



Plan International

Terms of Reference

Final Project Evaluation of Plan International's Education in Child-Centered Disaster Risk Reduction (CCDRR) Project – Strengthening Children's Voices in Promoting Safe Schools

Summary: Plan International seeks an independent consultant/consultant team to carry out a final evaluation of its two year NORAD funded Education in CCDRR Project (Safe school) in Vietnam, Nepal and East Timor. The evaluation is expected to be carried out between late July and August 2014.

I. Project background

Plan International is one of the world's largest children's International NGOs, working with children and poor communities in 50 developing countries across Africa, Asia and the Americas to promote child rights, mainly in area of education, child protection and participation, health, water and sanitation and disaster risk management. Plan has no religious or political affiliations.

Plan International's Safe school project is a two year project (2012-2014), being implemented in three countries in Asia. The development goal of this project is 'Children in the most at-risk communities in Nepal, Timor Leste and Vietnam have access to safer education through duty bearers minimising the impact of disasters on their right to quality education'.

The project has the following outcomes: 1) A safe school model is established, promoted and implemented in the project target countries (by advocating policies, regulations, and guidelines at all decision-making levels; 2) The participation of children in the local and national process of establishing safe school model in the target countries is enhanced; and 3) Ministry/Department of Education, local related authorities and civil society organizations develop, implement, monitor and evaluate DRR measures at school

The project is being implemented in Vietnam, Nepal and East Timor, targeting 10,147 school children and 230 teachers across 5 districts with a total budget of US\$700,000. The project is funded by NORAD through the Plan Norway.

II. Objective of Evaluation

The key objective of the final evaluation is to assess the results of the Safe school project and Plan's contribution to the achievement of the project development goal (impact)¹, in Vietnam, Nepal and East Timor and at Asia regional level.

In particular, the specific objectives of the evaluation are to assess:

- Achievement of the stated project objectives (outcomes) and Plan's contribution to the achievement of the project development goal (impact)
- Overall relevance of the project for addressing the needs of the target groups
- Sustainability of the changes brought about by the project
- Performance of the strategies used during the project

¹ Please see the original project document and logframe (annex 1)

- Consistency of the project with key aspects of Plan's CCCD approach
- Lessons learned (what went well/what could be improved) in order to inform future design.

To address the specific objectives of the evaluation, the evaluator(s) will be expected to provide answers to the following specific questions:

Effectiveness

1. To what extent have the project's objectives (outcomes/expected results) been achieved? What factors supported or impeded the achievement of the project objectives?
2. How effective were project activities for achieving the objectives of the project?

Impact

3. Do the changes brought about by the project contribute to a lasting fulfillment of children's rights and better disaster risk reduction initiatives and resilience for schools (project development goal)?
4. How many people and children (disaggregated by sex, age and disability) have benefitted from the program?
5. Were there any unintended results of this project?

Relevance

6. Were project activities the right ones for addressing the needs of the target groups?
7. Were project objectives aligned with locally defined needs and priorities?
8. How aligned is the project to Plan International's relevant Country and Regional Strategies, Disaster Risk Management strategy, as well as in relation to relevant development targets, in particular the priorities of Hyogo Framework for Action?

Efficiency

9. Could the same or better results have been achieved with the same or fewer inputs by doing things differently?
10. Were activities delivered on time and within budget?

Sustainability

11. Are the changes brought about by the project likely to continue – are they resilient and sustainable? If not, what needs changing?
12. To what extent are local and national stakeholders willing and able to take ownership of established processes and systems?

Child Centred Community Development (CCCD)

13. How consistent is the project with key aspects of Plan's CCCD approach (strengthening Plan's accountability, tackling gender inequality and exclusion, working with children and communities, engaging with civil society and influencing government).

Learning and improvement

14. What were the key challenges experienced during project implementation and what were the lessons learnt? How can the project design be improved to better achieve the project objectives?
15. How well has the internal monitoring system contributed to the evaluation of this project?

Scaling up

16. How have changes been institutionalized at different levels? What is the potential for scaling up the project?

III. Target Readers/ Utilization of the assessment

The evaluation report should provide Plan management as well as the donor (NORAD) with an accurate and reliable assessment of the results produced by the Safe school 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 primarily used by parties involved in the action: (a) the donor (NORAD); (b) Plan staff in Country Offices, Asia Regional Office, National Offices; (c) government partners at all levels and (d) the beneficiaries involved in the project

IV. Scope and Methodology

Scope of the Evaluation:

The regional evaluation will focus on the Safe school project in Vietnam, Nepal and East Timor and at Asia regional level. The evaluation will cover Quang Tri Province in Vietnam, Makwanpur district in Nepal and Aileu and Lautem districts in East Timor, in addition to regional level activities.

If possible the evaluation should cover at least 3 communities/schools per country, covering a representative sample of the project target areas. The evaluation must also include project partners at relevant levels (local, national, regional) including civil society organizations and government. The study will explore the project related information for the full project period (July 2012 to July 2014).

Methodology

The recruited consultant/s will be expected to propose a detailed methodology (based on the information given in these ToR) suggesting adjustments to the methodology recommended below and to the available tools as necessary to meet the objectives of the evaluation above detailed.

It is expected that the methodology will include both qualitative and quantitative data collection methods and will consider both primary and secondary data sources. Information from these different sources will be triangulated to increase its validity.

The consultant will be expected to review project documentation, interview project management and field staff, partner organizations and government counterparts, as well as representatives of the children and teachers in the target areas in the three countries. He/ she would obtain the views of project beneficiaries, (looking at what they think about the project, whether it worked well or not, what they see as the value of the project and how it supported their own development efforts) in a participative manner through focus group discussions and key informant interviews. The consultants must design the methodology specifically to ensure gender and disability inclusion.

Expected output

- Inception report which will include description of evaluation methodology/methodological approach (including gender sensitive methodology, inclusive of children living with disabilities), data collection tools, data analysis methods, key informants/agencies, work plan and reporting requirements
- A draft report with preliminary findings and key recommendations requiring urgent actions
- A presentation (power point) of the draft report and recommendations at regional end of project workshop for validation and discussion

- Final report of no more than 30 pages, including executive summary, findings from the different elements of the study, recommendations and appropriate documentation on methodology and data annexed
- All outputs delivered in English language.

V. Task, Timeframe and deliverable

The final evaluation has to be carried out between late July and August 2014; the contract is expected to start in July, in-country research to take place from late July to mid August, and the finalized report and all deliverables would have to be submitted by mid September 2014. In all, it is estimated that the work will take 30 - 40 days, not including time for Plan to provide comments and feedback on draft reports etc.

The dates and timing below are approximate and will be reviewed upon inception of the consultancy. However all work has to be completed before the end of project on 30th September.

No	Activities	Outputs	Responsible	Duration	Indicative timing
1	Inception discussion with Regional project coordinator for review of project final evaluation proposal, including budget, and review of key project documents and existing data collection tools.	Contract signature upon agreement on TOR and final evaluation proposal	Consultant Plan ARO NNO Safe School Coordinator	4 days	28-31 July
2	Production of detailed inception report including detailed draft methodology, work plan, staffing, and data collection tools.	Draft Evaluation Inception report submitted for approval to Plan	Consultant	3 days	4-6 August
3	Conduct in-country consultation and data collection (Vietnam)	Qualitative and quantitative data collection completed.	Consultant, Ninh Nguyen(Plan ARO) and Plan Vietnam	6 days (incl. days for travel)	Between 9 th and 31 st August
4	Conduct in-country consultation and data collection (Nepal)	Qualitative and quantitative data collection completed.	Consultant, Plan ARO and Plan Nepal	7 days (incl. days for travel)	Between 9 th and 31 st August
5	Conduct in-country consultation and data collection (East Timor)	Qualitative and quantitative data collection completed.	Consultant, Plan ARO and Plan East Timor	9 days (incl. days for travel)	Between 9 th and 31 st August
7	Conduct analysis and drafting of evaluation report	Raw quantitative and qualitative data files consolidated; first draft report submitted for review to Plan	Consultant	5 days	First week of September

8	Presentation of the draft evaluation report to Plan staff for validation	Findings presented to Plan	Consultant	1 day	Second week of September
9	Finalization of the evaluation report on the basis of feedback from Project Staff and Plan ARO and ANO.	Final report submitted	Consultant	3 days	Second week of September (before 15 September)
Total Consultant Work/Days				38 days	

VI. Management:

The research will be carried out by a consultant/consultant team. Overall, the project will be managed by Plan Asia Regional Office NNO Safe school project Coordinator. In-country arrangements for meetings, field visits, and logistics will be organized by the relevant Plan Country office. However, the consultant team will be responsible to hiring in-country evaluation assistants as required (support in identifying local candidates can be provided by Plan country office upon request).

Level of Contact with Children:

Medium level: *Some interaction with children in consultations. The consultant must comply with Plan's child protection policy and standards throughout the research process*

VII. Ethical and child protection statements

The consultant/consultant team must include statements in their proposal on how they will ensure ethics and child protection in the evaluation process. This should also include considerations about risks related to the evaluation and how these will be mitigated.

VIII. Consultant qualifications

- Demonstrable expertise (5 to 10 years) on disaster risk management and/or education sector
- Demonstrable experience (5 to 10 years) in designing and conducting quantitative and qualitative research/evaluation of complex programs and ability to conduct high quality research, meet deadlines and respond to requests and feedback provided timely and appropriately;
- Strong analytical skills and previous experience in data entry using statistical analysis software;
- Experience in undertaking participatory research and consultations
- Knowledge of Asia governance and cultural context; knowledge of local languages would be considered an asset;
- Knowledge of women's and children's rights : previous experience conducting research with children and vulnerable groups would be considered an asset;
- Excellent and demonstrated understanding of Child Protection and ethical issues in research.
- Excellent written and verbal communication and reporting skills in English.

IX. Budget

The evaluation cost will be covered by Plan Asia regional Office.

The consultant is required to propose the detailed budget for the consultancy together with the final evaluation proposal, and submit to Plan ARO for review and approval. The budget should include number of days and daily rate for the lead consultant(s) and in-country evaluation assistants. In-country

accommodation, transport, and other meeting logistics in the field will be arranged and paid for directly by the Plan Country offices.

X. How to apply?

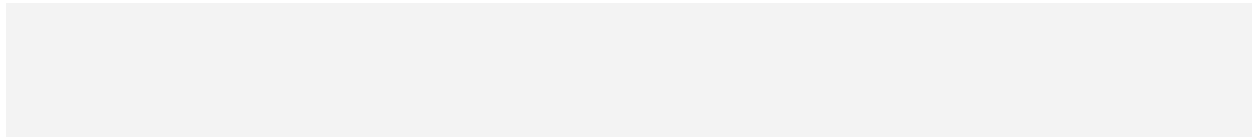
Applicants should prepare and submit an application package by **22 July 2014** via email to Plan International in Vietnam: hieu.gianghoang@plan-international.org and nghia.trinhtrong@plan-international.org

Kindly submit the following application documents:

- Expression of interest should not exceed (04 pages), outlining how the Consultant(s) meets the selection criteria and how their project final evaluation proposal meet these TOR and the proposed evaluation methodology;
- A proposed activities schedule/work plan with time frame.
- Copy of CV of the consultant(s) who will undertake the evaluation
- Recent examples of similar work report written by the applicant.
- Financial proposal detailing consultant(s) itemized fees, data collection and administrative costs
- 3 referees need to be provided

For further information please contact:

- Mr. Giang Hoang Hieu, Monitoring & Evaluation Officer, Plan International in Vietnam, hieu.gianghoang@plan-international.org
- Mr. Trinh Trong Nghia, Plan International in Vietnam, nghia.trinhtrong@plan-international.org



Annex 1 – NNO Safe school Project Log Frame

The development goal is: Children in the most at-risk communities in Nepal, Timor Leste and Vietnam have access to safer education through duty bearers minimising the impact of disasters on their right to quality education

Outcome 1: A safe school model is established, promoted and implemented in the project target countries (by advocating policies, regulations, and guidelines at all decision-making levels)		
Indicators	Source of verification	Frequency
Safe School Manual/guideline/checklist in 3 countries is utilized by relevant actors	Decision of MoET	End of Project
Safe School Manual/guideline/checklist is rolled out in 3 countries in at least 2 provinces (Plan's location and Deutschland Red Cross's location) of Vietnam, 10 VDCs in Nepal, and 2 districts of Timor-Leste	Progress report	Y1 & Y2
1 Safe School Position Paper is endorsed by the International HQ Disaster Risk Management Team.	Position paper	Y2
Outcome 2: The participation of children in the local and national process of establishing safe school model in the target countries is enhanced		
Indicators	Source of verification	Frequency
10,147 school children (boy, girls, disability) participate in the pilot testing of the Safe school manual/checklist (school drills, VCA, selection of emergency kits, etc)	Progress report Focus group discussion	Y1 & Y2
Quotes and references from children who have participated in the development of the Safe School Manual are included directly in the document manual/checklist itself	Safe School Manual	Y1 & Y2
Timor-Leste: 1 National conference for children on Safe School is hosted to provide children a platform to reflect their interest in the	Conference report	Y 2
1 regional research on "disability and Safe Schools" is published, which document the approaches in which the project was able to ensure the participation of children with disabilities and provide a list of	Research report	Y2
Outcome 3: Ministry/Department of Education, local related authorities and civil society organizations develop, implement, monitor and evaluate DRR measures at school		
Indicators	Source of verification	Frequency
Nepal: Civil society is able to advocate to ensure inclusion on Safe School as part of Local Disaster Risk Management Plan.	# of lobby, campaign initiated, application filed	Y1 & Y2
60% of trained government staff promote and implement the integration of the Safe School Model into the schools of their District	Training evaluation In-depth interview	Y1 & Y2
60% of trained staff demonstrate their understanding of the Safe school manual/checklist through monitoring the approach	Training evaluation	Y1 & Y2