

## TERMS OF REFERENCE

### FINAL EVALUATION OF PROJECT

#### **VN04-032 “*Learning for development*” in Tan Lac, Hoa Binh province, period 2017-2020**

#### **I. INTRODUCTION**

ChildFund Vietnam is the representative office of ChildFund Australia – an independent international development organisation that works to reduce poverty for children in developing communities.

ChildFund Australia is a member of the ChildFund Alliance – a global network of 11 organisations which assists almost 16 million children and their families in over 60 countries. ChildFund Australia is a registered charity, a member of the Australian Council for International Development, and fully accredited by the Department of Foreign Affairs and Trade which manages the Australian Government’s overseas aid program.

ChildFund began working in Vietnam in 1995 and works in partnership with local government and civil society, as well as children, their parents, caregivers and communities to create lasting change, respond to humanitarian emergencies and promote children’s rights.

Projects are implemented in the northern provinces of Bac Kan, Cao Bang and Hoa Binh, where the majority of people are from ethnic minority groups; often the most vulnerable or marginalised sections of the population.

ChildFund Vietnam’s projects focus on child rights and child protection, education, health and wellbeing for children. ChildFund Vietnam also prioritises building the resilience of young people, by giving them the opportunity to take part in sports, life skills learning, and supporting their participation in local decision-making processes.

#### **II. BACKGROUND**

From November 2017 to November 2020, ChildFund Vietnam has supported an education project (VN04-032) in the seven (7) communes of Tan Lac District, Hoa Binh province. The goal of project is to improve the quality of education for students of ethnic minorities in 7 project communes, Tan Lac District, Hoa Binh province. The project will focus on the following objectives:

**Objective 1:** A core group of teachers who are capable to conduct training/coaching technically for other teachers, applying participatory training and experiential learning methods.

**Objective 2:** Students of primary schools are able to read and understand texts meeting the requirements of the curriculum.

**Objective 3:** School managers are able to organize participatory processes for writing plans for school improvement with a focus on children’s learning and well-being.

### III. PURPOSE OF THE EVALUATION

The main objective of this final evaluation is to assess the extent to which the project objectives have been achieved, identify lessons learnt and make recommendations for possible interventions in the future.

The Evaluation consultants will take full responsibility for evaluating the project VN04-032.

The consultant should focus on some key elements of the project objectives as follows:

- 1) Regarding objective 1: Evaluating the capacity of core teacher group in conducting training/coaching technically for other teachers, applying participatory training and experiential learning methods**
  - What are the knowledge/skills of participatory training and experiential learning methods gained by core teachers? (including the component of teaching writing skill applying experiential method – sponsored by ChildFund Korea)
  - How do core teachers demonstrate their skills in facilitating professional development activities (training, professional meeting, coaching...) with an application of participatory and experiential methods?
- 2) Regarding objective 2: The information for this objective are available in annual reports of project and online evaluation reports of other projects that have the same interventions.** Therefore, consultants do not need to evaluate this objective.
- 3) Regarding objective 3: Evaluating effectiveness/sustainability of school development plans utilising participatory approach and friendly libraries**
  - What are the advantages and challenges of developing and implementing a school development plan in participatory approach? How effective are these plans when applied in school management?
  - Are the schools planning to utilize School Development Plan participatory approach in the future? What approaches do schools have in place to continue developing and implementing School Development Plans?
  - How effective is setting up and operating a friendly libraries supported by the project? How will the schools maintain and manage libraries in the future? How frequently they are being used, what management is in place and what is the plan to replace books etc.
  - Building new schools/school construction: Participation on the construction process; Progress of school performance (After the new classrooms, latrines, school facilities, and equipment, etc, are there any improvement of attendance rate or academic performance)
- 4) Others need to be explored (finding issues/ideas for next phase):**
  - What is the impact of COVID-19 on the project/schools?
  - What are the issues of children whose parents working away from their home?
  - What are the challenges of the schools regarding children with disabilities.
  - What are the challenges/difficulties of teachers and schools in applying the new textbook of grade 1 (with a focus on the language issue).
  - What are the gender issues in the schools? (may use some key questions in the gender analysis tool).

#### IV. METHODOLOGY, TOOLS AND TASKS

The consultant will be expected to prepare by reviewing key documents, as well as conduct field surveys and review meetings in Hanoi and Hoa Binh. Subsequently, the consultant will prepare a final report responding to the objectives of the terms of reference.

This consultancy will include the following steps:

- Review all available documentation and relevant primary and secondary resources information relating to the projects (provided by ChildFund Vietnam) such as such as need assessment (the project has no baseline survey), project proposal, quarterly and year-end project reports, training reports, case studies, evaluation reports of similar projects and program description.
- Design evaluation outline including an evaluation plan, methodology, tools and prepare a schedule for the evaluation by consulting with relevant managers/specialist and staff in Vietnam.
- Design, lead data collection in project field and document Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), and change stories with the different stakeholder groups as stated in the project proposal.
- All qualitative data collected through the assessment must be classified by location (commune), age and sex. There should be individual consideration for girls and boys, youth, people with disability, men and women.
- Analyze available information and document along with findings and recommendations.
- Present findings to partners at district level and ChildFund Vietnam team for discussion and feedback.
- The evaluation report should provide evidence including case stories, quotes, and high quality photos about the effectiveness, which contributed by the project.
- A summary will be produced in English and final report in Vietnamese, which can be used as an endorsement of the work done by ChildFund Vietnam. High resolution of jpg photos and successful case story of project will be included and shared to ChildFund as part of the final report.

#### V. SCOPE OF WORK

**Location:** The consultant work will be carried out in Tan Lac district- Hoa Binh province.

**Timeframe (Plan for activities):**

It is expected that the work will be carried out from week 2 January to week 2 February (all work including report writing must be completed before 28 February, 2021). *This subject will be discussed with Consultant)*

Tentative Timeline	Outputs and Activities
Week 2- January	<b>Desk review</b> <ul style="list-style-type: none"> <li>• ChildFund Australia Program Approach</li> </ul>

Tentative Timeline	Outputs and Activities
	<ul style="list-style-type: none"> <li>• Project documents: project proposal, need assessment report, quarterly project reports, training reports, case studies and program description, etc.</li> </ul> <p><b>Development of inception report</b></p> <ul style="list-style-type: none"> <li>• Draft evaluation outline including methodology and tools (questionnaires, interview guides, survey methodology data analysis methods, etc.), and field trip plan and discuss with ChildFund</li> <li>• Final evaluation outline</li> </ul>
Week 4- January	<ul style="list-style-type: none"> <li>• Field work – data collection</li> <li>• Validating the findings with stakeholders</li> </ul>
Week 1- February to Week 4- February	<ul style="list-style-type: none"> <li>• Analyzing data and information</li> <li>• Preparing report summary draft and discussing it with ChildFund staff</li> <li>• Finalise the report summary (in English) and final report (in Vietnamese)</li> <li>• Submitting the completed report (file word, soft version).</li> </ul>

## VI. DELIVERABLES

The output of the mission will be the Evaluation Report. The structure and content of the report should meet the ChildFund minimum standard of report. The length of the report should not exceed 30 pages in total (excluding the annexes). The report should refer to the evaluation ToR and the structure of report should conclude:

1. Table contents
2. Abbreviation
3. Executive summary (in English and Vietnamese, not exceed 10 pages)
4. Part 1. Introduction (Background information about the evaluation work, including objectives, methodologies, limitations)
5. Part 2. Findings
6. Part 3. Conclusion and recommendation
7. Annexes.

## VII. CONSULTANT SPECIFICATION

To carry out the assignment, a study team with one team leader and one team member will be required.

### **Requirements for Team leader:**

The Team Leader shall be responsible for handling and organizing all the important matters regarding the Services on behalf of the Consultant and must have the following qualifications:

- Post-graduate degree in Education work or relevant field
- Demonstrated experiences in using participatory methods, stakeholder analysis, qualitative and quantitative research/study to evaluate education projects.
- Experience in working as a team leader of development project research/evaluation
- Working experience with children, local authorities and ethnic minorities in rural and mountainous areas.
- Proven communication, negotiation, writing, and analysis skills
- Working experience with International NGOs or foreign funded research/surveys in Vietnam.

**For team member:**

- Graduate degree in Education
- Demonstrated experience in using participatory methods, stakeholder analysis, qualitative and quantitative research/study
- Knowledgeable in child development,
- Proven communication, negotiation, writing, and analysis skills

### **VIII. MANAGEMENT AND SUPERVISION**

The Consultants will work closely with ChildFund Vietnam's Head of Program, Education Specialist, Provincial Manager, MEL team and Project officer and under the supervision of Head of Program.

### **IX. CONFIDENTIALITY**

All discussions and documents relating to this TOR will be treated as confidential by the parties.

### **X. CHILD SAFEGUARDING**

The successful applicant will be required to comply with ChildFund Australia's Child Safeguarding Policy and Procedures and to sign the Code of Conduct. If the consultant will be having direct, contact with children or having access to children's personal information, a Criminal Background Check must also be carried out.

### **XI. COUNTER- TERRORISM**

ChildFund Australia acknowledges its obligation under the Australian laws relating to counter-terrorism. In order to meet its obligation, the consultant's name will be reviewed against Department of Foreign Affairs and Trade (DFAT) and National Security Australia lists at the onset of financial relationship.

## XII. HOW TO APPLY, SUGGESTED TIME AND BUDGET

Send a short Expression of Interest including:

- Technical review methodology, consultant team member (if any), data management and analysis, cross cutting issues.
- Chart allocation of days (note details above under ‘Timeframe’)
- Proposed total budget including daily rate for consultant and costs for fieldwork research
- CV of consultant (or consultant team)
- Two samples of previous evaluation reports that are relevant to this consultancy.
- Information of two references
- Interested applicants should submit their CV and proposal via email to recruitment.VN@childfund.org.vn on 27 Dec, 2020 by latest. Only short-listed applicants will be contacted.

Website: <http://childfund.org.vn/en/working-opportunities/vacancies>

## XIII. ANNEX

Key outputs and interventions

**Objective 1: A core group of teachers who are capable to conduct training/ coaching technically for other teachers, applying participatory training and experiential learning methods**

**Output 1.1:** 60 core teachers’ capacity for TOT training and experiential learning methods is strengthened (Reading subject).

Activity 1.1.1. Training on TOT

Activity 1.1.2 Conduct professional training on language development for core teachers of preschool

Activity 1.1.3 Professional training on reading subject for the core teachers of primary schools

**Output 1.2:** 60 core teachers practice the experiential learning method (Reading subject) with students and teachers

Activity 1.2.1: Supervise core teachers in teaching language development and reading subject for students

Activity 1.2.2: Core teachers conduct training/coaching on applying experiential learning method in teaching language development and reading subject for other teachers

Activity 1.2.3: Core teachers provide coaching for other teachers in practicing in their schools

Activity 1.2.4 Workshops for core teachers on sharing experience and lesson learnt

**Output 1.3:** Project management and implementation capacity of core teachers and project implementation unit are improved

Activity 1.3.1: Training on project management, monitoring, evaluation and report

Activity 1.3.2: Training on gender quality and disability inclusion

Activity 1.3.3: Quarterly brief meeting

Activity 1.3.4: Workshop on sharing experience and end-of-project evaluation

**Objective 2: Students of primary schools are able to read and understand texts meeting the requirements of the curriculum**

**Output 2.1:** 540 teachers apply experiential learning method more often in teaching reading subject

Activity 2.1.1: Supervise/ observe teachers applying experiential learning method in teaching language development and reading subject

Activity 2.1.2: Organise thematic/topic meetings in each cluster of schools on the experiential learning method in teaching language and reading subject

**Output 2.2:** The rapid response system (RRS toolkit) is implemented from grade 1 to grade 5 in 8 primary schools

Activity 2.2.1: Develop RRS toolkit to support students of grade 1 in reading

Activity 2.2.2: Workshops on implementation of evaluation method for students' reading from grade 1 to grade 5.

Activity 2.2.3: Apply RRS for students in each school

Activity 2.2.4: Workshop on making plan for instructing teachers to apply RRS with students in reading subject

Activity 2.2.5: Supervise teachers' implementation of RRS with students in reading subject

**Objective 3: School managers are able to organize participatory processes for writing plans for school improvement with a focus on children's learning and well-being**

**Output 3.1:** 74 school managers are able to make development plan, facilitate, monitor and evaluate child-focused school development plans and implement successfully their human resources management system

Activity 3.1.1: Organise training for managers and teachers on the general principles of school management

Activity 3.1.2: Workshop in school level on making school development plan with participation of students, parents, commune government and teachers

Activity 3.1.3: Support schools to implement school development plan

Activity 3.1.4: Workshop on reviewing and amending job descriptions and introducing indicators based emulation rewarding process

**Output 3.2:** Plan for infrastructure (classroom and friendly library) is implemented

Activity 3.2.1: Training on development of friendly library

Activity 3.2.2: Organise study visits on the model of friendly library

Activity 3.2.3: Support 4 schools in building friendly library

Activity 3.2.4: Support to build 02 school branches with safe classrooms