

# L3605/G9191-MON: ENSURING INCLUSIVENESS AND SERVICE DELIVERY FOR PERSONS WITH DISABILITIES

## Terms of Reference

### C2- Supporting the development and implementation of early identification system for children with disabilities and strengthening service delivery for persons with disabilities in Mongolia

#### A. SUMMARY

Mongolia has received a Loan (loan no. 3605) from the Asian Development Bank (ADB) within the framework of the financial agreement to implement the "Ensuring inclusiveness and service delivery for persons with disabilities project" (Project). The Project will support the Government of Mongolia in increasing access to services for persons with disabilities (PWD) in Ulaanbaatar and in provinces (aimags).

The Ministry of Labor and Social Protection (MLSP) of Mongolia will engage a consulting firm to support the development and implementation of the early identification system for children with disabilities (CWD) and to strengthen service delivery for PWD in Mongolia. MLSP will select the firm in accordance with the "Guideline on the Use of Consultants by the ADB and its borrowers" (as amended from time to time) using the quality and cost based selection (QCBS, 90:10) method and based on the simplified technical proposal (STP).

#### B. BACKGROUND

The Government of Mongolia is committed to meeting its obligations under the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), the Incheon Strategy 2013-2022, the Sustainable Development goals of the 2030 Agenda for Sustainable Development (SGD) and the Mongolian Law 2016 on the Rights of Persons with Disabilities. In line with these commitments the multi-sectoral Commission of Health, Education and Social Welfare for Children with Disabilities (multi-sectoral commission) have been established in all provinces and cities to assess developmental delays in children by applying a new concept - focusing on developmental milestones rather than definitive diagnosis and increase chances for early intervention.

The Project will assist in (i) development and institutionalization of the early identification model, (ii) facilitation of the shift from a medical to a social model in identifying CWD by broadening the skills of people involved in early identification, (iii) development and implementation of the interactive parent-child-facilitator education, (iv) establishment of six model Development Centers for PWD in project aimags, and (v) development of training curricula for physiotherapy therapy, occupational therapy, optometry, speech therapy, social work and orthopedy.

#### C. OBJECTIVES OF THE ASSIGNMENT:

The main objectives of the assignment:

- **Objective 1.** Develop and institutionalize the early identification system for CWD and strengthen the capacity of relevant professionals and people involved;
- **Objective 2.** Develop and implement a home-based teaching program for children with disabilities (portage program); and
- **Objective 3.** Develop service design for Development centers in project aimags and develop/upgrade training curriculum of speech therapy, physiotherapy, occupational therapy, orthopedy, optometry therapy and social work, and assist in institutionalization at

relevant education/health institutions and capacity building.

#### **D. SCOPE OF SERVICES**

The consulting services will cover following tasks but not limited to:

##### **Within the scope of objective 1: Development of early identification tools and its implementation.**

- (i) Conduct a rapid assessment of the current situation of early identification system for children, home-based teaching program (including the portage system) and level of skills and knowledge of the people involved;
- (ii) Adapt the Ages & Stages Questionnaires (ASQ), the Bayley Scales of Infant Development-III (BSID-III) scoring system, the normative scales for mild, moderate and severe developmental delays (disability status) and develop the guidelines on use of ASQ and BSID-III in Mongolia; amend the Maternal and Child Health Handbook (Pink Book) with standardized age appropriate ASQ;
- (iii) Conduct a small-scale pretesting of the newly developed BSID-III&ASQ and its SOPs; provide recommendations and assist in obtaining rights from relevant organizations on the use of ASQ and BSID-III;
- (iv) Develop Standard Operational Procedure (SOP) on the use of ASQ and BSID-III for early identification of disability of children, referral and follow up system based on broad consultative consensus meetings with relevant stakeholders;
- (v) Develop training programs, modules and training resource materials on ASQ, BSID-III, including facilitator's manual with pre and post training tests to evaluate improved skills and knowledge and training plan based on level of skill/knowledge of people involved in early identification of CWD; conduct trainings for key professionals;
- (vi) Assist medical training institutions to incorporate the training package for early assessment in the national curricula to ensure long-term sustainability;
- (vii) Develop recommendations and strategies for public awareness in project sites on the methodology of early assessment including appropriate messages for radio/TV spots and social media;

##### **Institutionalization of early identification system.**

- (i) Review and provide recommendations on operational guidance, organizational structure and job descriptions and/or terms of reference (TOR) for the multi-sectoral commission in relation of introduction and implementation of early identification system;
- (ii) Develop and implement the capacity building activities, including formal training, on-the-job trainings and coaching, for the multi-sectoral commissions in project sites for improved early identification system;
- (iii) Develop an M&E system for early identification system, including data selection, data collection and integration with the existing information system, and improve capacity of

relevant government staff in analyzing the data for better decision making;

- (iv) Develop TOR for an independent research team to validate the reliability of the ASQ and BSID-III in the Mongolian Context; and provide technical guidance to the selected research team.

**Within scope of objective 2: Development and implementation a home-based teaching program for children with disabilities (portage program)**

- (i) Review and adapt the training package for portage program piloted under JICA START project and assist in obtaining copyright on use of portage program from relevant organizations;
- (ii) Prepare a plan for rolling out the portage program in project sites;
- (iii) Develop an operational guideline for portage program including job descriptions for portage service staffs and cost estimate for portage service package to be implemented at Development centers for PWD in project sites;
- (iv) Develop an appropriate M&E system for the portage program including data selection, data collection and integration with the existing information system, and improve capacity of relevant government staff in analyzing the data for better decision making;
- (v) Develop training programs, modules and training resource materials on portage program, including facilitator's manual with pre and post training tests; conduct trainings and provide on-site coaching for relevant professionals in project aimags;
- (vi) Provide recommendation on the mobile toy library concept including list of toys (or play equipment), technical specifications and operational guidelines;

**Within scope of objective 3: Development of service design for Development centers in project sites; development and upgrading training curriculums and capacity building of key professionals.**

- (i) Develop the services delivery design for the Development centers for PWD in project sites including list and scope of services for PWD, organization of service delivery, human resources, financial resources, organizational and management structure and information technology;
- (ii) Conduct rapid assessment to identify gaps in existing secondary legislation, SOPs and service specification required to implement the Development Centers' service delivery design and provide recommendations for improvements; assess the qualifications, skills and experience of key professional staff at the Development Centers; define future workforce needs in project aimags;
- (iii) Develop operational guidelines for speech therapy, orthopedic technicians, social work and other habilitation and rehabilitation services to be provided in the new Development Centers in project sites; assist in implementation of operational guidelines in project sites through capacity building and coaching activities.
- (iv) Review the existing training curricula of speech therapy, physiotherapy, occupational therapy, optometry, orthopedy and social work;

- (v) Based on review, develop or upgrade the training curriculum for Certificate and Diploma level courses on speech therapy, physiotherapy, occupational therapy, orthopedy, optometry therapy and social work (including case management systems to ensure holistic packages of care; assessment, referral and follow up);
- (vi) Assist selected training institutions to integrate the new and upgraded training curricula for speech therapy, physiotherapy, occupational therapy, optometry, orthopedy and social work;
- (vii) Develop a human resource development plan for the new Development Centers; train the key professionals in partnership with selected training institutions using newly developed and upgraded training curriculum;

#### **E. TEAM COMPOSITION, QUALIFICATION REQUIREMENTS AND DETAILED TASKS FOR THE EXPERTS/CONSULTANTS**

The consulting service will require a total of 39 person-months of consulting inputs – 11 person-months of international experts and 28 person-months of national consultants. The consulting firm shall meet following requirements:

- (i) At least 10 years of consultancy service experience in conducting policy review and analysis in the field of health and/or social sector;
- (ii) Sufficient experience in implementing projects in area of service delivery for people with special needs, including PWD and CWD;
- (iii) Experience working in developing countries, particularly in post-soviet countries;
- (iv) Prior working experience with ADB and other international financial institutions would be an advantage;

Detailed tasks and required qualifications of international experts and national consultants are outlined in Table 1.

**TABLE 1. REQUIRED EXPERTS' and CONSULTANTS' QUALIFICATIONS AND TASKS**

<b>Experts/ consultants</b>	<b>Qualifications</b>	<b>Tasks</b>
<p>1. Early childhood development international expert and Team Leader</p> <p>(6 person- months, intermittent, international expert)</p>	<p><b>Education:</b> The expert should have a master’s or higher degree in health sciences, preferably pediatrics, mental health and child psychiatrics;</p> <p><b>Experience:</b> at least 10 years of experience in working with early childhood assessment tools, specifically the Ages &amp; Stages Questionnaire (ASQ) and Bayley Scales of Infant Development (BSID-III) and in working with early intervention programs; five years of experience in training and capacity building.</p> <p><b>Language proficiency:</b> Excellent writing skills and fluency in English.</p>	<p><b>As a Team Leader:</b></p> <ul style="list-style-type: none"> <li>▪ Lead the consulting team during the period of consultancy service;</li> <li>▪ Lead preparation of a detailed work plan of the consultancy service and ensure its implementation;</li> <li>▪ Provide guidance, coordinate and supervise the inputs of each international expert and national consultant to ensure timely submission of the required outputs, progress reports and other deliverables;</li> <li>▪ Ensure quality of all deliverables under objectives 1-3 and timely submission of deliverables;</li> </ul> <p><b>Specific tasks:</b>  <b>Within the scope of objective 1: Development of early identification tools and its implementation.</b></p> <p>(i) Conduct a rapid assessment of the current situation of early identification system for children, home-based teaching program (including the portage system) and level of skills and knowledge of the people involved;</p> <p>(ii) Adapt the Ages &amp; Stages Questionnaires (ASQ), the Bayley Scales of Infant Development-III (BSID-III) scoring system, the normative scales for mild, moderate and severe developmental delays (disability status) and develop the guidelines on use of ASQ and BSID-III in Mongolia; amend the Maternal and Child Health Handbook (Pink Book) with standardized age appropriate ASQ;</p> <p>(iii) Conduct a small-scale pretesting of the newly developed BSID-III&amp;ASQ and its SOPs; provide</p>

		<p>recommendations and assist in obtaining rights from relevant organizations on the use of ASQ and BSID-III;</p> <p>(iv) Develop Standard Operational Procedure (SOP) on the use of ASQ and BSID-III for early identification of disability of children, referral and follow up system based on broad consultative consensus meetings with relevant stakeholders;</p> <p>(v) Develop training programs, modules and training resource materials on ASQ, BSID-III, including facilitator's manual with pre and post training tests to evaluate improved skills and knowledge and training plan based on level of skill/knowledge of people involved in early identification of CWD; conduct trainings for key professionals;</p> <p>(vi) Assist medical training institutions to incorporate the training package for early assessment in the national curricula to ensure long-term sustainability;</p> <p>(vii) Develop recommendations and strategies for public awareness in project sites on the methodology of early assessment including appropriate messages for radio/TV spots and social media;</p> <p><b>Institutionalization of early identification system.</b></p> <p>(i) Review and provide recommendations on operational guidance, organizational structure and job descriptions and/or terms of reference (TOR) for the multi-sectoral commission in relation of introduction and implementation of early identification system;</p> <p>(ii) Develop and implement the capacity building activities, including formal training, on-the-job trainings and coaching, for the multi-sectoral commissions in project sites for improved early</p>
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		<p>identification system;</p> <p>(iii) Develop an M&amp;E system for early identification system, including data selection, data collection and integration with the existing information system, and improve capacity of relevant government staff in analyzing the data for better decision making;</p> <p>(iv) Develop TOR for an independent research team to validate the reliability of the ASQ and BSID-III in the Mongolian Context; and provide technical guidance to the selected research team.</p>
<p>2. Early childhood development national consultant and trainer ASQ &amp; BSID-III implementation</p> <p>(12 person - months, intermittent, national consultant)</p>	<p><b>Education:</b> The consultant should have a master’s or higher degree in health sciences, preferably pediatrics, mental health and child psychiatrics;</p> <p><b>Experience:</b> at least 5e years of experience working in the health and/or social sector; good knowledge and understanding of government administrative systems at national and sub-national levels; at least five years of experience in training and capacity building; three years specific experience working with children or adults with disabilities.</p> <p><b>Language proficiency:</b> Excellent writing skills and fluency in English and Mongolian.</p>	<ul style="list-style-type: none"> <li>▪ Provide support to complete all the tasks under objective 1 of international expert for early childhood development;</li> <li>▪ Report to the Team Leader on the progress of assigned task;</li> <li>▪ Provide translation and interpreting support when required.</li> </ul>
<p>3. Early intervention services international expert and trainer – Portage</p> <p>(2 person-months, intermittent, international expert)</p>	<p><b>Education:</b> The expert should have a master’s or higher degree in medicine, or the allied social sciences or equivalent;</p> <p><b>Experience:</b> at least ten years of experience in working with early intervention programs, at least five of which should include operational involvement in training and delivery of home-based early intervention including training and supervision of</p>	<ul style="list-style-type: none"> <li>▪ Responsible for planning, developing, implementing, institutionalizing, assisting and conducting of trainings/activities under objective 2 to support a successful implementation of consultancy service;</li> <li>▪ Ensure the quality of all deliverables and are submitted within the approved deadline to the Team Leader;</li> </ul> <p><b>Specific tasks:</b></p>

	<p>Portage home visitors.</p> <p><b>Language proficiency:</b> Excellent writing skills and fluency in English.</p>	<ul style="list-style-type: none"> <li>(i) Review and adapt the training package for portage program piloted under JICA START project and assist in obtaining copyright on use of portage program from relevant organizations;</li> <li>(ii) Prepare a plan for rolling out the portage program in project sites;</li> <li>(iii) Develop an operational guideline for portage program including job descriptions for portage service staffs and cost estimate for portage service package to be implemented at Development centers for PWD in project sites;</li> <li>(iv) Develop an appropriate M&amp;E system for the portage program including data selection, data collection and integration with the existing information system, and improve capacity of relevant government staff in analyzing the data for better decision making;</li> <li>(v) Develop training programs, modules and training resource materials on portage program, including facilitator's manual with pre and post training tests; conduct trainings and provide on-site coaching for relevant professionals in project aimags;</li> <li>(vi) Provide recommendation on the mobile toy library concept including list of toys (or play equipment), technical specifications and operational guidelines;</li> <li>(vii) Submit reports of the training/activities;</li> <li>(viii) Report to the Team Leader on the progress of assigned task;</li> </ul>
<p>4. Early intervention services national consultant and trainer – Portage (8 person-months,</p>	<p><b>Education:</b> The consultant should have a master's or higher degree in medicine, or the allied social sciences or equivalent;</p> <p><b>Experience:</b> at least five years of experience in the health and/or social sector; good knowledge and</p>	<ul style="list-style-type: none"> <li>▪ Assist the international expert of early intervention services (portage) for completion of the tasks under objective 2;</li> <li>▪ Report to the Team Leader on the assigned task;</li> </ul>



<p>intermittent, national consultant)</p>	<p>understanding of government administrative systems at national and sub-national levels; at least five years of experience in training and capacity building; three years specific experience working with children or adults with disabilities. Experience in early intervention with children with disabilities or early childhood education is desirable.</p> <p><b>Language proficiency:</b> Excellent writing skills and fluency in English and Mongolian.</p>	<ul style="list-style-type: none"> <li>▪ Provide translation and interpreting support when required;</li> </ul>
<p>5. International expert on curriculum development and service strengthening - habilitation and rehabilitation  (3 person-months, intermittent, international expert)</p>	<p><b>Education:</b> The expert should have a master's degree in health, social sciences, education, business administration or equivalent.</p> <p><b>Experience:</b> At least 10 years of experience working in the health, education and/or social sector; a thorough knowledge and understanding of government administrative systems at national and sub-national levels; at eight years experiences in teaching/capacity building to graduate level. Excellent writing skills and fluency in English; affiliation to a university/medical school offering graduate courses in the associated disciplines of speech therapy, social work and other habilitation and rehabilitation.</p> <p><b>Language proficiency:</b> Excellent writing skills and fluency in English.</p>	<ul style="list-style-type: none"> <li>▪ Responsible for planning, developing, implementing, institutionalizing, assisting and conducting of trainings/activities under objective 3 to support a successful implementation of consultancy service;</li> <li>▪ Ensure the quality of all deliverables and are submitted within the approved deadline to the Team Leader;</li> </ul> <p><b>Specific tasks:</b></p> <ul style="list-style-type: none"> <li>(i) Develop the services delivery design for the Development centers for PWD in project sites including list and scope of services for PWD, organization of service delivery, human resources, financial resources, organizational and management structure and information technology;</li> <li>(ii) Conduct rapid assessment to identify gaps in existing secondary legislation, SOPs and service specification required to implement the Development Centers' service delivery design and provide recommendations for improvements; assess the qualifications, skills and experience of key professional staff at the Development Centers; define future workforce needs in project aimags;</li> <li>(iii) Develop operational guidelines for speech therapy, orthopedic technicians, social work and</li> </ul>

		<p>other habilitation and rehabilitation services to be provided in the new Development Centers in project sites; assist in implementation of operational guidelines in project sites through capacity building and coaching activities.</p> <p>(iv) Review the existing training curricula of speech therapy, physiotherapy, occupational therapy, optometry, orthopedy and social work;</p> <p>(v) Based on review, develop or upgrade the training curriculum for Certificate and Diploma level courses on speech therapy, physiotherapy, occupational therapy, orthopedy, optometry therapy and social work (including case management systems to ensure holistic packages of care; assessment, referral and follow up);</p> <p>(vi) Assist selected training institutions to integrate the new and upgraded training curricula for speech therapy, physiotherapy, occupational therapy, optometry, orthopedy and social work;</p> <p>(vii) Develop a human resource development plan for the new Development Centers; train the key professionals in partnership with selected training institutions using newly developed and upgraded training curriculum;</p> <p>(viii) Report to the Team Leader on the assigned task.</p>
<p>6. Consultant curriculum development and service strengthening - habilitation and rehabilitation  (8 person-months, intermittent,</p>	<p><b>Education:</b> The consultant should have a master’s degree in health, social sciences, education or equivalent.</p> <p><b>Experience:</b> At least 8 years of experience working in the health, education and/or social sector; good knowledge and understanding of government administrative systems at national and sub-national levels; at least five years experiences in teaching/capacity building to graduate level. Excellent writing skills and fluency in English and</p>	<ul style="list-style-type: none"> <li>▪ Assist to complete all the tasks under objective 3 of international expert on curriculum development and service strengthening - habilitation and rehabilitation;</li> <li>▪ Report to the Team Leader on the progress of assigned task;</li> <li>▪ Provide translation and interpreting support to the international expert and Team Leader;</li> </ul>

consultant)	<p>Mongolian; affiliation to a university/medical school offering graduate courses in the associated disciplines of speech therapy, social work and other habilitation and rehabilitation.</p> <p><b><i>Language proficiency:</i></b> Excellent writing skills and fluency in English and Mongolian.</p>	
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## F. EXPECTED DELIVERABLES AND TIME SCHEDULE

The duration of the assignment is 12 months.

**Table 3. Major Deliverables and Tentative time schedule of deliverables**

	<b>Deliverables</b>	<b>Expected time for completion</b>
1	Inception report which include a detailed plan of the consultancy service	After 1 month since commencement
2	Quarterly progress report (updates on overall progress, changes in implementation arrangements, difficulties and challenges encountered, and remedial actions taken or suggested)	Every quarter
3	Completion report	At the end of the consultancy service
	<b>Under Objective 1.</b> Develop and institutionalize the early identification system for CWD and strengthen the capacity of relevant professionals and people involved;	
1	Technical report 1: <ul style="list-style-type: none"> <li>- Rapid assessment report on current situation of early identification system, skills/knowledge of the people involved in early identification of children with disabilities and home based teaching program (portage program).</li> </ul>	After 1.5 months since commencement of the consulting service
2	Technical report 2: <ul style="list-style-type: none"> <li>- modified ASQ with SOP including scoring systems and revised Maternal Child Health Handbook (Pink Book) with ASQ scoring system;</li> <li>- modified BSID-III with SOP including scoring system to determinate of mild, moderate, severe developmental delays;</li> <li>- recommendations in obtaining copyright on use of ASQ and BSID-III;</li> <li>- TOR for the independent research team for validation of ASQ and BSID-III in the Mongolian Context;</li> </ul>	Quarter I-II, 2020
3	Training report 1: <ul style="list-style-type: none"> <li>- Training programs, modules and training materials on ASQ, BSID-III, early identification of CWD</li> <li>- Training reports;</li> </ul>	Quarter II-IV, 2020
4	Technical report 3: <ul style="list-style-type: none"> <li>- Operational guidance, organizational structure and job descriptions and/or terms of reference (TOR) for the multi-sectoral commission in relation of introduction and implementation of early identification system</li> <li>- Capacity building plan for the multi-sectoral commissions in project sites;</li> <li>- M&amp;E system on early identification system;</li> <li>- Strategies for public awareness on early identification</li> </ul>	Quarter II-III, 2020
	<b>Under objective 2.</b> Develop and implement a home-based teaching	

	program for children with disabilities (portage program);	
5	<p>Technical report 4:</p> <ul style="list-style-type: none"> <li>- Updated portage program, including operational guidelines, cost estimate for portage service, job descriptions for portage service staff;</li> <li>- Recommendations in obtaining copyright on use of portage program from relevant organizations;</li> <li>- M&amp;E system for the portage program;</li> <li>- Recommendations on mobile toy library concept;</li> </ul>	Quarter I, 2020
6	<p>Training report 2:</p> <ul style="list-style-type: none"> <li>- Training programs, modules and training materials on program;</li> <li>- Training reports;</li> </ul>	Quarter II-IV, 2020
	<b>Under objective 3.</b> Development of service design for Development centers in project sites; development and upgrading training curriculums and capacity building of key professionals.	
7	<p>Technical report 5:</p> <ul style="list-style-type: none"> <li>- Report on rapid analysis of qualifications skills, experience and future needs of key professionals involved in service delivery for PWD;</li> <li>- Review of current training curricula in speech therapy, physiotherapy, occupational therapy, orthopedy, optometry therapy and social work.</li> </ul>	After 1.5 months since commencement of the consulting service
8	<p>Technical report 6:</p> <ul style="list-style-type: none"> <li>- Service delivery design for the new Development centers for PWD;</li> <li>- Assessment of current secondary legislation, SOPs and service specification and recommendations for improvements;</li> <li>- Operational guidelines for speech therapy, physiotherapy, occupational therapy, orthopedy, optometry therapy and social work services (including case management systems to ensure holistic packages of care);</li> <li>- Human resource development plan for the Development Centers to train the key professionals using newly developed training curriculum for speech therapy, physiotherapy, occupational therapy, optometry, orthopedy and social work.</li> </ul>	Quarter II, 2020
9	<p>Training report 3:</p> <ul style="list-style-type: none"> <li>- Training curriculum, modules, training materials for Certificate and Diploma level courses on speech therapy, physiotherapy, occupational therapy, orthopedy, optometry therapy and social work.</li> <li>- Training reports</li> </ul>	Quarter II-IV, 2020

#### G. REPORTING REQUIREMENTS:

- (i) The consulting firm will develop and present the deliverables in the format and process as agreed with the MLSP and MOH during the inception.
- (ii) The consulting firm will support the MLSP and MOH in undertaking consultations and building a consensus with key stakeholders. The consulting firm is responsible for revising and finalizing the documents based on comments by relevant agencies and stakeholders.

The technical reports shall be presented at the meetings of technical working groups and other related stakeholders, if necessary.

(iii) All reports should be prepared in two languages (Mongolian and English).

#### **H. CLIENT'S INPUT AND LOCATIONS OF SERVICE**

(i) Client's input

Ministry of Labor and Social Protection, and Ministry of Health, and Ministry of Education, Culture, Sciences and Sports will ensure that the consulting firm has access to the documents required for the performance of the Services.

(ii) Locations of the services:

The Consulting firm shall provide services in Ulaanbaatar and shall be responsible for all necessary administrative, secretarial services. The client shall provide temporary workspaces during the consulting service.