

**Terms of Reference for  
Accessibility Audit for  
“Vui đọc cùng em” Reading Application**

October 2024



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# 1. PROJECT SUMMARY

<b>Type of evaluation</b>	<b>Accessibility Audit</b>
<b>Name of the project</b>	Equal digital literacy environment with social inclusion for children from 6 to 11 years old in Vietnam
<b>Project Start and End dates</b>	1 <sup>st</sup> August 2023 – 31 <sup>st</sup> July 2025
<b>Project duration</b>	Two years
<b>Project locations:</b>	Dien Bien and Dien Bien Dong districts, Dien Bien province
<b>Thematic areas</b>	Education
<b>Sub-themes</b>	Basic Education
<b>Donor</b>	Save the Children Australia, DFAT
<b>Estimated beneficiaries</b>	5,933 beneficiaries including 2,996 children, 177 teachers and 2,760 caregivers
<b>The overall objective of the project</b>	Digital literacy and reading comprehension skills of students aged 6 – 11 of disadvantaged groups in Vietnam are improved

## 2. INTRODUCTION

This document provides Terms of Reference (TOR) for the accessibility audit for the “Vui đọc cùng em” reading application, developed under SCI’s various projects which include “Equal digital literacy environment with social inclusion for children in Vietnam” project (The project). The project is conducted in seven primary schools in two districts in Dien Bien province by Dien Bien Department of Education and Training (DOET), funded by Save the Children Australia and DFAT for a duration of 24 months from August 2023 to July 2025. The project aims to improve the literacy comprehension skills of students aged 6 – 11 in project areas by applying the reading app “Vui Doc Cung Em” into their daily learning basis. To reach this goal, the project focuses on three outcomes: 1) “Vui Doc Cung Em” reading application is relevant to the learning context, has integrated social inclusion features and is widely accessible to target users; 2) “Vui Doc Cung Em” is piloted for evidence of impact with effective participation of beneficiaries and stakeholders; 3) “Vui Doc Cung Em” is recognised as a valid learning resource for the primary education sector, and nationally promoted for scaling up through innovative partnerships. The project is expected to benefit 2,996 students, 2,760 caregivers and 177 teachers throughout two years of implementation. Plus, there will be tentatively 4,968 children, 4,464 caregivers and 306 teachers as indirect beneficiaries across the two districts.

We aim to ensure that the app is inclusive and provides equal access to educational resources for all students, including children with disabilities.

The accessibility audit is to:

- Assess the application’s compliance with the latest version of WCAG (WCAG 2.2) - Level AA standards;

- Identify barriers that prevent users with disabilities (e.g., visual, auditory, motor, cognitive impairments) from fully utilizing the app;
- Provide recommendations for remediation to meet the required accessibility standards for Level AA;
- Explore the potential for the app to achieve even higher accessibility standards, aiming to meet the stringent criteria of the AAA level.

### 3. BACKGROUND AND CONTEXT

Vietnam has 8.6 million students in primary school in the 2019 – 2020 school year<sup>1</sup>. Of whom, around 65% or 5.6 million are in rural areas, including 1.5 million ethnic minority students. There are 65,296 primary-school students with disabilities.

The Vietnamese General Statistics Office in late 2016 and early 2017 conducted a survey to examine the life of individuals with disabilities, Vietnam National Survey on People with Disabilities (2018)<sup>2</sup>. This survey, involving 35,422 households across all 63 provinces, aimed to examine the conditions of individuals with disabilities in Vietnam, focusing on identifying such individuals, assessing their educational and socioeconomic statuses, and offering data to enhance their lives. The key findings include:

- **Prevalence of Disabilities:** The survey identified 7.06% of the population (age 2 and older) as having a disability, with 2.83% of children aged 2 through 17 being affected. A significant note is that the majority of identified students with disabilities in Vietnam would be considered to have moderate to severe disabilities in contexts like Australia, with students with mild disabilities, such as learning disabilities, often not recognized as having a disability<sup>3</sup>.
- **Inclusive Education:** A positive outcome from the survey is that 94.2% of students with disabilities were being educated in general education classes, with nearly half of these students identified as having intellectual disabilities. The average number of students with disabilities per school was 8.3, and very few were educated in special classrooms (0.5%) or schools (1%), except for nearly 26% of children with hearing difficulties who attended special classrooms.
- **Barriers to Inclusive Education:** Despite the progress, several barriers remain, including discrimination, lack of equitable educational opportunities, and uneven teacher professional development. Discrimination is a major issue, with only 42.7% of respondents supporting the integration of children with disabilities in mainstream schools. There's also a notable gap in school enrolment rates between children with disabilities (88.7%) and nondisabled children (96.1%), which widens at the upper secondary level.
- **Teacher Professional Development:** The survey found that a significant proportion of schools (72.3%) lack teachers qualified to educate students with disabilities. Only about 14.1% of teachers in primary and lower secondary schools have received training to educate students with disabilities, indicating a need for comprehensive professional development in this area.

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<sup>1</sup> Statistics of primary education in Vietnam, school year 2019 – 2020, Ministry of Education and Training.

<sup>2</sup> General statistics Office (2018) Vietnam National Survey on People with Disabilities 2016, Hanoi, Vietnam: Statistics Publishing House

<sup>3</sup> Nguyen Xuan Hai, Richard A. Villa, Le Van Tac, Jacqueline S. Thousand, Pham Minh Muc (2020), Inclusion in Vietnam: More than a Quarter Century of Implementation, International Journal of Elementary Education, 12(2), pg 262

According to UNICEF in Vietnam<sup>4</sup>, the share of 15-year-old students performing below basic proficiency of Programme for International Student Assessment (PISA) Level 2 is estimated to increase from 14% in the pre-COVID-19 period to 30% in the post COVID-19, implying that those who were already behind before will fall further behind, leading to higher inequality in the long run. The idea of creating online reading resources for primary-school students have been tried by several actors. (i) Some publishing houses have digitalized textbooks and make them available online for free. However, those digitalized textbooks are only PDF copies of the paper ones. While they allow online access to students in case, they do not have paper books, those copies do not make the learning any more interesting and attractive to students. Consequently, they do not contribute much to improving the students' learning outcomes. (ii) The consortium of UNICEF, Global Digital Library and Vietnam National Institute of Educational Sciences. They have developed 3,000 digital early-grade reading books in Vietnamese to improve children's reading skills. As many books come from the global resources, the story context and drawings are not familiar to Vietnamese children, which makes it challenging for them to comprehend the texts. Moreover, they are not tailored to address the difficulties of students in difficult areas who have little to no support in learning Vietnamese, particularly ethnic minorities. They are not used by many teachers because they are not aligned with textbooks. Consequently, those products mainly stay as sources of reference with few users and have little effectiveness in supporting students in difficult areas to improve their reading comprehension skills.

Although the government of Vietnam has been guiding and supporting the implementation of digital transformation in education since 2020, many barriers against disadvantaged students to develop digital literacy skills remain. According to the national household survey in 2018, up to 85% of the poorest households in Vietnam do not own a computer because of the high cost. They also use old and cheap smartphones which are not suitable to access many digital platforms and online applications. Due to shortages of budget and human resources, MOET has not been able to have adequate investment on ICT teaching. As per MOET's report for 2020-2021 school year, 30,9% ICT teachers still did not meet standard training requirements, lack of 3684 ICT teachers, 27,8% primary schools don't have computer rooms. They also couldn't invest in developing digital contents for e-learning at primary schools. Provincial authorities faced same challenges. Teachers in poor rural, ethnic minority and migrant worker areas also have less access to training on using digital tools in their class.

Building on findings from the project "Bridging the digital divide for ethnic minority children" funded by ANCP in 2021 – 2023, this project will further develop solutions to address the shortages of digital literacy and reading comprehension skills among primary-school students, especially in poor rural, ethnic minority and migrant households and students with disabilities. (i) While students from urban middle & high-income backgrounds are taking advantage of the online setups during COVID outbreaks to progress fast online learning, their peers from the above-mentioned disadvantaged groups continue struggling with barriers preventing them to develop digital literacy skills, including poor computer/smartphone, lack of suitable online contents and underdeveloped capacity of teachers and caregivers to guide them. The digital divide in education is widening fast. (ii) Low level of reading comprehension skills among primary-school students in difficult areas continues. From different learning assessments conducted by SC in Vietnam in 2020, we found that only 4% of surveyed ethnic minority primary school students in Dien Bien and 11% in Quang Binh (mountainous area), 14% in Hai Phong (urban poor), 18% in Dong Thap (rural poor) were defined as readers with comprehension. Consequently, those students are often unable to make sense of Vietnamese texts. The shortages of digital literacy and reading comprehension skills at primary school will limit those disadvantaged students from further study and development opportunities.

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<sup>4</sup> [unicef.org/eap/media/9346/file/Sit An - Viet Nam case study.pdf](https://www.unicef.org/eap/media/9346/file/Sit%20An%20-%20Viet%20Nam%20case%20study.pdf)

The project's goal is "Digital literacy and reading comprehension skills of students aged 6 – 11 of disadvantaged groups in Vietnam are improved". To achieve this goal, the project aims to reach the three following outcomes:

Outcome 1: "Vui doc cung em" reading application is relevant to learning context, has integrated social inclusion features and is widely accessible to target users.

Outcome 2: "Vui Doc Cung Em" is piloted for evidence of impact with effective participation of beneficiaries and stakeholders.

Outcome 3: "Vui Doc Cung Em" is recognised as valid learning resource for primary education sector, and nationally promoted for scaling up through innovative partnerships.

This project will support students aged 6 – 11 to develop digital literacy and reading comprehension skills through developing and piloting a digital platform namely "Vui Doc Cung Em". The platform, the first one of this kind in Vietnam, includes 500 textbook-based reading lessons which are gamified for young children to learn in interactive and fun ways. This can make primary-school students attracted to reading lessons in class and at home and effectively achieve the reading comprehension skill improvement. While interacting with the platform which includes lessons on cyber safety, students will develop their digital literacy skill. Learning and how to support learning will become easy, natural and child-centred.

The project is implemented in collaboration with the Department of Education and Training (DOET) of Dien Bien province. Save the Children International (SCI) take major responsibility for the implementation of activities under Outcome 1 such as continue to develop the "Vui doc cung em" application, install the application on diverse devices to secure children's highest accessibility, develop and mainstream contents on cyber safety, gender equality, inclusion (children with disabilities), ethnic minority cultural into the reading materials, etc. In the meantime, our project implementing partner – Dien Bien DOET, with technical support from SCI, implement activities under Outcome 2 and Outcome 3. Some major activities that Dien Bien DOET implement include: Provide support to the pilot schools to upgrade their ICT facilities; Provide training to teachers on application usage, cyber safety, gender equality, mother-tongue-based multilingual education and Literacy Boost common approach and facilitate their use of the application in lesson planning and during their classes; Provide training to caregivers about the application usage, cyber safety, gender equality, the importance of mother-tongue-based-multilingual education; Support caregivers in using the application in assisting their children's learning at home; Scale up and disseminate applying the application and commercialize the application for sustainability purpose.

### **Why an accessibility audit is needed**

The World Wide Web Consortium (W3C) created the **Web Content Accessibility Guidelines (WCAG)**, a set of internationally recognized standards designed to make web content accessible to everyone, including people with disabilities. WCAG covers web pages and web applications, including content used on mobile devices. The WCAG provides comprehensive guidance for improving the accessibility of web and mobile applications, ensuring that individuals with auditory, cognitive, neurological, physical, speech, and visual impairments can effectively use them. More specifically, people can perceive, understand, navigate, and interact with the Web; and contribute to the Web<sup>5</sup>.

WCAG is divided into three conformance levels:

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<sup>5</sup> [Introduction to Web Accessibility | Web Accessibility Initiative \(WAI\) | W3C](#)

- **Level A:** The minimum level of accessibility.
- **Level AA:** The mid-range of accessibility.
- **Level AAA:** The highest and most stringent level of accessibility, aimed at providing the best possible experience for all users.

Ensuring accessibility is essential to the reading app development so that it contributes to creating an inclusive and equitable learning environment where all primary school students, including those with disabilities, can fully participate in using the reading application. **The “Vui doc cùng em” reading app is aimed at meeting WCAG - Level AA standards.** By adhering to these standards, the app ensures that children with visual, auditory, motor, or cognitive impairments are not excluded, granting them equal access to vital educational resources. This commitment to accessibility not only fulfils a moral and ethical obligation but is also a requirement set forth by the project’s donors, reinforcing its importance at both a practical and humanitarian level.

An accessibility audit is a critical process in evaluating whether the reading application meets these standards and truly delivers on its promise of inclusivity. The audit will access the reading app following the four principles of WCAG, including (1) Perceivable - Information and user interface components must be presentable to users in ways they can perceive; (2) Operable - User interface components and navigation must be operable; (3) Understandable - Information and the operation of user interface must be understandable; and (4) Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Simultaneously, by conducting a thorough evaluation of the app's adherence to WCAG - Level AA standards, the audit identifies any barriers that may hinder or impair the learning experience for students with disabilities. Addressing these barriers is essential for developing a truly inclusive educational tool. The audit not only recognizes these challenges but also provides practical solutions to enhance the app's accessibility, ensuring it meets the AA level requirements. Furthermore, it explores the potential for the app to achieve even higher accessibility standards, aiming to meet the stringent criteria of the AAA level.

## 4. SCOPE OF AUDIT

### 4.1 Purpose and Scope

This audit is being conducted in the second year of the project. The primary purpose of the audit is to:

1. Evaluate the reading app’s conformance to WCAG – Level AA standards (its latest version WCAG2.2)
  2. Identify any barriers that might prevent the students with disabilities (e.g., with auditory, cognitive, neurological, physical, speech, and visual impairments) from fully utilizing the app
  3. Provide recommendations for remediation to meet the required accessibility standards for Level AA
- Explore the potential and cost analysis for the app to achieve even higher accessibility standards, aiming to meet the stringent criteria of Level AAA.

Scope: This audit will be conducted from December 2024 to February 2025. The audit team will be required to undertake consultation with the SC’s Project Manager and the Audit Working Group at the commencement of the audit to further refine the scope.

## 4.2 Intended Audience and Use of the Audit

Primary intended audience of the audit are project donors, primary implementing organization, implementing partners, government stakeholders, beneficiaries and the app developer listed in below table.

Stakeholder	Further information
Project donor	Save the Children Australia, DFAT
Primary implementing organisation	Save the Children Vietnam
Implementing partners	Dien Bien DOET
Government stakeholders	Ministry of Education and Training
Beneficiaries	District Department of Education and Training of Dien Bien and Dien Bien Dong, Students, Teachers in 7 project primary schools and Inclusive Education Centre of Dien Bien province
Other stakeholders	The reading app developer

## 4.3 Key audit questions

This audit aims to answer the following questions:

1. Does the app fully comply with all criteria of WCAG 2.2 (or WCAG latest version at the time of work implementation) for the Level AA?
2. What accessibility barriers exist for students with disabilities in fully utilizing the reading app?
3. What are actionable recommendations for addressing the identified accessibility barriers?
4. What are the potential for achieving Level AAA of WCAG 2.2 (or the most current version available at the time of audit)?

# 5.AUDIT METHODOLOGY

## 5.1 Audit Design

The audit is expected to include:

1. Initial Review: Use automated testing tools as a preliminary step to identify easy-to-spot issues;
2. Manual testing: test the app using different assistive technologies;
3. Real-World Testing with users: Involve children with disabilities to provide direct feedback on how the app performs in practice. Real-world testing is an invaluable way to identify usability challenges that automated tools or manual audits might miss..



4. **Consultation with Experts:** To consult with professionals in the line of access to ensure nothing is left out.

The audit team is required to review the audit design above and propose the effective methodology of the audit. The audit team is encouraged to use methods that facilitate child participation.

As a part of the audit report, the audit team is expected to provide actionable recommendations on how to fix each issue. After the remediation plan is developed and implemented, the audit team will do a **Re-Audit**, if needed, to ensure that all issues have been resolved and that the site now meets the desired level of accessibility (level AA). The audit firm then is expected to issue a Certification on Accessibility for the App.

## 5.2 Sampling for real world testing

The audit team selected is expected to describe in detail the proposed sampling strategy in real-world testing with users and describe why it's relevant.

## 5.3 Data Sources and Data Collection Methods / Tools

All primary data collected during the study must facilitate disaggregation by gender, age, disability. Save the Children will not provide guidance on tools and classification schemes for this minimum dataset, it's expected that the study team will describe in detail in the technical proposal or inception report.

Save the Children will not provide enumerators to assist with primary data collection. It will be a requirement of the study team to source additional external data sources to add value to the study, such as government administrative data. The team should also indicate how data triangulation will be realised.

The study team is required to adhere to the Save the Children's policies on Child Safeguarding; Protection from Sexual Exploitation and Abuse; Anti-Harassment, Intimidation and Bullying; and Data Protection and Privacy throughout all study activities.

## 5.4 Ethical Considerations

It is expected that this study will be:

- **Child participatory.** Where appropriate and safe, children should be supported to participate in the evaluation process beyond simply being respondents. Opportunities for collaborative participation could include involving children in determining success criteria against which the project could be evaluated, supporting children to collect some of the data required for the evaluation themselves, or involving children in the validation of findings. Any child participation, whether consultative, collaborative or child-led, must abide by the [9 Basic Requirements for meaningful and ethical child participation](#).
- **Inclusive.** Ensure that children from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.
- **Ethical:** The study must be guided by the following ethical considerations:
  - Safeguarding – demonstrating the highest standards of behaviour towards children and adults.
  - Sensitive – to child rights, gender, inclusion and cultural contexts.

- Openness - of information given, to the highest possible degree to all involved parties.
- Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.<sup>6</sup>
- Public access - to the results when there are not special considerations against this
- Broad participation - the relevant parties should be involved where possible.
- Reliability and independence - the study should be conducted so that findings and conclusions are correct and trustworthy.

It is expected that:

- Data collection methods will be age and gender appropriate.
- Study activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- A risk assessment will be conducted that includes any risks related to children, young people's, or adults' participation.
- A referral mechanism will be in place in case any child safeguarding or protection issues arise.
- Informed consent will be used where possible.

## 5.5 Known limitations

The audit team will be required to identify any anticipated known limitations or challenges for this audit and proposed measure to address them in technical proposal.

## 6. EXPECTED DELIVERABLES

The audit deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The audit team and SC Project Manager will agree on final milestones and deadlines at the inception phase.

### Deliverables and Tentative Timeline

Deliverable / Milestones	Timeline
The audit Team is contracted and commences work	By 30 Dec 2024
The audit Team will facilitate a <b>consultation meeting</b> with the relevant stakeholders, SC managers at the commencement of the activity to develop the inception report.	By 6 Jan 2025

<sup>6</sup> If any Consultancy Service Provider, Freelancer or Contingent worker will have direct contact with children and/or vulnerable adults and/or beneficiaries and/or have access to any sensitive data on safeguarding and/or children and/or beneficiaries, it is the responsibility of the person receiving the consulting service to contact the local HR team and child safeguarding focal point to ensure vetting checks and on-boarding are conducted in line with statutory requirements, local policies and best practices guidance.

<p>The audit Team will submit an <b>inception report (in English)*</b> in line with the <a href="#">provided template</a>, including:</p> <ul style="list-style-type: none"> <li>▪ Audit objectives, scope and key audit questions</li> <li>▪ description of the methodology, including design, data collection methods, sampling strategy, data sources, and audit matrix against the key audit questions</li> <li>▪ data analysis and reporting plan</li> <li>▪ caveats and limitations of audit</li> <li>▪ risks and mitigation plan</li> <li>▪ ethical considerations including details on consent</li> <li>▪ stakeholder and children communication and engagement plan</li> <li>▪ key deliverables, responsibilities, and timelines</li> <li>▪ resource requirements</li> <li>▪ data collection tools (in line with the audit matrix)</li> <li>▪ detail plan for implementation, including data collection</li> </ul> <p>Once the report is finalised and accepted, the audit team must submit a request for any change in strategy or approach to Save the Children.</p>	<p>First draft by by 24 Jan 2025</p> <p>Final version by 20 Feb 2025</p>
<p><b>Final data collection tools (both in English and Vietnamese):</b></p> <ul style="list-style-type: none"> <li>▪ Survey instrument</li> <li>▪ Data collection mechanism</li> </ul>	By 28 Feb 2025
Collected, <b>cleaned and organized data set</b>	By 15 Mar 2025
<p>An <b>Audit Report* in English</b> (Draft Versions – <a href="#">template available</a> if useful though external actors may want to use theirs) including the following elements:</p> <ul style="list-style-type: none"> <li>▪ Executive summary</li> <li>▪ Background description of the Program and context relevant to the Audit</li> <li>▪ Scope and focus of the audit</li> <li>▪ Overview of the audit methodology and data collection methods, including a Audit matrix</li> <li>▪ Findings aligned to each of the key Audit questions</li> <li>▪ Specific caveats or methodological limitations of the evaluation</li> <li>▪ Conclusions outlining implications of the findings or learnings</li> <li>▪ Recommendations</li> <li>▪ Annexes (Project logframe, audit ToR, Inception Report, Audit schedule, List of people involved)</li> </ul> <p>A consolidated set of feedback from key stakeholders will be provided by Save The Children within 01 week of the submission of the draft report.</p>	By 15 Apr 2025
<b>Revised Audit Report in English</b> incorporating feedback from consultation on the Draft Audit Report	30 April 2025
<b>Final Reports in Vietnamese and English</b>	15 May 2025
<b>Issuance of Certification</b>	15 May 2025

\*All reports are to use the Save the Children [Final Study Report template](#). Please also refer to Save the Children technical writing guide.

All documents are to be produced in MS Word format and provided electronically by email to the SC Project Manager. Copies of all PowerPoint presentations used to facilitate briefings for the project should also be provided to Save the Children in editable digital format.

## 7. STUDY TEAM AND SELECTION CRITERIA

To be considered, the audit team members together must have demonstrated skills, expertise and experience in:

- Familiarity with WCAG Standards: Comprehensive understanding of the Web Content Accessibility Guidelines (WCAG) standards.
- Can issue certificate on accessibility for the App.
- Proven experience in accessibility audits:
  - + Track record with similar projects: Hands-on experience conducting accessibility audits for websites or apps.
  - + Comprehensive audit methodologies: Ability to employ both automated tools and manual testing techniques, including heuristic evaluations, to identify accessibility issues effectively.
- Technical Proficiency:
  - + Ability to use accessibility testing tools and software (e.g. screen readers, color contrast analyzers, keyboard assistants, magnification software)
  - + Proficiency in HTML, CSS, and JavaScript to identify and suggest code-level improvements;
- Have experience with real-world testing with students, particularly those with disabilities.

There is a high expectation that the audit team possess:

- Relevant educational background: Degrees or advanced training in fields such as Human-Computer Interaction (HCI), User Experience (UX) Design, Web Development, or related areas that support a strong foundation in accessibility practices.
- Educational pedagogy awareness: Familiarity with educational theories and practices to better assess how accessibility features support learning objectives.
- Experience working with people with disabilities to understand their needs and challenges.
- User experience (UX) design:
  - + Understanding of inclusive design principles to ensure the app is usable by people with diverse abilities.
  - + Ability to evaluate the app's usability for people with disabilities, including those with visual, auditory, motor, and cognitive impairments.

Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but quality of the service and reasonableness of the proposed costs. Proposals shall include personnel allocation (role / number of days / daily rates / taxes), as well as any other applicable costs.

Bidding proposal should include:

1. Audit objectives, scope and key audit questions

2. Description of the methodology
3. Key deliverables, responsibilities, and timelines
4. Budget breakdown per main deliverable
5. Profiles of the team members, highlighting their qualifications and experience)
6. Track record with similar projects: Hands-on experience conducting accessibility audits for websites or apps

## 8. ANNEXES

- Annex 1: SCI Evaluation Scoring for perspective consultants
- Annex 2: Inception report template.
- Annex 3: Final Study Report template
- Annex 4: Nine Basic Requirements for meaningful and ethical child participation.
- Annex 5: Save the Children Child Safeguarding policy.
- Annex 6: Save the Children Protection from Sexual Exploitation and Abuse policy.
- Annex 7: Save the Children Anti-Harassment, Intimidation and Bullying policy.
- Annex 8: Save the Children Data Protection and Privacy policy.
- Annex 9: Reading app's information

ToR prepared by:	
ToR approved by:	
Date of sign off:	