



TERMS OF REFERENCE

FINAL EVALUATION OF PROJECT “IMPROVE EMOTIONAL WELLBEING AMONG SECONDARY SCHOOL STUDENTS IN NGAN SON DISTRICT, BAC KAN PROVINCE”

1. 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 12 organisations which assists almost 23 million children and their families in 70 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 children, their communities and local institutions to create lasting change, respond to humanitarian emergencies and promote children’s rights. Projects are implemented across 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 education, water and sanitation, sustainable livelihoods, child rights and child protection, food security, and maternal and child health, including HIV prevention. ChildFund Vietnam also prioritises building the resilience of young people, by giving children and youth the opportunity to take part in sports, vocational education and life skills training, and supporting their participation in local decision-making processes.

2. BACKGROUND

Project "Improve emotional well-being among secondary students in Ngan Son district, BacKan province" has been implemented from December 2018 to the end of June 2021 in Lang Ngam, Coc Dan, Thuan Mang and Na Phac communes, Ngan Son district, Bac Kan province. This project was designed based on the results of the research titled: ‘Emotional Disorders And Relevant Factors Among Students At Secondary Schools In Ngan Son District, Backan Province’ and the results of the pilot intervention titled: ‘Prevention Of Emotional Disorders In Lang Ngam Secondary School, Ngan Son District’, which were co-organized by ChildFund Vietnam and a market research team from the Hanoi National University of Education 1, beginning in 2017.

The proposal is also based on the Vietnamese legal framework related to activities with the aim at improving students’ mental health at schools. (1) Joint Circular No. 13/2016 / TTLT-BYT-BGDDT of the Ministry of Health and the Ministry of Education and Training on school health, which regulates schools to organize activities to consult parents, teachers and students on issues related to physical as well as mental development of students (2) Circular No. 31/2017 / TT-BGDDT of the Ministry of Education and Training gives instruction on the implementation of psychological consultation for secondary students.

ChildFund Australia Representative Office in Vietnam



This project was implemented in 4 secondary schools, namely Lang Ngam, Coc Dan, Thuan Mang and Na Phac and benefited around 660 students (of which 233 are boarders), and 60 teachers.

Project goal: This project aims for teachers and parents to provide support to students to develop social and emotional wellbeing, as well as students are able to self-manage and cope with the difficulties they may face in life

Objectives and indicators

Objectives	Indicators	Outputs
Teachers and parents support students to develop their social and emotional well-being	By the end of the project: - 90% of teachers who have been trained are able to make a plan and implement creative experiential activities	Teachers are trained on promoting emotional well-being
	- 95% of teachers participated in TOT training are able to re-training for students on social skills	Teachers are trained on facilitating experiential activities and teaching social skills
	80% of children feel supported in SEL by teachers/parents	Awareness raising activities carried-out on emotional wellbeing of children for parents
	80% of teachers/parents feel they have increased their knowledge about SEL and are able to provide support	
Young people's social and emotional skills are improved to enable them to positively influence their lives and relationships.	By the end of the project: - 80% of the self-manage groups of students are able to plan and implement activities at the school, class, and boarding area.	Students are trained on building their social knowledge/skills to cope with difficulties they may face in life
	70% secondary students report improved social and emotional skills (ability to manage emotions; planning and targets setting; establish and maintain positive relationships; deal with change; contribute to social cohesion)	Boarding students are trained on building their knowledge, skills and confidence to better manage their boarding school lives

3. PURPOSE OF THE EVALUATION

Overall Objective:

Evaluate the project outcomes and quality of interventions and recommend approaches and actions to inform similar projects in the future and ChildFund Australia's program approach to Social Emotional Learning.



Specific questions:

- **Relevance:** To what extent was the project and its two objectives relevant to the needs of students in the target schools? To what extent were teachers and parents supported and their needs met?
- **Coherence:** To what extent did the project support ChildFund Vietnam's other child-focused work, specifically in schools in Bac Kan and elsewhere? To what extent did the project align with similar work undertaken by other civil society organisations and government that target the development of students' social and emotional wellbeing?
- **Effectiveness:** To what extent did the project achieve its two objectives and six performance indicators?
- **Efficiency:** What was the cost efficiency of the project in terms of cost, benefits of the project and number of beneficiaries reached?
- **Impact:** To what extent did the project achieve higher level positive outcomes beyond the scope of objectives and indicators? To what extent did the project result in negative outcomes?
- **Sustainability:** To what extent will teachers in the target schools continue to support the development of students' social and emotional wellbeing? To what extent will school management boards, Young Union Pioneers and Youth Union continue to support the development of students' social and emotional wellbeing?
- **Cross cutting issues:** To what extent were cross-cutting issues identified and addressed, including gender inclusion, disability inclusion.

4. SCOPE & METHODOLOGY OF THE EVALUATION

An independent consultant team will be recruited to implement evaluation activities. They will be responsible for discussing and agreeing on the plan, method, the tools with ChildFund staff (Specialist Team Leader, SEL Advisor, Child & Youth Development, MEL Team, Provincial Manager and Health Project officer in Bac Kan province) to implement the following main tasks:

- Desk review
- Tool development
- Field trip
- Report writing

Field trip will include the following:

- Questionnaire
- Key informant interviews
- Focus Group discussions (male and female groups separated)
- Observation



- Appropriate methods to the purpose of evaluation

Stakeholders at 4 schools, Bureau of Education and Training and ChildFund include:

- Students (around 244 for quantitative survey, 6-8 students/focus group discussion, separate groups of boys and girls)
- Teachers (4 schools)
- School managers (4 schools)
- Staff of Department/Bureau of Education and Training (2 persons)
- Staff of ChildFund (Health project officer, Specialist, Advisor, Provincial Manager)
- Staff of Project Management Board (2-3 persons)
- Staff of Partners (1-2 persons)

Location: The Evaluation is implemented in:

- Office: Prepare an evaluation outline and a set of tools, write an inception report in Vietnamese and summarize the report in English
- In Ngan Son district, Bac Kan province: Carry out the evaluation as planned in 4 project communes – present the summary result with local stakeholders.

In order to assist ChildFund Vietnam in conducting the project evaluation, the consultant is required to undertake the followings:

- Design an evaluation plan and prepare a schedule for the evaluation by consulting with relevant managers and staff in Vietnam
- The methodology should include qualitative interviews and provide opportunities for participation of stakeholders and capture the views and opinions of representing sub-national government, local authorities and target groups in the target communities (***ChildFund has the baseline report with the questionnaire that will be used for endline survey. The quantitative survey and its data analysis can be done by ChildFund staff or the consultant***)
- Review relevant primary and secondary sources of information associated with the project proposal documents, quarterly reports, bi-annually reports, annually reports and other relevant project-related materials.
- Design, lead 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 should be individual consideration for youth, people with disability, men and women.
- Analyse available information and document along with findings and recommendations.
- Present findings to stakeholders in Ngan Son and ChildFund Vietnam team for discussion and feedback. The evaluation should provide evidence including case stories, quotes, and high quality photos about the effectiveness which contributed or provided by the project.
- A final report will be produced in Vietnamese and one summary including key findings and recommendations in Vietnamese and English (no more than 8 pages) which can be used as an endorsement of the work done by ChildFund Vietnam. Case story of project will be included and shared to ChildFund as part of the final report.



The relevant staff of ChildFund Vietnam will:

- Provide relevant documents to the consultant including project design, training reports, regular six-month and annual reports, quarterly financial reports, case studies, and baseline data of students' SEL skills, SEL material developed during the implementation of the project (“A guide to have a healthy mental life” - “Cẩm nang để có một đời sống tinh thần lành mạnh”)
- Discuss the tools
- Organize logistics
- Organize field/site visits
- Participate in technical review and validate workshop
- Review and comment report draft

5. TIMEFRAME AND DELIVERABLE

It is expected that the field work will be carried out in late May and early June 2021 (all work including writing report and sharing results with the local must be completed no later than June 30th 2021)

Time (tentatively)	Outputs and activities
Week 2-3, May	• Reviewing documents and gather information mentioned above
	• Development of inception report includes survey tools (questionnaires, interview guides, data analysis methods, etc.)
Week 4, May	<ul style="list-style-type: none"> • Field trip in Ngan Son Distric, Bac Kan province • Validation and sharing workshop
Week 1-2, June	• Entering and analyzing data and information;
	• Preparing report draft and report summary discussion with ChildFund staff
Week 3-4, June	• Meeting of ChildFund staff in Hanoi
	• Preparing the final report (in Vietnamese) and report summary (in Vietnamese and English)
	• Submitting completed report (file word, soft version).

Outputs/Deliverables

The following deliverables are expected from the consultant:

- Inception report includes survey tools (questionnaires, interview guides, data analysis methodology, work plan etc.)
 - The tools are set up to fully reflect the objectives of the project, the toolkit must be available at least 5 working days before the field trip starts.
 - The field trip schedule is clearly established and responsive.
- A validation and sharing workshop: The findings should be validated through workshop among key staff, partners and relevant target groups in the communities.
- A draft and final report in Vietnamese include:
 - Table of content



- Terminology/Abbreviation
- Executive summary
- Introduction
- Subjects for Evaluation
- Contents of Evaluation
- Limitations of Evaluation
- Results of Evaluation
- Lessons learnt
- Conclusions and recommendations
- Appendices

The report should have the following qualities and characteristics:

- Report should be based on facts, verified information and valid proofs.
- Details of the evaluation findings are clearly and logically described and analysed based on agreed evaluation criteria
- Report should include both negative and positive findings and emphasize on lessons that could be learned from both
- Recommendations should be clear and specific in order to facilitate the decision makers in making the right decision
- Reports should take on ethical approach to reporting

Supervision / Management of the assignment

The consulting work is done under the general management of Head of Program in Ha Noi. The consultant will work closely with Provincial Managers, the Civil Society Specialist, Monitoring, Evaluation and Learning team and Project Officers.

Confidentiality:

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

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.

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.

6. SELECTION CRITERIA

To carry out the assignment, the consultant team should meet the criteria as follows:

- Team leader has post-graduate degree in psychology, education, social work or close relations filed.
- Knowledge and experience of education system with special emphasis on social emotional learning are the advantage.

ChildFund Australia Representative Office in Vietnam



- Excellent analytical and report-writing skills
- Working experience with children, local authorities and ethnic minorities in rural and mountainous areas.
- English proficiency is an advantage.

7. HOW TO APPLY, SUGGESTED TIME AND BUDGET

Send a short Expression of Interest (5-8 pages) including:

- Technical review methodology, consultant team member, data management and analysis.
- Chart allocation of days (note details above under 'Timeframe');
- Proposed total budget including daily rate (in Vietnamese and includes PIT) for consultant and costs for fieldwork research;

And attached the following documents:

- CV of consultant team;
- Contact details of at least two referees;
- Two samples of previous reports that are relevant to this consultancy.

**Annex:****Key interventions of the project:**

To achieve the project goal, the project has carried out interventions that directly affect students and the school environment. Basic strategies and approaches include:

ChildFund's child-centered Resilience framework: Two aspects of the ChildFund Child resilience framework will be addressed: (1) Enhancing children's self-adaptation to self-resolution of personal risk through communication activities, trainings, providing opportunities for children to express and practice the social skills they need; (2) Enhance the protection of children at the micro level by building a positive school environment with the presence of teachers, the school administration and parents. Both will contribute to building successful school experiences, friendship networks, and valued social roles for students.

Build capacity and promote strengths: Capacity building is the key of the project, shown through a series of training courses for teachers, students and parents. Through the process of reaching out to teachers and students in the research and piloting phase of 2017, we also see a lot of strengths in the teachers and students here. Thus, the project approach focuses not only on providing knowledge and skills to teachers, students and parents but also gives opportunities for them to share local experiences, knowledge and their strong self-help skills between peers (for example, through creating networks for teachers to share creative experiential activity ideas).

Activities with students provide an opportunity for them to explore inner values and strengths, thereby confidently expressing themselves and willing to receive new knowledge and skills in response to difficulties they may face in life.

Teachers are an important factor that directly influences students' emotional wellbeing through daily interaction in the classroom, student's social standing, and the initiator of the building school culture, therefore the capacity building for them will be done in depth. In addition to completing a training session, teachers will be provided with the opportunity to apply, practice and reflect on the knowledge and skills that they have been trained through hands-on activities. Activities include: Supervision and coaching, peer supporting, follow-up training and evaluation. These aim to inspire teachers, as this is very important to ensure the effectiveness of building and promoting capacity.

Creative experiential activities are a new and compulsory component in the general education curriculum, but the Ministry of Education and Training has not yet developed curriculum guidelines or training for teachers. The project will also develop a curriculum for instruction and training on creative experiences at four secondary schools as applied to SEL. During the training curriculum development, the consultant team will consult regularly with the relevant department of the Ministry of Education and Training and will share curriculums with the Ministry of Education and Training to save resources in the construction process of setting up the education in the future.



Log frame

Outcome 1: Outputs (include specific targets)	Total target	Targets for each FY		
		FY1	FY2	FY3
1.1 Teachers are trained on promoting emotional well-being	60(40F)	60(40F)	0	NA
	6 training	6 training	0	
1.2 Teachers are trained on facilitating experiential activities and teaching social skills	20 (15F)	20 (15F)	0	NA
	2 training	2 training		
1.3 Awareness raising activities carried-out on emotional wellbeing of children for parents	984 parents	656 parents	656 parents	656 parents
	20 Parent meetings	8 Parent meetings	8 Parent meetings	4 Parent meetings

Outcome 2: Outputs (include specific targets)	Total target	Targets for each FY		
		FY1	FY2	FY3
2.1 Students are trained on building their social knowledge/skills to cope with difficulties they may face in life	656 (378F)	656		
	756 (378F)	100(50F)	656 (328F)	NA
	1 booklet			
	23 sessions	4 sessions	19 sessions	
2.2 Boarding students are trained on building their knowledge, skills and confidence to better manage their boarding school lives	40 (20F)	20 (10F)	20 (10F)	
	2 self- management teams		2 self- managemen t teams	
	9 trainings		9 training	
	16 meetings		8 meetings	8 meetings
	2 Cultural exchange event			2 Cultural exchange event