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TERMS OF REFERENCE

Consultants to carry out Final Evaluation for project

Promote Early Learning and Development of Children in Disadvantaged Areas of Vietnam in Thai Nguyen and Phu Tho province (preschool component)

I. BACKGROUND

Plan is an international humanitarian, child centered, development organization, without religious, political or governmental affiliation. Child sponsorship is the basic foundation of the organization. Plan's vision is of a world in which all children realize their full potential in societies that respect people's rights and dignity.

Child Centered Community Development (CCCD) is Plan's rights-based approach in which children, youth, families and communities are active and leading participants in their own development. It enhances their capacity and opportunity to work together with others to address structural causes and consequences of child poverty at all levels. This entails working with key stakeholders from national level up to village level.

Plan in Vietnam has implemented a project titled "Promote Early Learning and Development of Children in Disadvantaged Areas of Vietnam" since 2013 in 12 communes of 3 districts of Phutho and Thai nguyen where disadvantaged people are living

The project is designed To promote a stimulating environment for children in the most vulnerable communities thereby preparing them for primary school and life-long learning with 2 main Results as below:

1. Children 0-6 years in the project areas have improved child development status (including improved scores on learning and psycho-social status related indicators).
2. The local Government has improved knowledge and understanding of holistic child development models for disadvantaged children 0-6 years and use it to improve policy and practice

In order to measure the outcomes and impacts progressively brought by interventions of the project, the final evaluation is rooted in the desire of parties involved to reflect and learn from the project/program undertaken. The results of the evaluation will feed into Plan's and partners' policy and practice. The final evaluation will thus be a joint activity in order to involve all partners in the learning experience. The participatory nature of the evaluation process encourages problem analysis and development of solutions by Plan, partners and target population.

Plan in Vietnam is looking for a qualified Vietnamese consultancy firm/group to lead and complete the final evaluation for this ECCD project in close collaboration with Plan in Vietnam staff.

II. THE FINAL EVALUATION

2.1. Goal of the final evaluation: is to measure the impacts of the project interventions on the local communities against its agreed objectives and to extract conceptual and practical lessons learnt on the various aspects of project implementation which will be helpful for replication in other similar settings through the government system.

2.2. Specific Objectives and evaluation questions:

Specific Objectives: to evaluate the results of project implementation versus planned indicators responding to key questions

National Organisations: Australia Belgium Canada Colombia Denmark Finland France Germany Hong Kong India Ireland Japan Korea Netherlands Norway Spain Sweden Switzerland United Kingdom United States
Programme Countries: Bangladesh Benin Bolivia Brazil Burkina Faso Cambodia Cameroon China Colombia Dominican Republic Ecuador Egypt El Salvador Ethiopia Ghana Guatemala Guinea Guinea-Bissau Haiti Honduras India Indonesia Kenya Laos Liberia Malawi Mali Mozambique Myanmar Nepal Nicaragua Niger Nigeria Pakistan Paraguay Peru Philippines Rwanda Senegal Sierra Leone Sri Lanka South Sudan Sudan Tanzania Thailand Timor-Leste Togo Uganda Vietnam Zambia Zimbabwe

- To what extent have the goal and outcomes for the activity, as articulated in the contract/design document, been achieved against the project implementation plan, what are constraints encountered and how they were overcome (including monitoring and evaluation)?
- Have the project interventions been sufficient to reach the desired outcomes?
- What are facilitators, barriers and lessons identified to achieve the project objectives? And provide recommendations for future action to increase efficiency and effectivity.
- Have the project activities had any unintended results?
- Has the project improved the ECCD services for ethnic-minority children?
- Has the project improved the life conditions of children with disabilities?

2.2.1. Specific questions need to be answered through this evaluation are as below:

Project effectiveness:

- To what extent have the goal and outcomes have, as articulated in the project design, been achieved against the targets?
- Are the project interventions sufficient to reach designed outcomes?
- What are facilitators, barriers and lessons identified to achieve the project objectives?
- Are the project activities having any unintended results?
- Does the project improve the quality of education for ethnic-minority children?

Relevance of the project

- Are the project results contributing to the achievement of Plan Vietnam Country Strategic Program's objectives, period 2011-2016?
- Are the project design, approaches and implementation mechanisms relevant and appropriate in view of Viet Nam's policies on Early Childhood Care and Development as well as in line with Plan's Child Centred Community Development (CCCD) approach?
- To what extent, have the project achievements addressed critical ECCD needs from children in the project sites?
- Are the project objectives and outcomes designed to meet the identified priorities and needs of the target communities?

Efficiency

- Are the project results and evidences collected through project monitoring and evaluation system?
- How well project implementation process supported for achieving results? What were the helping and hindering factors for implementation? Why?

Sustainability:

- What mechanisms are in place to ensure project outcomes can be sustained?
- What the resources has the project made available to support sustaining the project results?
- To what extent are partners and stake-holders owners of the project and support proposed results?
- Are the activities contributing to the development and implementation of policy?

Lessons learned:

- What lessons were learned that could enhance the effectiveness, efficiency, impact and sustainability of the project?
- What recommendations could be provided to the design and implementation for the enhancement the project success and further improvement of the implementation during the second phase of the project life?

III. TARGET READERS/ INVOLVERS AND UTILIZATION OF THE EVALUATION:

Intended users of this evaluation and stakeholders will be involved: Plan Vietnam, Government partners, relevant NGO working in ECCD field and interested institutions/individual can be user of this evaluation. All related stakeholders to this project (Plan staff and managers, teachers at preschools, parents, community leaders, ECCD board at commune level, Educational management people at district and provincial levels) as well as children in the target areas will be involved in this evaluation.

The evaluation report should provide Plan management as well as the donor (BNO) with an accurate and reliable assessment of the results produced by the project in the lives of beneficiaries and its impact and sustainability. Moreover, it should provide recommendations for future programming and policy advocacy.

The findings will be primary used by parties involved in the action: (a) the donor(s) (BNO) and others; (b) Plan staff in Country Offices, Asia Regional Office, National Offices and (c) government partners at all levels

IV. **METHODOLOGY:** The methodology described below is provided as guidance. Based on the context of the project and final evaluation objectives, the consultant is expected to submit a tailored and suitable methodology in their proposal.

- ✓ The consultant is expected to use a participatory approach and tools for data collection (qualitative and quantitative) in order to encourage the participation of partners and beneficiaries.
- ✓ The consultant should make sure the most marginalised groups are involved in the evaluation.
- ✓ During the evaluation period, the consultant is expected to work closely with the Plan staff responsible for consultation and approval of each step of the consultancy.

4.1. Data collection and review:

Desk study: the relevant project documents and reports;

Field visit: the consultant and Plan staff can use different methodologies and tools which may include:

- Interview: open and semi-structured.
- Group discussions (by mixed and focal groups).
- Meetings at different levels.
- In-depth interview to relevant stakeholders.
- Assessment of child development
- Site observation/home visit
- MSC documentation.

4.2. **Report writing:** The consultants will work closely with Plan Education team and MER specialist staff to discuss and agree on report contents after processing the collected data for developing an evaluation report using appropriate data processing applications. The required structure and format of the Final Evaluation Report is as attached annex to this TOR

4.3. **Dissemination of findings:** Findings of the final evaluation should be disseminated to the stakeholders and beneficiaries in the project's final review sharing workshop in order to get their feedbacks/comments.

V. SCOPE OF WORK

The consultant(s) in collaboration with ECCD team and MER specialist staff will be responsible for completing all tasks relating to the final evaluation with the main tasks as follows:

- Undertake a desk review of relevant material provided by Plan Vietnam following the agreed methodology and work plan
- Develop a detailed evaluation methodology and work plan, in consultation with the ECCD and MER team of Plan [International](#) Vietnam for conduct of the Final Evaluation.
- Conduct fieldwork for final evaluation in Thai Nguyen ~~and~~ Phu Tho.
- Collate and analyse data and other information collected through the Final Evaluation Review and assess what refinements, if any, are required to strategy objectives, processes and implementation guidelines to improve the effectiveness of planned strategy outcomes.
- Prepare a draft Final Evaluation Review report, including recommendations.
- Support to organize a meeting to ~~present comment on~~ the draft report and following comment and feedback from Plan Vietnam and other relevant stakeholders and beneficiaries prepare the final of Final Evaluation Report (as annex #...). Present findings of Final Evaluation at Final Review workshop and getting feedbacks/comments for final evaluation finalisation.
- Finalize report with response to comments from Plan Vietnam staff, NO and Plan partners.

Proposed timeline for the whole evaluation:

#	Output delivery / Activity	Deadline	Responsibility
A	Finalized Design for the end-line evaluation upon agreement between Plan and the selected consultant/team	September 10, 2016	
	<ul style="list-style-type: none"> • Desk review of the project design, activities, indicators, baseline evaluation reports and other elated documentation 		Consultant team
	<ul style="list-style-type: none"> • Revisit the end-line evaluation framework including tools, sampling and methods to collect information, analyse. 		Consultant team (with close technical support from Plan team)
	<ul style="list-style-type: none"> • Discuss with Plan staff on the proposed baseline framework and tools 		Consultant team & Plan staff at country office
	<ul style="list-style-type: none"> • Finalize the end-line evaluation design and tools 		Consultant team
B	Completed field survey	Oct 15, 2016	
	<ul style="list-style-type: none"> • Provide training to relevant staff (plan and its partners) on basic data collection 		Consultant team (with Plan making logistical arrangement)
	<ul style="list-style-type: none"> • Conduct field survey to collect information and data from selected project areas and involved stakeholders. 		Consultant team (with Plan making logistical arrangement)
C	Processed information and data collected from field survey	Nov 5, 2016	Consultant team
D	Completed evaluation report	Dec 5, 2016	
	<ul style="list-style-type: none"> • Analyze and write reports 		Consultant team
	<ul style="list-style-type: none"> • Share the results from the end-line evaluation to the consultation workshops held by Plan 		Consultant team & Plan staff
	<ul style="list-style-type: none"> • Finalize end-line evaluation report (Vietnamese and English version) to respond to inputs/comments gathered from the consultation workshop and from Plan staff) 		Consultant team

VI. Requirements to the selected consultant

6.1. Technical expertise: the selected consultant/team must

- Have strong background in early childhood education (ECE) and primary education
- Have a strong understanding of the Vietnamese education system and experiences of similar preschool based interventions in the country and/or in a similar context.
- Have an experience of cutting-edge, results-based innovative models to address the issue of ECE, primary education and most disadvantaged groups.
- Have knowledge and experience in a rights - based approach to development.
- Have practical experience and good skills on designing M&E plan, developing tools and writing report.

6.2. Submit proposal: while applying to this consultancy, the consultant/team applicant is requested to submit to Plan a full proposal which describes clearly:

Evaluation protocol:

- Key information to be collected under the baseline evaluation
- Methodologies to be used for this evaluation reflecting the project outcomes included to this TOR
- Target groups and sample size and locations
- Detailed activities implementation plan
- Location and timeline for the baseline evaluation

Proposed list of tools and guidelines

- List of tools + guidelines on how to use

Costs

- Estimated total person working days
- Estimated rate and costs for this consultancy package

Human resources:

- List of consultant team members, expertise and task assignment in the framework of this consultancy
- Consultant's CVs
- Any material/document as reference related to this task assignment

6.3. Reporting: By December 15, 2016, the hired consultant team will submit Plan Vietnam:

- A full evaluation report as agreed by Plan.
- The recommended report structure is described in Annex 3.
- Supporting documents: Compiled raw data and compiled observation records

VII. Accountability and Responsibility

- Plan Vietnam's Education teams in close collaboration with the MER team, will be responsible for i) the recruitment of consultant (with support and participation of People and Culture Department and Program Director); ii) supervising, supporting and facilitating the consultant's works during the process.
- The Plan teams will work closely with the consultant team to coordinate and consolidate input from Plan to final report.
- The Program support manager (PSM) will be responsible for approving the end-line evaluation report.
- Plan will cover all costs related to the field survey including consultant' travel, accommodation and meal, all costs for local partners and costs for dissemination workshop.

VIII. ETHICAL AND CHILD PROTECTION STATEMENTS:

~~ethical and child protection statements~~. Key points to include in relation to field work are: Ensuring appropriate, safe, non-discriminatory participation, ensuring process of free and un-coerced consent and withdrawal; ensuring confidentiality and anonymity of participants.

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VIII.IX. BUDGET PROPOSAL, PAYMENTS AND LOGISTIC SUPPORTS

Budget for the consultancy will be based on the proposed methodology and the negotiated number for working days.

Payment instalment will be made upon agreement between Plan and consultants.

Logistic supports will be followed by norms and regulations of Plan in Vietnam for the consultants.

Consultant fee is negotiable and that based on Plan policies and the qualification of the consultant(s).

CONTACT DETAILS

The consultant(s) or consultancy companies who are interested in taking these consultancy works please submit the proposal package for providing the works (including technical proposal outlining time, frameworks and detailed methodologies, consultant fee ~~proposal, logistic and others~~) along with the latest C.Vs of all members to:

—Mr. Giang Hoang Hieu – MER specialist at: ~~Monitoring, Evaluation and Research Team~~ and

- Mrs. Dao Nhu Trang – Education specialist at : trang.daonhu@plan-international.org

~~The deadline for submitting the proposal and consultant's C.V. is August 20th 2016. If you are interested to know more about Plan, please visit our website at:~~
www.plan-international.org

Only short-listed consultants will be contacted for interview.

ANNEX 1 - PROPOSED STRUCTURE OF FINAL EVALUATION REPORT [1]

Title page

Standard cover page

Acronyms and Abbreviations

Table of Contents

List of Tables and Charts

Acknowledgement

1) Executive summary

The purpose of the summary is to give readers, who don't want to read the full report, a good overview of the essential information in the report.

The summary should:

☐☐ Be short, "stand-alone" document of no more than 3-4 pages.

☐☐ Be easily read and easily understood

☐☐ Contain at least the following information:

o Key facts of the program/project work evaluated including location, objectives, main activities and expected results

o Key facts about the evaluation process (objectives, dates, methodology, limitations)

o Main findings with brief explanation of the type of evidence the findings are based on

o Main conclusions

o Key Recommendations (if any are given)

2) Goal, objectives and intended use

A clear explanation of the overall goal, objectives and the intended users of a report will help readers understand the choice of methodology and the way the information is presented.

This section should describe:

☐☐ Overall goal and objectives

☐☐ Type of evaluation

☐☐ The key questions to be answered by the evaluators

3) Description of the program work evaluated

The description should include:

☐☐ Basic information of name of the project/program, Plan impact area(s) covered; start and end date of the project/program (as appropriate); location (country and PU's); NO support and GAD number as relevant; expenditure to date; number of adults and children reached (disaggregated as appropriate).

☐☐ The stated objectives and expected outcomes; a brief explanation of the program/project design and its theory of change (e.g. the issues the program/project aims to address; the choice of approaches, interventions, target groups, partners); as well as any specific cross cutting issues (e.g. gender, exclusion) that were given particular emphasis in the programme/project.

4) Methodology and Limitations

This explains how the evaluation was carried out, the methodology followed, the main stakeholders involved (disaggregated by at least sex), and any reservations the evaluators may have about the information and findings. The section should include:

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2

2.2 The evaluation questions and the approach taken to respond to them

2.2 The methods of data collection and analysis, sampling, information sources, and efforts made to include the voices of children and different vulnerable or excluded people/groups (e.g. consultations or specific information from different identified groups).

2.2 Ethical and child protection considerations

2.2 Any limitations or difficulties (e.g. timing of evaluation, representativeness or quality of data, potential bias, weakness in methodology, or practical issues of access, support, budget, etc).

5) Main narrative of findings

2.2 Reflects on and responds to the evaluation objectives and evaluation questions in the Terms of Reference

2.2 Provide a comprehensive analysis of the program/project including its fit and contribution to the relevant program/country strategy and application of CCCD

2.2 Brings together the different observations and data to a balanced and logical assessment

2.2 Identifies any differences in opinion or conflicting views

2.2 Demonstrates that the views of relevant stakeholders including those less powerful or excluded, have been sought and are reflected in the analysis

2.2 Analyses (using disaggregated data) how, if at all, the program/project has affected different groups of children, youths and adults

2.2 Clearly explains and/or reference sources of information, quotes and opinions.

6) Conclusions and recommendations

The conclusions should be directly based on the findings, and:

2.2 Be presented in a logical order and in a way that makes sense to the readers

2.2 Clearly link back to the evaluation objectives and evaluation questions stated in the TORs

2.2 Focus on issues of significance

2.2 Clearly distinguish between what conclusions are based on systematic evidence and what are assumptions, indications or tendencies

2.2 Identify and reflect on the implications of the conclusions (e.g. what kind of programmatic or organizational issues need to be addressed)

Recommendations: Recommendations may or may not be appropriate, it depends on the purpose and type of evaluations; and sometimes it may be more appropriate to develop recommendations in a wider consultation with stakeholders after the evaluation.

If recommendations are given, these should:

2.2 Be relevant and useful, specific and realistic; and either relatively few in number or very clearly prioritized

2.2 As far as possible, have been developed in consultations with, and validated by, key stakeholders

2.2 Well grounded in the findings and conclusions

7) Annexes and reference information

- Standard cover page/

ToR

ANNEX 1. List of Indicators

Specific Objective:	
To promote a stimulating environment in the most vulnerable communities in which young children have opportunities and conditions to develop to their full potential, thereby preparing them for primary school and life-long learning	
Result 1 - indicators	
Disadvantaged children 0-6 years in the project areas have improved child development status	Increased % of children are attending ECCD sites that meet accepted child, gender and friendly standards
	Increased % of disadvantaged children are ready for the transition into the first grade of primary school
Result 2 - indicators	
The local Government has improved knowledge and understanding of holistic child development models for disadvantaged children 0-6 years that is used to improve policy and practice	% of commune, district and provincial level department staff demonstrate improved understanding on the benefits of holistic ECCD service provision during meetings and dialogues on integrated ECCD at district and provincial level
	# of districts and provinces that adopt project intervention initiatives