questionnaires already developed by Plan International and ensure that the training contents address the key knowledge, skills, and confidence areas assessed by these questionnaires.
- The consultant/team should include Plan International Vietnam’s teacher-related questionnaire items in the pre- and post-training assessments and make best efforts to achieve the Year 2 target. The training should also cover key knowledge and messages linked to parent- and student-related indicators. Please refer to the Annex for details.
- Prepare training reports for each CSE teacher training course, including training objectives, participant information, contents delivered, pre- and post-training assessment results, participants’ feedback, challenges, recommendations, and follow-up actions.

c) Student club (Champions of Change /CoC) facilitator training

The consultant/team is expected to:

- Prepare training agendas, facilitation plans, training materials, handouts, and pre- and post-training assessment tools for CoC facilitator training.
- Conduct **separate** 2-day CoC facilitator training for facilitators from targeted primary and lower secondary schools, with approximately 104 participants in total.
- Ensure that the CoC facilitator training focuses on:
 - child-friendly communication methods on CSE and SRHR;
 - reinforcement of key CSE and SRHR knowledge;



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- building children's confidence to learn and discuss CSE and SRHR; and
 - use of student club materials, including newly developed materials for primary school student clubs.
- Support facilitators to conduct regular CoC meetings and student-led activities on CSE and SRHR, contributing to relevant donor-approved indicators, particularly children's SRHR knowledge and ability to seek support when someone is at risk of early marriage.
 - Prepare training reports for each CoC facilitator training course, including training objectives, participant information, contents delivered, pre- and post-training assessment results, participants' feedback, challenges, recommendations, and follow-up actions.

3.3 Geographical coverage

The consultancy will be conducted in Hanoi with travels to Tuyen Quang and Lai Chau provinces to conduct 2 separate TOT trainings for primary and lower secondary school teachers in each provinces.

4 Users of the Consultancy

The intended users of this materials and training outputs are the project's beneficiaries including teachers, students, parents and caregivers, Plan International Japan, Plan International Viet Nam, project stakeholders, and relevant partners.

Dissemination:

The updated and newly developed CSE training materials, classroom slides, CoC facilitator training materials, student club materials, and parent awareness materials will be shared with project beneficiaries and relevant stakeholders through appropriate channels based on their needs and intended use. These materials may also be shared among PIV projects and relevant partners for future reference.

5. Ethics and Child Protection

PIV is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with Ethical MERL Framework and our Global Policy on Safeguarding Children and Young People. All applicants should include details in their proposal on how they will ensure ethics and child protection in the data collection process. Specifically, the consultant(s) shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The consultant(s) shall also explain how confidentiality and anonymity of participants will be guaranteed.

A risk assessment will be conducted by the safeguarding focal points and the consultant team before implementing the consultancy to mitigate foreseen risks for children, youths and participants in the survey

Level of Contact with Children:



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Medium level: *Interaction with children in consultations are required. The consultant must comply with Plan’s child protection policy and standards throughout the research process*

6. Key Deliverables

The consultants/ experts are expected to provide the following key deliverables:

- a. Reviewed CSE training materials for lower secondary school teachers, including training agenda, training slides, handouts, facilitation plan, and pre- and post-training assessment tools.
- b. Newly developed CSE training materials for primary school teachers, including training agenda, training slides, handouts, facilitation plan, and pre- and post-training assessment tools.
- c. Reviewed primary and newly developed lower secondary classroom PowerPoint slides for teachers to use when delivering CSE lessons to primary and lower secondary students.
- d. Simple guidance materials and PowerPoint slides for teachers to use when conducting parent awareness sessions during PTA meetings.
- e. CoC facilitator training materials, including training agenda, training slides, handouts, facilitation plan, pre- and post-training assessment tools, and student club materials, including newly developed materials for primary school student clubs.
- f. 2-day **separate** CSE teacher training sessions for primary and lower secondary school teachers conducted in Tuyen Quang and Lai Chau provinces, with **training reports** submitted. The reports should include training objectives, participant information, content delivered, pre- and post-training assessment results, participants’ feedback, challenges, recommendations, and follow-up actions.
- g. 2-day **separate** CoC facilitator training conducted for facilitators from targeted primary and lower secondary schools in Tuyen Quang and Lai Chau provinces, with **training reports** submitted. The reports should include training objectives, participant information, content delivered, pre- and post-training assessment results, participants’ feedback, challenges, recommendations, and follow-up actions.

7. Timeline and Estimated Working Days

The consultancy team is estimated to be undertaken within 36 working days during the period of July 2026 and to be completed by October 2026. A detailed timeline will be worked out jointly with the consultants after recruitment.

Working days:

Tasks	Estimated Schedule	No. of Working days	
		Team leader	Team members
Preparing for the Training	Jul to mid-Aug 2026	6	6
Training Delivery	Aug 2026	16	16



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Training Report	Sep – Oct 2026	2	2
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Expected Timeline for Deliverables:

Key deliverables	Timeline
Update and/or develop CSE teacher training materials for primary and lower secondary school teachers, including training agendas, training slides, handouts, facilitation plans, and pre- and post-training assessment tools	by 31 July 2026
Update and/or develop CoC facilitator training materials and student club materials, including training agendas, training slides, handouts, facilitation plans, pre- and post-training assessment tools, and newly developed materials for primary school student clubs	By 31 July 2026
Conduct separate 2-day CSE teacher training sessions and 2-day CoC facilitator training sessions in Tuyen Quang and Lai Chau provinces	by 30 August 2026
Update and/or develop classroom and parent awareness materials, including classroom PowerPoint slides for primary and lower secondary CSE lessons, and simple guidance materials and PowerPoint slides for parent awareness sessions during PTA meetings	by 15 September 2026
Submit training reports for the CSE teacher training sessions and CoC facilitator training sessions, including training objectives, participant information, content delivered, pre- and post-training assessment results, participants’ feedback, challenges, recommendations, and follow-up actions	By 15 October 2026

8. Budget

The consultants are required to propose a detailed budget for this consultancy together with the technical proposal and submit it to PIV for review and approval. The budget should include number of working days and daily rate (including tax) for the lead consultant(s) and in-country team members. The consultancy fee does not include travel, field work and logistic costs that will be paid for directly by PIV.

9. Management

Consultant(s) will conduct the consultancy based on the workplan and methodology agreed with Plan International Vietnam.

Project Manager and Project Assistant in PIV Country Office will be the focal person to coordinate the consultant hire, work plan, methodology and review reports to ensure the report meets criteria.

Provincial Partnership Managers (PPMs) at Lai Chau and Tuyen Quang 2 Program Units are focal persons and responsible to coordinate and arrange the field work and logistics for the trainings as well as input comments during finalization of the reports.



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10. Qualifications and Experience of the Consultants

PIV is looking for a consultant/expert (or a group of experts) with strong records in developing CSE-related training materials and delivering participatory trainings related to community development and empowerment, participatory development and methodologies, asset-based community development, gender-based violence, child marriage prevention, youth activism, particularly in Vietnamese and mountainous, ethnic minority community's context. The consultants/ experts will need respect and credibility within the field, excellent knowledge of developing training materials and participatory training in theory and practice, and a good understanding of the Vietnamese education system and school-based CSE implementation .

Required Competencies:

- Demonstrable expertise (5 to 10 years) on community participatory development and empowerment, asset-based community development, community engagement and policy advocacy, GBV, SRHR, CSE and children's participation.
- Proven experience (5 to 10 years) in conducting needs assessments and developing training modules, curricula, and materials, especially on age-appropriate and culturally sensitive topics, including sexuality education for primary and lower secondary school-aged children.
- Strong understanding of human sexuality, behavior change theories, and relevant pedagogical approaches, including familiarity with evidence-based CSE frameworks and learner-centred approaches.
- Demonstrated skills in facilitating multi-stakeholder/working group and inter-sectoral consultations, training, and the ability to respond constructively to feedback while meeting deadlines.
- Sound knowledge of the governance and cultural context in Vietnam, including education systems and sensitivities around gender and sexuality.
- Substantial understanding of gender equality, human rights, and health, and the ability to apply participatory and learner-centered methodologies.
- Knowledge of women's and children's rights: previous experience working with children, teachers, parents/caregivers, and vulnerable groups would be considered an asset;
- Familiarity with effective and contextually relevant CSE programs globally, particularly those targeting ethnic minority populations and primary and lower secondary school age groups.
- Ability to ensure ethical and child-safe approaches, including experience in working with vulnerable children and understanding of child protection standards and ethical approval in education and training activities.



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- Excellent communication and reporting skills in English both verbal and written.

11. Contact

Consultants/ experts who are interested in taking this consultancy, please submit the proposal package in English via email to: NhomMuaSam.Mot@plan-international.org

12. Applications

Interested applicants provide a proposal covering the following aspects:

- Detailed response to the TOR
- Proposed methodology
- Ethics and child safeguarding approaches, including any identified risks and associated mitigation strategies
- Proposed timelines
- CVs
- Example of previous work
- Detailed budget for the consultancy includes number of working days and daily consultancy rate (gross, including tax according to the Vietnamese Law) and excludes field-related cost such as accommodation, transport, and other logistics costs in the field.)

The deadline for submitting the proposal package will be **no later than 10:00 AM on 17th July 2026**. Only short-listed consultant groups will be contacted for interviews.

Annex

The following reference materials may be shared with applicants for proposal preparation:

- Summary and table of contents of the CSE materials developed in Year 1, including primary and lower secondary teacher guidance materials, student materials, classroom slides, and training slides:
[Annex 1.1 CSE Materials Primary schools](#)
[Annex 1.2 CSE Materials Secondary schools](#)
- Summary of Year 1 implementation findings and Year 2 teacher needs assessment, including key lessons learned, training feedback, and identified gaps.
[Annex 1.3 Summary of Y1 implementation findings and Y2 teachers assessment](#)
- Project-approved direct (should be included to the pre-and post-test) and indirect indicators and related questionnaires to be reflected in the training design.
[Annex 1.4 Related project indicators](#)

Full versions of CSE materials and internal project documents will be shared only with the selected consultant/team after contract signing.