



TERMS OF REFERENCE (TOR) FOR PROJECT FINAL EVALUATION IN BACH THONG DISTRICT, BAC KAN PROVINCE, VIETNAM

1. BACKGROUND INFORMATION

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

ChildFund Australia is a member of the ChildFund Alliance – a global network of 11 organisations which assists more than 14 million children and families in 63 countries. ChildFund Australia is a registered charity and is 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 operates community development programs in the areas of education, water and sanitation, sustainable livelihoods, child rights and child protection, food security, and maternal and child health, including HIV prevention. With a strong focus on building the resilience of young people, ChildFund also gives children and youth the opportunity to take part in sports, vocational education and life skills training, and supports their participation in local decision-making processes.

ChildFund’s programs are being 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 marginalized sections of the population.

ChildFund has four programs that will be implemented in the period of 2016-2020. These programs are:

- 1) Access to Quality Education
- 2) Child Participation and Child Protection
- 3) Youth Leadership and Resilience
- 4) Active Citizens

The projects “I want to be a leader” (VN03-020), which contribute to the program of Child Participation and Child Protection supported by Australia government and ChildFund Vietnam. The project has been implemented in Bach Thong district in the period from November 2015 to June 2017.

The overall goal of the project is “Developing leadership skills and ability of children in the community, support them overcome the challenges and changes of the environment”. The project have been carried out across 3 communes Luc Binh, Ha Vi and Don in Bach Thong district.

The project has two specific objectives:

1. Building resilient environment, creativity and life skills for children through cultural and sports activities in the community.
2. Advocacy to create policy mechanisms to promote child protection in the community

In Bach Thong district, the program of Child Participation and Child Protection has been implementing in three communes since the end of 2006 and will be completed in June 2017 when ChildFund withdraws all supportive activities from Bach Thong district

The key outputs/ activities of the project are as follows:

Output 1.1: Establishing Culture and sport Club for children in communes and or schools.

Output 1.2: Providing knowledge and skills for children in the Club.

Output 1.3: Organizing cultural, sport and communication events integrated with life skills education for children

Output 2.1: Strengthening Child protection network and promoting the capacity of its members.

Output 2.2: Organizing provincial and central workshop for promoting child protection work

Output 2.3: Collaboration with provincial and district departments to strengthen effectiveness of child protection system

Output 2.4: Promoting to set child protection regulation into village rules

In the project, the district project management team has been responsible for implementing the projects with technical support from ChildFund in Vietnam.

ChildFund Vietnam is seeking for an independent consultant with extensive experience in project evaluation and with “sport for development” so as to conduct the project final evaluation in Bach Thong district. The consultant must meet independent criteria and has never been involved in project preparation or implementation.

2. EVALUATION PURPOSES

To evaluate if the project achieves its prescribed objectives:

- 1) If the program principles were well incorporated into the project design and well observed during the implementing process
- 2) What are the gaps or/and constrains and recommendation for new project.

3. EVALUATION SCOPE

The evaluation will be done in July 2017 across 03 communes (Luc Binh, Ha Vi and Don Phong communes) in Bach Thong district, Bac Kan province. The evaluation will look at the following aspects:

- Relevance.
- Effectiveness.
- Sustainability.
- Cross-cutting issues: Gender, participation of children and youth, disability.

In addition, the consultant shall examine how the project had contributed to resilience-building according to the Resilient Framework attached.

4. METHODOLOGIES

The methodological framework for the assessment is based on ChildFund Australia's assessment criteria and minimum assessment standards.

Maintaining the independence, this TOR will be implemented through Consultation with and participation by beneficiaries, local governments and agency at village, commune, district and ChildFund Vietnam's staff.

Different evaluation tools will be combined to ensure the result's quantitative and qualitative (based on evidences). The key and special focus will be sought through validating the data and assessing the relevance of the results.

The combined methods include self-study, documentary research, semi-structured interviews and direct observation. The evaluator will primarily use deductive reasoning, i.e. reasoning based on

the conclusions and recommendations of their evaluation. In case the evaluation results are insufficient to come to conclusions and the deductive reasoning cannot be carried out, the evaluator could use the inductive reasoning instead, yet the relevant reasons for using the inductive reasoning have to be addressed.

5. TASKS OF CONSULTANT

1. Self-study all relevant document provided by ChildFund Vietnam
2. Carry out discussions, interviews with the project's relevant parties and gather information in project areas (communes, districts and province)
3. Provide feedback and confirm the information with relevant parties.
4. Analysis the information/ data and make written report.

6. IMPLEMENTATION PLAN (more details will be proposed by consultant)

#	<i>Activities</i>	<i>At office</i>	<i>At field</i>	<i>Time</i>
1	Self-study all relevant document provided by ChildFund Vietnam	2		
2	Prepare inception report, discuss and explain the whole evaluation progress with ChildFund Vietnam	2		
3	Hold talk shows and/or interviews with stakeholders and collect information in the project areas (communes, districts and province), including a short meeting for feedback from the key relevant parties in the project areas at the end of the field trip (3 days for each district)	1	4	
4	Analyse the feedback and make written report, including the detailed proposals for the next phase	5		
5	Provide the feedback and confirmation to ChildFund Vietnam (summary)	0.5		
6	Integrate ChildFund's comments into the report before finalizing the report	1		
7	Number of travel days		1	
	Total number of working days : 14,5	10,5	4	

7. SUPERVISION

The consultant will work under the overall supervision of the ChildFund Vietnam's Program Manager and directly work with Bac Kan Provincial Manager and ChildFund Vietnam's Child Protection Specialist. During the evaluation progress in the community, the independent consultants will be supported and directly supervised by the ChildFund Vietnam's Program Officers while meeting and conducting interviews with partners.

8. REPORT

Evaluation reports will be prepared in English or Vietnamese. The report is expected to include the following

- Table of Contents
- Summary of key findings and recommendations.
- List of acronyms.

- General introduction.
- Methodology and limitations
- Results and evaluation on project preparation, management, relevance, efficiency, effectiveness and sustainability.
- Completed results framework with sufficient output data.
- Conclusion
- Proposals/ recommendations (including the next phase for the mid-term review)
- Lessons Learnt
- Annex (terms of reference, list of involved people, reference list)
- Based on the practical adjustments and comments of ChildFund Vietnam on the first draft report, the consultants will finalize the report.

9. LIST OF PROPOSED DOCUMENTS

- ChildFund Australia's Minimum Criteria for evaluating Projects.
- Strategic Plan of ChildFund Vietnam in the periods of 2011-2015 and 2016-2020 and Strategic Plan of ChildFund Australia
- Program approach methods
- Program framework of child participation and child protection
- Project document (e.g. project proposals, project agreement, management and implementation system)
- Quarter reports
- Project financial reports
- Project output reports
- Note and evaluation report
- Project completion evaluation note (if any), training completion evaluation, etc.
- Other documents if required

10. LIST OF INTERVIEWEES (Tentative)

- Children, parent and teacher
- Communal project implementation team
- District project implementation team
- District project management team
- ChildFund staff: Program officer, managers, specialists.
- Provincial/ district relevant stakeholders: DOLISA, Cultural & Sport Department

Framework for Mainstreaming Resilience in ChildFund Australia Programs and Projects

Resilience: a definition

“Resilience is the capacity to cope, learn and thrive in the face of change, challenge or adversity”¹. Resilient children and youth are better equipped to learn, resist stress and adversity, and cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes. They are less likely to suffer from social or psychological health problems.

Risk and protective factors

A range of individual and environmental risk and protective factors influence resilience and wellbeing. Risk and protective factors occur at the level of the individual, the family, the school, the community, the society and the environment.

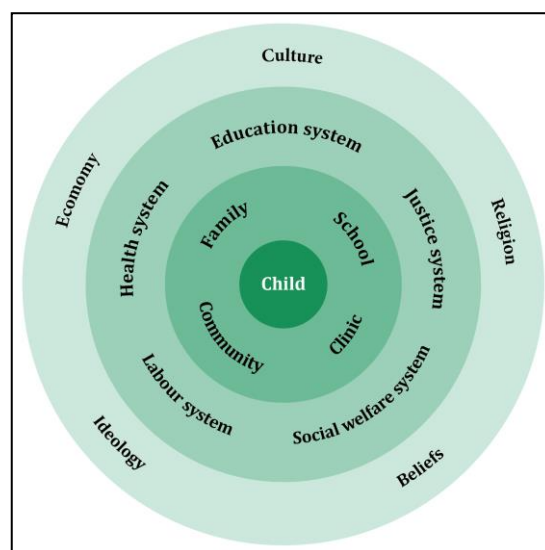
Risk factors are the vulnerabilities, hazards and conditions or influences that increase the probability that an individual will experience negative development, learning and wellbeing outcomes. (See annex 1 for examples of risks factors)

Protective factors are the individual skills, systems and institutions in place and conditions or influences that either have positive effects or help to reduce the causes and impact of risk factors. (See annex 1 for examples of protective factors)

Programs that aim to enhance resilience in children should focus on reducing risk factors and enhancing protective factors. However, it is also important to know that even if some risks would be difficult to reduce, it would still be possible to enhance protective factors².

A child-centred approach to enhancing resilience using the Ecological Model

The resilience framework outlined here takes a rights-informed child-centred focus and acknowledges that there are many different factors that can influence the resilience of the child. Ecological model (see figure on the right) accounts for the multiple influences on child and youth development, learning and wellbeing. They denote that some of these influences occur *close* to the child, via their experiences in home, school, community, health clinic and places of worship. Other influences are more *remote*, but work to affect what happens in their immediate environment. The systems and institutions that affect their lives generally include the health, education, justice, labour and child protection systems. Here laws, policy, funding, resourcing and programming approaches work to affect what happens in their more immediate world. At a macro level, the culture and economy influence responses throughout the ecology, and the natural and built environment influence experiences and operations at each level of the ecology.



¹ Benard 1996

² There was propensity in past to focus on risk rather than protection.

The ecological model helps programmers to recognise that while some programming efforts may target the child directly, seeking to influence *individual* risk and protective factors, others may seek to influence the various *environmental* risk and protective factors which influence the child’s surrounding worlds, focusing their efforts within the micro (immediate) environment (e.g. working within families or schools), at a system or policy level or at a broader macro level. Some programming efforts will target multiple environmental influences.

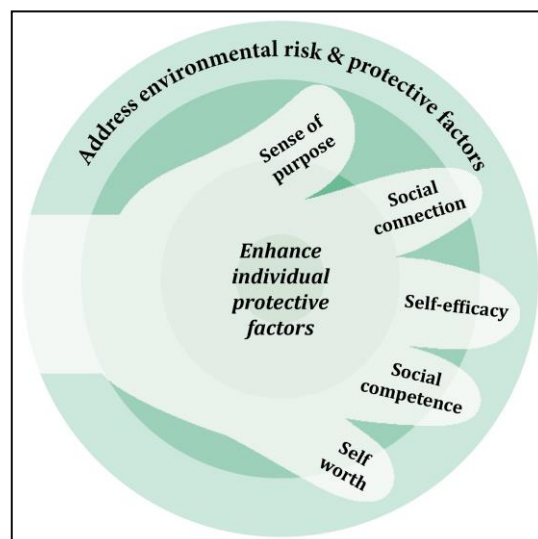
The Child-Centred Resilience Framework³

The child-centred framework directs programming attention to:

- a) strategies used to enhance resilience by addressing individual risk and key protective factors within the child themselves as outlined below; and
- b) strategies used to enhance resilience by addressing the environmental risk and protective factors in key domains, which influence the development, learning and wellbeing of children and young people.

5 key protective factors		7 key domains	
1. Social connection	<i>I belong and can participate</i>	1. Home	<i>I am cared for, fed, sheltered, heard, educated and safe from injury and violence</i>
2. Self-efficacy	<i>I can learn to do things for myself and others</i>	2. School/Health clinic	
3. Self-worth	<i>I respect and value myself</i>	3. Community	
4. Social competence	<i>I can interact well with others</i>	4. Institutions	
5. Sense of purpose	<i>My life is worth living and the future worth striving for</i>	5. Culture	
		6. Economy	
		7. Natural and built environment	

The Child-Centred Resilience Framework described above can be captured in a simple **figure on the right** and examples of ChildFund interventions and projects are shown in the following pages.



³ The Child-centred Resilience Framework is consistent with ChildFund Australia’s stated vision and mission: working in partnership with children and their communities to create lasting and meaningful change and towards the goal of a global community, free from poverty, where children are protected and have the opportunity to reach their full potential. It also aligns closely with ChildFund’s overall program approach which seeks to address the causes of poverty by building assets (both infrastructure and individual/social capacity); strengthening protection; amplifying children’s voices and promoting agency and by empowering children, their families and other community members to become active citizens, able to claim and realise their rights

CHECKLIST for mainstreaming resilience-building in projects Enhancing protective factors in the individual		
Does the intervention strengthen key individual protective factors?	This can be done through interventions that foster:	Examples of ChildFund Interventions/Projects
<p>1. Social connection <i>I belong</i></p> <p>I have positive relationships and networks with other children and adults</p>	<ul style="list-style-type: none"> • Positive relationships with parents caregiver and family; teachers/adult community members; peers • Opportunities to participate in family, school or work, and community • Opportunities to build relationships within and beyond the family 	<ul style="list-style-type: none"> • Children and youth club • Community Voice Agency Projects • Youth forums • Sports for development (Pass it Back)
<p>2. Self-efficacy <i>I can learn</i></p> <p>I can learn new skills and knowledge</p> <p>I can look after myself</p>	<ul style="list-style-type: none"> • Attendance and learning in school • Engaging and learning through sports, arts, media, civic contribution • Livelihood skills and work readiness • Life skills, including social and emotional skills, and comprehensive sexuality education • Age-appropriate opportunities to contribute in home, school or community • Leadership development • Civic contribution 	<ul style="list-style-type: none"> • Education projects focusing on Quality (Easy to Learn) • Sport for development • IT based curriculum in early grade standards/reading skills • Vocational training • Bilingual Program • Catch-up Program • Life skills training
<p>3. Self-worth <i>I am valued</i></p> <p>I respect my self I believe I am of value I am respected I am free from stigma and discrimination</p>	<ul style="list-style-type: none"> • Representation in decision making • Opportunities to be consulted and heard • Recognition of and respect for diversity • Inclusion and access to health and education services • Participation in community and family life • Knowledge about human rights 	<ul style="list-style-type: none"> • Child/youth clubs and forums • Creating and connecting leaders • Consultations with children and youth participation • Engaging children/youth in school disaster preparedness and mitigation planning • Sexual Reproductive Health • Empowering children/youth to initiate/lead activities
<p>4. Social competence <i>I can work with others</i></p> <p>I can interact well with others I can seek and receive help I can support and befriend others</p>	<ul style="list-style-type: none"> • Development of social and emotional learning (life skills), including help-seeking, problem-solving, peer support and peer referral, conflict resolution, empathy, anger management, and positive coping strategies. • Learning for livelihood 	<ul style="list-style-type: none"> • Child/youth clubs and forums • Community based child protection mechanism where children share their issues with service providers/authorities • Volunteer work • Life skills training • Vocational training

<p>5. Sense of purpose <i>My life is worth living and the future worth striving for</i></p> <p>I am hopeful I hold positive social values I contribute My life has meaning</p>	<ul style="list-style-type: none"> • Civic contribution • Leadership • Peer support • Community service • Advocacy • Access to school, learning or decent work • Learning for livelihoods • Cultural learning 	<ul style="list-style-type: none"> • Developing youth ambassadors • Creating and connecting leaders • Cultural exchange/festivals • Vocational training
---	---	---

<p style="text-align: center;">CHECKLIST for mainstreaming resilience-building in projects Addressing environmental risk and protective factors influencing the resilience of children and young people</p>		
<p style="text-align: center;">Does the intervention strengthen key environmental protective factors?</p>	<p style="text-align: center;">This can be done through intervention that foster:</p>	<p style="text-align: center;">Examples of ChildFund Interventions & Projects</p>
<p>1. Home <i>I am fed, sheltered, heard, respected, cared for and educated. I am free from violence and exploitation</i></p>	<ul style="list-style-type: none"> • Positive parenting skills • Children’s and families’ access to health and nutrition, • Parents and caregivers education about their role in preserving maternal and child health. • Access to safe water and sanitation, health and nutrition • Safe and protective home environments • Positive relationships for children and caregivers within their homes • Economic security of caregivers 	<ul style="list-style-type: none"> • Improving MCH services (pre/ante natal care, Sexual Reproductive Health, IMCI, VHV training, Revolving Drug Fund) • Treatment and prevention of wasting and stunting among children (Nutrition Projects) • Community led and participatory approach to WASH (CLTS, PHAST) • Early Childhood Care project (parenting classes, Supervised Neighbourhood Play) • Promoting gender equality and equity (Red Cardim Violens Project, PIB) • Livelihood Projects (Savings and Loan groups, agricultural inputs)
<p>2. School <i>I am educated in an inclusive, safe and supportive environment which promotes positive regard and excellence in learning attainment</i></p>	<ul style="list-style-type: none"> • Access to quality early learning environments and schooling • Development of livelihood skills and work readiness • Development of life skills, including social and emotional skills, and comprehensive sexuality education • Age-appropriate opportunities to contribute • Knowledge about child/human rights 	<ul style="list-style-type: none"> • Adopting Child Friendly School approach in education projects • Improving quality of education (BEQUAL, E2L) • Promoting parents’ involvement in education
<p>3. Community <i>I am free from stigma and discrimination, safe from violence and injury, and</i></p>	<ul style="list-style-type: none"> • Active child protection services including safe spaces, reporting, referral, and monitoring • Opportunities to participate in 	<ul style="list-style-type: none"> • Strengthening informal child protection mechanisms • Sports for development (PIB)

<p><i>encouraged to participate and contribute</i></p>	<p>community life</p> <ul style="list-style-type: none"> • Community systems which recognise children’s participation and rights and provide opportunities for children to be consulted and heard • Engagement and learning through sports, arts, media, civic contribution • Leadership development and support for young people to become agents of change in their own communities 	<ul style="list-style-type: none"> • Participation for Action Projects • Strengthening systems that safeguard children • Supporting Physical Education and Arts Projects • Engaging children in creative and theatre Arts
<p>4. Institutions <i>I am protected by societal institutions which recognise and respond to my needs and rights</i></p>	<ul style="list-style-type: none"> • Laws, policies, practices and services protecting the rights of children and young people • Access to education/health/child protection services • Labour policies, laws and practices • Safe environments including access to clean water and sanitation, hygiene, DRR and protection from violence, conflict • Education programs assisting adults and services to better address child protection, child rights, gender equity, literacy development, violence prevention, social inclusion, disability access, safety, sexual health • Policies which address the needs and rights of disadvantaged groups 	<ul style="list-style-type: none"> • Establishing water and sanitation infrastructure • Strengthening birth registration systems • Adapting Child Friendly School approach in education project • Advocacy and lobbying at district and national level • Capacity building for rights defenders • Working with Disabled People’s Organisations • Capacity building for duty bearers (e.g. on safeguarding, referral pathways,) • Strengthening formal and informal child protection systems • Networking
<p>5. Culture and traditions <i>I learn from the values, strengths and traditions of my culture, whilst also remaining attentive to the challenge of change, and the importance of working towards human rights for all</i></p>	<ul style="list-style-type: none"> • Education about the rights of disadvantaged groups • Programs addressing gender equity • Violence reduction and peace education initiatives • Preservation of cross-generational cultural teaching 	<ul style="list-style-type: none"> • Gender Based Violence Projects (Red Cardim Violens, Safety Hotline, HOPE) • Strengthening Child protection in indigenous communities
<p>6. Safety and access in relation to built and natural environments <i>I can safely navigate the physical and online spaces that are part of my world, including in times of conflict, disruption and disaster</i></p>	<ul style="list-style-type: none"> • Reduction of risks that children and young people face in the built and natural environment • Disaster risk reduction • Disaster recovery efforts which address the needs of children and young people • Strategies to reduce risk of injuries, accidents, drownings and impact of environmental degradation • Education about safe practices within online environments 	<ul style="list-style-type: none"> • Disaster preparedness training and planning • Emergency response projects (Child Centred Spaces) • Sports for Development (PIB) • First Aid training • Promoting climate change resilient livelihood activities and practices • Environmental Impact assessment for relevant activities

Annex 1 Examples of risks and protective factors

Domain	Risk factors ⁴	Protective factors ⁵
Child	<ul style="list-style-type: none"> • Learning disability • Genetic factors • Developmental delay • Difficult temperament • Problems with communication • Chronic illnesses • Poor educational performance • Low self-esteem 	<ul style="list-style-type: none"> • Temperament (active, good-natured) • Social skills • Personal awareness • Feelings of empathy • Internal locus of control • Humour
Family	<ul style="list-style-type: none"> • Parent separation • Lack of consistent guidance • Parent-child hostility • Abuse • Parent mental illness • Parent alcoholism or drug dependency • Poor friendship networks • Homelessness • Unemployment 	<ul style="list-style-type: none"> • Warm supportive parents • Good parent-child relationships • Parental harmony • Valued social role (e.g. care of siblings) • Close relationship with one parent • Responsibilities in family
Environment	<ul style="list-style-type: none"> • Poverty • Homelessness or fragile housing • Unpredictable and unmanageable crisis • War/conflict • Refugee status • Economic depression • Society in transition • Corruption • Exploitation 	<ul style="list-style-type: none"> • Supportive extended family • Successful school experiences • Friendship networks • Valued social roles (e.g. meaningful work, volunteering) • Close relationship with unrelated mentor • Member of religious or faith community

Developed for ChildFund Australia by Associate Professor Helen Cahill, University of Melbourne, Australia, following consultation at ChildFund Australia Program Summit, Bangkok, May 2016. The consultation included staff from Sydney office, Laos, Cambodia, Myanmar, Vietnam and Papua New Guinea.

⁴ Newman and Blackburn 2006

⁵ Ibid