

TERMS OF REFERENCE

Final evaluation

Girl Ready for Future project (FAD VNM100462)

I. Introduction About Plan International Vietnam

Founded in 1937, Plan International is a development and humanitarian organisation that advances children's rights and equality for girls. We strive to advance children's rights and equality for girls all over the world. As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until they reach adulthood and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years we have been building powerful partnerships for children, and we are active in over 75 countries.

Plan International has been working in Vietnam since 1993. By June 2019, Plan International Vietnam has improved the lives of more than 1,300,000 children, their families and communities from over 131 communes in 10 provinces across the country. Our goal by 2026 is to reach 2 million girls from 1,875 ethnic communities in Vietnam so they can learn, lead, decide, and thrive.

II. Project Background

2.1. Project Situation

This project is targeting ethnic minority communities in five provinces in the northern mountainous region and the central highlands. The remote locations, with limited infrastructure development, market access and public services, have limited economic opportunities outside of farming - contributing to poverty amongst these communities. Moreover, traditional top-down, ethno-centric poverty reduction programs have seen lower returns for social and economic development amongst ethnic minority groups. Cultural norms and practices, and discrimination by the majority, further entrench poverty amongst these communities. Poverty disproportionately affects women and girls and they experience unique vulnerabilities and impacts

Accordingly, this project is specifically targeting ethnic minority communities in upland, mountainous regions, who traditionally are reliant upon farming as the primary livelihood source, and the primary targets are adolescent girls

Education: Little or no access to education or vocational training is key driver of poverty and social exclusion and has long-term impacts for employment prospects and economic opportunities.

Vietnam has seen remarkable progress in education levels and schooling levels between girls and boys has reached parity; however, inequalities persist, particularly among minority groups. Distance to schools, language of instruction, persistent gender stereotypes, and the lack of gender-sensitive and locally relevant curricula and teaching methods and of qualified female teachers, are key concerns. Women are more likely than men to fall within the groups with a lower-secondary school education and lower (70.78% and 60.28%, respectively) while less likely in the groups with upper-secondary school or higher levels of education (29.22% and 40.33%, respectively). Young women are expected to sacrifice their formal education for the benefit of their male siblings and tend to give up their formal education to perform family caregiver roles (Source: ISDS_Report_Binh dang gioi_EN)

Dropout out rate from lower secondary school reached 8.1% in 2016 (an increase from 7.8% in 2012); by age 14 the drop-out rate is 16%; by age 17, the final year of upper secondary school, the dropout rate

is 39%. Higher dropout rates are seen amongst ethnic minority children, children living in rural areas and amongst children living with disabilities, in comparison with their peers. Trends in ethnic minority communities show attendance rates in schools are reducing, while dropout rates in the higher grades are increasing. Children with disabilities also have much lower gross school attendance rates than the rest of the population as follows: in primary school the rate for CLWD is 88.4%; in lower secondary education 74.7%; and for upper secondary the attendance rate for CLWD is just 39.4%. (UNICEF (2018) Children with Disabilities in Viet Nam. Findings of Viet Nam's national survey on people with disabilities 2016 – 2017)

The MICS 2014 found that, at both primary and secondary levels, 'out-of-school' rates are strongly related to the educational levels of mothers - 62% of out-of-school children aged 15-17 years were those with non-educated mothers. The correlation underlines how important education for girls is to break the intergenerational cycle of poverty and disadvantage and the importance of engaging with parents. In Vietnam child marriage is strongly associated with education level – approximately 33% of women with no education were married before the age of 18, compared to only 1% who had completed tertiary education. The relationship is both cause and effect, lower levels of education increases the likelihood that children will marry young, and getting married will increase the likelihood of dropping out of school.

Within schools, gendered attitudes are also perpetuated - educational materials have been found to promote gender stereotypes and therefore may be failing to equip girls and boys with the capacity to take advantage of new opportunities and aspire to achieve things beyond those dictated by persisting gender stereotypes. A general lack of understanding on gender (including diverse genders and LGBT issues) and no gender mainstreaming into teaching programs, are also key concerns.

Men still outnumber women in tertiary institutions and vocational training institutions. The Ministry of Labour, Invalids and Social Affairs (MOLISA) and Gender Equality Department (2014), show that in vocational training centres, females are registered into courses for traditionally female-dominated occupations such as tailoring and hairdressing, which often offer lower incomes. This limits women's future career prospects, as well as their life-long earning potential. The CEDAW Committee therefore has called on Viet Nam to "intensify its efforts aimed at diversifying academic and vocational choices for women and men and take further measures to encourage girls and boys to choose non-traditional fields of education".

Employment, economic opportunities and the labour market: Youth employment in Vietnam in 2015 was evenly distributed among the three main sectors: agriculture (33.3 %), industry (33.4 %) and services (32.6 %). Many Youth however are vulnerable to unemployment: 44.7% 15-24 years olds in Vietnam were unemployed (ILO 2015). High rates of informal employment and the quality economic opportunities is a challenge. Young people in informal work lack social protections and benefits as well as formal training and professional development opportunities. Many youths find themselves underemployed, in irregular or informal work:

- 34% of youth are in irregular employment (either in self-employment or waged employment based on contracts with a duration of less than 12 months);
- More than a third (34.6 %) of employed youth remained in vulnerable employment as own-account workers (12.9%) or unpaid family workers (21.7%);
- And nearly half (43.9%) of youth in paid employment were engaged without a written contract in 2015.
- Informal employment affected four out of five (79.5 %) young workers in Vietnam with higher rates for young men than young women.

Informal employment is defined as off farm jobs. The government report reveals 41.9% of the labours is working in agriculture, followed by 30.8% in informal sector and 25.3%. Male shares 56.4%, while female shares less 43.6% of labour in the informal sector.

Girls and young women face specific barriers. There are more young women (9.6%) compared to young men (6%), neither in education or employment (NEET). There are fewer women (32%) compared to men (39.6%) employed with formal work contracts. Similarly, the percentage of male owners of businesses who provide products and services is 3.9%, higher than the 1.9% rate for females. In contrast to this trend, the percentage of male workers in unpaid household work, including family agricultural work, was only 11.4% compared to 23.3% for females – demonstrating the unequal and gendered division of domestic labour. In Vietnam patriarchal practices and gender norms, are grounded in Confucian culture, which differentiates women and girls roles in the family and community compared to that of boys and men. Women and girls are expected to be ‘caregivers’ and therefore take on more of the childcare, care for the elderly and domestic labour, which is a barrier to their full participation in formal employment and income generation. Despite this, through revolution campaigns and socialist reform of the country, women have also historically been expected to contribute to the labour market – as such women and girls often assumed the double burden of domestic labour and work outside the home.

Unemployment is driven by individual and systemic factors. Mismatch between skills of the labour force and the market needs is a significant issue in Vietnam, as is underutilization of the youth labour force. Only a slight majority of employed youth are adequately educated for the job they were doing (50.5 % of young workers had qualifications matching expectations for their occupation in 2015). Yet not all educated youth are able to find a job matching their level of qualifications: 26 % of working youth were overeducated for their job in 2015. In fact, the unemployment rate of youth increased with the level of educational attainment - the unemployment rate of youth educated at the university level was 4.7 % compared to 3% for graduates at the secondary general level. At the same time under-education of youth remains a problem in the country, affecting up to 23.5 % of young workers. This highlights the need to work closely with education institutions, government and the private sector to address systemic challenges, to support the young labour market to adapt to the economic conditions.

In response to employment and opportunity trends, urban migration is increasing - approximately 7 million workers migrated to cities from 2004-2009 according to official figures, not including unregistered and seasonal migration (the actual number of migrants is expected to be notably higher). Young migrants move to urban centres seeking economic and social opportunities not available to them in their communities - the degradation of natural resources, high pressure of increased population and the attraction of higher wages, are push and pull factors for migration. Young women, especially from ethnic minorities and those with lower education backgrounds are especially prone to migration, including seasonal migration to other rural areas, to urban settings and across borders. Trends vary between different groups, for example the H’mong tend to not migrate to urban areas. Migrant workers are relatively young, many are unmarried; living away from the protection of their families, and social networks, young women in particular are therefore vulnerable to exploitation and abuse. Lacking the requisite skills, they commonly accept work in the informal sector of on short-term contracts, which lack labour protections and offer poor working conditions and low wages. Many young migrants arrive unprepared, lacking sufficient resources, information and protection mechanisms (including networks). Young women and girls can also face stigma from their home communities, as living in urban areas can be perceived to be associated with a loosening of traditional values – therefore isolation or reintegration may also pose a challenge.

2.2. Project summary

This project funded by Australia Government (via Plan Australia). This project will integrate with and

complement existing Plan Vietnam projects, including integration with a 'Gender responsive schools project'. This project seeks to enable young people in five provinces, especially girls (aged 11-15 and 16-24 years) from ethnic minorities, to make autonomous and healthy decisions to stay in school and engage in decent career pathways. Young people will be provided access to career counselling, vocational training, and entrepreneurship opportunities.

The focus of project has been majorly in education and specifically in schools through support for career education guidance and curriculum development interventions. Career guidance package for secondary school teachers in accordance with the 2018 General Education Program to meet the requirements of fundamental and comprehensive innovation in education and training and Fit with the new Program of Education and Training (Circular No. 32 / TT-BGDĐT 2018)

The main approach and methods are innovative through piloting of a career guidance model in five Plan supported provinces with culturally appropriate adaptation linking TVET institutions with enterprises; promotion of parent engagement in career guidance and the application of a multi-disciplinary approach that engages stakeholders as key agents of change.

The Goal and objectives of project are:

Goal: Girls of Vietnam have the agency to be active drivers of change in realizing their social and economic rights in a gender responsive and safe environment.

- **Objective 1:** Girls have the agency, access and control over resources to pursue decent work opportunities of their choosing, whether wage employment or self-employed
 - **Outcome 1.1:** Girls have a good understanding and make informed decisions about skills development and employment pathways / options
 - **Outcome 1.2:** Girls access business development services (BDS), use them and have a good understanding of market opportunities
- **Objective 2:** Girls at risk of child/ early/forced marriage benefit from improved educational opportunities and are empowered to make positive choices in a gender equitable and supportive environment
 - **Outcome 2.1:** Girls increase their foundational capabilities needed to act as effective drivers of change in line with girl's rights, leadership, and education
 - **Outcome 2.2:** Duty bearers and other influential stakeholders have accountability and ability to support girl's education, economic participation and leadership in public and private spaces.

2.3. Project expected results

Outcome 1.1: Girls have a good understanding and make informed decisions about skills development and employment pathways/options.

- Increased number of women 24 years and under accessing financial services
- Increased number of girls in lower secondary school with improved knowledge in financial literacy and the labour market
- Increased number of students in lower secondary school who have chosen one or more career options to pursue before leaving school (either drop-out or graduation).

Outcome 1.2: Girls have access to business development services (BDS), use them and have a good understanding of market opportunities.

- Increased number of female participants 24 years and under with increased income
- Number of female participants changing their business or farming management practices in support of more sustainable livelihood models
- Number of young people trained within the last 6 months have pursued starting their own business

Outcome 2.1: Girls increase their capability to act as effective drivers of change in relation to their rights to education, leadership opportunities and economic empowerment.

- Increased number of girls 11-15 years old expressing their opinions against child marriage
- Increased number of communities reached by Plan International's Champion of Change (CoC) program
- Number of children's councils organising regular meetings with members of National Assembly for policy dialogues on issues related to girls and youth

Outcome 2.2: Stakeholders (MoLISA, MoET, private enterprises, teacher, parents and the community) show accountability and have the capacity to support girls' education, economic participation and leadership in public and personal life.

- Increased number of public schools in target provinces implementing the "Gender responsive schools" model
- Number of communities in target provinces with child protection mechanisms in place
- Number of schools throughout the country that adopt the project's career guidance materials

2.4. Project partner: Department of education and training, Youth Union, Women Union at provincial and district level of 5 provinces and 13 districts.

2.5. Geographical and duration coverage: 5 provinces (Ha Giang, Lai Chau, Quang Binh, Quang Tri and Kon tum). As the original design from 7/2019 to 6/2022, the project covers total of 30 schools. The project has been extended for 1 more year (until 6/2023) and the number of beneficiary schools has increased from 30 to 49 according to actual needs and additional fund.

2.6. Project expected number of beneficiaries:

Target groups:

- Primary Impact groups
 - Children aged 11-15 years old, with focus on girls in lower secondary school
 - Youth aged 16-24 years old, with focus on girls who are out of school.
- Indirect beneficiaries, including staff and managers of the government institutions (DB)
 - TVET schools
 - Teachers and school managers of lower secondary schools
 - Parents and community people
 - Officials of MoET, MOLISA, national Youth Union, Women's Union, local authorities at all levels.

Expected number of beneficiaries

| | TOTAL | People without Disability | | | | People with Disability | | | | |
|-----------------------------|------------------------------|---------------------------|--------|--------|--------|------------------------|-------|------|-------|-----------|
| | | Men | Women | Boys | Girls | Men | Women | Boys | Girls | |
| Direct | In school | | | 5,274 | 5,211 | | | 117 | 106 | 26,674 |
| | Out of school | 6,329 | 6,797 | 1,500 | 1,500 | 134 | 143 | 25 | 35 | |
| Indirect (RH and DB) | Parents | 9,783 | 10,521 | | | 228 | 229 | | | 59,564 |
| | Students outside Plan areas | | | 19,812 | 17,968 | | | 416 | 377 | |
| | Gov. officials | 300 | 400 | | | | | | | |
| | 50% of the number of schools | | | | | | | | | 30 |

III. The Final Evaluation Focus

3.1. Evaluation objectives.

The purpose of this final evaluation is to assess the results of the project “Girl Ready For Future” by reviewing the relevance, effectiveness, impact, efficiency, and sustainability identifying key lessons learnt, making concrete recommendations.

Specific objectives of the evaluation are:

- Assess achievement and impact of project outcomes against indicators used in the baseline survey carried out in year one. Detailed key questions and issues will be analyzed in a participatory, collaborative and systems-based approach.
- Evaluate the project design, project strategies, project management, including project monitoring;
- Understand the strengths and weaknesses of the current project approach;
- Assess the stakeholder’s and beneficiary’s perspective on the usefulness of interventions and their overall satisfaction with the project;
- Highlight lessons learned from project implementation and outcome achievements
- Develop specific recommendations in collaboration with major stakeholder groups and local implementing partners to ensure they have the capacity to carry on with activities after project end. An action plan will be developed to promote long-term sustainability and impact for young people, especially girls and ethnic minority groups, within and outside of the project’s target locations

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

Effectiveness

- To what extent have the project's objectives (outcomes/expected results) been achieved?
- What factors supported or impeded the achievement of the project objectives?
- How effectively the project has been able to work with formal and informal stakeholders, government agencies and members of local bodies in order to achieve outcomes/objectives?
- How the project engaged with young men, women, non-binary etc. youth and how their experiences differed?

Impact

- Which positive, lasting effects and behavioral changes from perspective of educational system and behavior change can be perceived?
- Were there any unintended effects of this project?

Relevance

- How consistent were the project activities and its achieved effects with the needs of the beneficiaries and the requirements of the country?
- Are the activities and outputs consistent with and/or contributed to the intended impacts and effects?
- How well did the project adapt to changing external contexts (such as the occurrence of the Covid 19 pandemic) over time?

Coherence

- How compatible are the (intended) project results with the policies and strategies of the national Government?

Efficiency

- Which alternative approaches might have led to similar results at lower cost?
- To what extent were the results achieved on time and with a minimum of resources?

Sustainability

- Which evidence indicates that the achieved effects will continue after the completion of the project?
- To what extent are project's partners willing and able to take ownership of established processes and systems?
- How the project has been able to support and build capacity of key target audience participating in the project?
- How did the project coordinated with other Plan programmed and projects working in same target area or on similar themes?

Learning and improvement

- What were the key challenges experienced during project implementation and what were

the lessons learnt?

- Which additional programming options might be applied to complement or replace the program design to improve effectiveness and impact?

Scaling up

- To what extent is there potential for project results to be scaled up or duplicated at partners and other related stakeholders after the project end?

Gender and inclusion

- How successful were the applied gender and inclusion sensitive approaches in narrowing the gender technology gap and economically empowering young women to advance equality in their lives?
- In addition, the Consultant needs to understand and pay attention to Plan's gender transformative approaches (gender marker), to assess against 6 specific elements:
 1. Addressing gender norms throughout the life-course.
 2. Strengthening girls' and young women's agency.
 3. Advancing both the condition and position of girls, young women, and women.
 4. Working with boys, young men, and men to embrace gender equality and exercise positive and diverse masculinities.
 5. Responding to the needs and interests of girls and boys in all their diversity.
 6. Fostering an enabling environment for gender equality and girls' rights

Annex 1: Project M&E Log-frame/Project's indicator table

Annex 2: Baseline report

3.2. Target readers/ Key stakeholders involved and utilization of evaluation report.

The report should provide the Plan International management as well as the donor with an accurate and reliable assessment of the results and changes produced by the project's intervention 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; (b) Plan International staff at CO and NOs; (c) Project implementing partners (d) government partners **at all levels.**

3.3. Target groups to be covered

This evaluation needs to cover the key target groups of the project as follow:

- Children aged 11-15 years old, with focus on girls in lower secondary school
- Youth aged 16-24 years old, with focus on girls who are out of school who received project support.
- DOET from provincial and district lever from 13 districts in 5 provinces
- Teachers and school managers of lower secondary schools
- Parents and community people
- Youth Union, Women's Union, local authorities at all levels.

Based on the project target groups and beneficiaries, the consultant should submit sample size to Plan. The consultant(s) could also identify and suggest additional or excluded stakeholders that they feel are important to involve to ensure they get the information they need to answer the Evaluation Questions.

3.4. Timeframe

This evaluation needs to cover whole implementation period from 1 July 2019 to June 2023. The final evaluation report must be submitted before 15 June 2023

3.5. Geographical coverage.

Depending on sampling methodology and size that is statistically valid and cost-effective, based on information provided by the project team to ensure that necessary information can be collected

3.6. Scope and Methodologies

a. Scope of Consultant's works:

- Review relevant documents including the project indicator. Documents will be provided by Plan.
- Work with Plan project team to finalize the data collection tools, outline of report and detailed schedule of field data collection.
- Provide quality control during the field data collection and share initial findings to Plan International and local partners.
- Prepare a detailed evaluation plan including technical design and preparation such as materials on field data collection, data entry, data cleaning and analysis, as well as reporting and presentation of the final report to Plan.
- Provide training for field data collectors if mobilizing collectors from Plan's partners and quality control during data collection.
- Analyze statistically the data collected from survey/ assessment. The analysis will generate holistic statistics information by target groups following performance indicators. Statistics will be divided by gender and target groups.
- Draft and finalize the report to reflect comment and inputs from related stakeholders.

b. Methodologies.

- The recruited consultant/s will be expected to develop a detailed methodology for data collection, data management and analysis and budget estimation in their proposal. It is expected that the consultant uses a participatory approach with participation of representatives of target groups mentioned above.
- The consultants/ experts are recommended to use different data collecting methods (both qualitative and quantitative), such as (but not limited to):
 - Desk review (external literature, key project documents): review the relevant documents, including the project proposal, resources and results framework, documentation, reports, and other relevant research.
 - Direct observation
 - Key informant interviews

- Questionnaires
- Focus group discussions

The information from different sources will be triangulated to increase its validity.

c. Sample

The consultants/ experts (team) will be expected to propose an appropriate sampling methodology and size that is statistically valid and cost-effective, based on information provided by the project team to ensure that necessary information can be collected. All data, qualitative and quantitative collected through the study must be disaggregated by sex, location, age and disability. Both the sample size and revised will be discussed and agreed with PIV project team before the commencement.

The consultants/ experts are expected to develop and suggest a sampling strategy including a description of:

- Sample size (or expectations of the consultant (s) in calculating it).
- Necessary respondents' disaggregation
- Number and type of locations
- Sampling approach

* Sample size submitted to PIV should follow table format below:

| Data collection methods | Sample | Total |
|--------------------------------|---|--------------|
| Questionnaires | With men, women With young girls | |
| FGD | With young girls With young boys Local government staff | |
| KII | With partners and stakeholders | |
| | | |

- The consultants need to consult with the stakeholders and Plan staff for their initiative findings as well as for the reports
- The consultant(s) could also identify and suggest additional or excluded stakeholders that they feel are important to involve to ensure they get the information they need to answer the Evaluation Questions.

d. Report writing:

The consultants will work closely with Plan 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#3** of this TOR.

e. Proposed timeline for the evaluation:

| Output delivery / Activity | Deadline | Responsibility |
|---|---|--|
| 1. Design for the final evaluation upon agreement between Plan and the selected consultant/team (Tools, sample size, implementation plan) | Within 5 working days after signing contractor's contract and receiving the project related documents. (to be completed before 5 th April 2023. | Consultants |
| 2. Finalize the designs after received feedbacks from Plan. | Within 2 days after receiving feedback from Plan. (To be completed before 10 th April 2023) | Consultants |
| 3. Field survey (Preparations for Data Collection (tool testing, translation of tools, mobilization of respondents, training of enumerators where applicable, ethical or government approval for data collection (where applicable)); - Data Collection; - Data Entry and Cleaning; - Data Analysis; - Validation of findings with key stakeholders and respondents | To be completed before 10 th May 2023. | Consultants with logistic support by Plan. |
| 4. First draft of report submitted to Plan | 5 th June 2023 | Consultants |
| 5. Finalize the report with feedback from Plan and it's partners. | Before 10 th June 2023. | Consultants |
| 6. Presentation the evaluation results with Plan and it's partner. | Before 15 th June 2023 | Consultants |

3.7. Deliverables:

- Proposal with questionnaires, methods of assessment analysis, sample for evaluation, timeframe and budget
- Data storage system in excel or SPSS or any other analysis tools available and applicable
- Data analysis
- Presentation of key findings after completing the draft report in Validation Workshop for

Plan's and other project stakeholders' comments

- Complete the final report, which should not exceed 45 pages, including Executive Summary (2-3 pages), findings from the different elements of the study, recommendations and appropriate documentation on methodology and data (see annex 3).
- All outputs delivered in both in English and Vietnamese languages.

IV. Management

Consultant(s) will conduct evaluation survey based on the workplan and methodology agreed with Plan Vietnam. Project coordinator in Country Office of Plan Vietnam will be the focal person to coordinate the consultant hire, work plan, methodology and review reports to ensure the report meets criteria.

Project Coordinator (Mr Nguyen Dinh Hoan) will be the focal person to coordinate and arrange the in-country meetings, invite key relevant stakeholders for interviews, FGDs during field data collection as well as input comment during finalization of the reports.

Level of Contact with young people:

High level: The consultant must comply with Plan's safeguarding children and young people policy throughout the research process

V. Ethical and Child Protection Statements.

The evaluation is expected to be conducted in gender- and culturally-sensitive manners, promote gender-equitable participation. The evaluation will be conducted in a way that maximises the collective learning of all stakeholders, but very importantly, project participants involved.

Plan International is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with Ethical MERL Framework and our Global Policy on Safeguarding Children and Young People. All applicants should include details in their proposal on how they will ensure ethics and child protection in the data collection process. Specifically, the consultant(s) shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The consultant(s) shall also explain how confidentiality and anonymity of participants will be guaranteed.

Note: Before implementing data collection, the consultants must get Ethics Approval by a recognised university or a national ethics committee or PLAN-Ethics Review Team (Feedback from ERT will be provided within 2 weeks timeframe from submission. For sensitive applications initial feedback may take longer, and there may be multiple rounds of feedback (with adequate time needed to action and review feedback/ revisions)).

VI. COVID-19 related considerations

Consultants need to pay attention and follow all prescribed COVID-19 prevention measures throughout the assessment process, especially during field trips and meetings and gatherings with many attendees.

In case of being affected by COVID-19 (if any) Consultants need to have a backup plan and be flexible in their approach to ensure time, progress and quality.

VII. Consultant Qualifications.

The consultant(s) will be:

Responsible for (but not limited to) undertaking the evaluation from start to finish and for managing the survey under the supervision of evaluation task manager from Plan International Vietnam as well as finalizing data collection tools and reports in English;

Responsible for (but not limited to) guiding local partner's staff to use designed tools in data collection, working closely with project team during the time of survey conducting, conducting some selected FGD, KII, data processing and analysis, report writing, translating final reports from English into Vietnamese, preparing power point presentation in Vietnamese.

Required Competencies

- Demonstrable expertise (5 to 10 years) on youth economic engagement with gender sensitizing.
- Strong knowledge of Vietnam governance context and relevant national policies (especially general education program in 2018 (according to the Circular 32/2018 / TT-BGDĐT and Decision 522 / QD-TTg of the Prime Minister)).
- 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
- Experience in undertaking participatory research and consultations
- Significant experience working with ethnic minority people in evaluation and research.
- Knowledge of gender equality.
- 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 ethical issues in research.
- Excellent written and verbal communication and reporting skills in English.

VIII. Budget

The consultant is required to propose an itemized budget (including Personal income tax) together with the technical proposal. The budget should include number of days and daily rate for the lead evaluator and team members.

The consultancy fee does not include traveling and logistic cost which will be paid for directly by Plan International Vietnam.

Ethics Approval fee (if any) should be include on consultancy fee

The available budget maximum for this is 400,000,000 VND

Payment schedule

| Milestone/Key deliverable | Amount to be paid (%) | Expected timeframe |
|---------------------------|-----------------------|--------------------|
|---------------------------|-----------------------|--------------------|

| | | |
|--|-----|----------------------------|
| Satisfactory submission of inception report | 30% | April 2023 |
| Satisfactory submission of inception report (including revisions and incorporation of Plan’s feedback) as well as presentation of key findings | 70% | 20 th June 2023 |

IX. How to Apply?

Applicants should prepare and submit an application package by 14:00PM, March 2, 2023 via email to Plan International in Vietnam.

Email: VNM.Procurement@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 meets these TOR and the proposed evaluation methodology
- A detail technical evaluation proposal, which features research design and implementation schedule/work plan with specific time frame
- Financial proposal detailing consultant(s)
- Copy of CV of the consultant(s) who will undertake the evaluation
- Recent example(s) of similar work report written by the applicant
- Name of 3 referees./.

Annex 1: Project M&E Log-frame/Project's indicator table

| | Description | Indicators |
|-------------------|---|---|
| Goal | Girls of VN have the agency to be active drivers of change in realizing their social and economic rights in a gender responsive and safe environment | <ol style="list-style-type: none"> 1. # and % of CAY that report changes to their wellbeing as a result of structured social support 2. % of adolescent girls and boys who self-report having the confidence to advocate for their rights |
| Objectives | 1. Girls have the agency, access and control over resources to pursue decent work opportunities of their choosing, whether wage employment or self-employed | <ol style="list-style-type: none"> 1. Proportion of girls reported with increased confidence in career development 2. Proportion of women under 24 years old reported with increased household incomes 3. Degree to which young people trained within last 6 months have pursued wage employment |
| | 2. Girls at risk of child early forced marriage benefit from improved educational opportunities and are empowered to make positive choices in a gender equitable and supportive environment | <ol style="list-style-type: none"> 1 Percentage of child marriage on early basis 2 Proportion of girls and women under 24 years old reported with less experience in violence at home and in the public spaces. 3 # and % of children, adolescent and youth who demonstrate self-protective capacities |
| Outcomes | 1.1. Girls have a good understanding and make informed decisions about skills development and employment pathways / options | <ol style="list-style-type: none"> 1. Proportion of women under 24 years old accessing to financial services (VSL and government loans) 2. Proportion of girls of lower secondary school improving knowledge in financial literacy and labor market 3. Proportion of students in Lower secondary school has chosen one or more options of careers to pursue before leaving the school (either drop-out or graduation). |

| | | |
|----------------|---|--|
| | <p>1.2. Girls access business development services (BDS), use them and have a good understanding of market opportunities</p> | <ol style="list-style-type: none"> 1. Proportion of female participants under 24 years old with increased income 2. Proportion of female participants changing their business or farming management practices 3. Degree to which young people trained within last 6 months have pursued starting their own business |
| | <p>2.1. Youth Champions become catalyst of change in promoting gender equitable behavior, girls' leadership and education" to the current one</p> | <ol style="list-style-type: none"> 1. Proportion of girls form 11-15 years old express their opinions against child marriage 2. Percentage of community reached by Champion of Change model 3. Percentage of the children councils that organizes regular meeting with members of National Assembly for policy dialogues of issues related to girls and youth |
| | <p>2.2. Duty bearers and other influential stakeholders have accountability and ability to support girl's education, economic participation and leadership in public and private spaces</p> | <ol style="list-style-type: none"> 1. Percentage of the public schools in the 5 provinces implementing the project model "Gender responsive school" 2. Percentage of communities in the 5 provinces with child protection mechanism in place 3. Degree to which the MOET adopts the PIV's career guidance materials to roll out in the education system throughout the country |
| Outputs | <p>1.1.1. Career guidance materials develop</p> <p>1.1.2. Teachers are trained on career guidance</p> <p>1.1.3. Girls clubs integrated in schools</p> <p>1.1.4. Career guidance established or upgraded in lower secondary schools</p> <p>1.2.1. Linkages to government SOYEE programs established</p> <p>1.2.2. Labor market scan undertaken and information disseminated</p> <p>1.2.3. SAFE App is disseminated and regularly updated</p> | <ol style="list-style-type: none"> 1. # and % of young people who report at the end of the training feeling confident about their life skills 2. # and % of young people who demonstrate at the end of the training entrepreneurship competencies 3. # and % of young people who demonstrate at the end of the training vocational competencies 4. % of adolescent girls and boys who self-report having the |

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| | <p>1.2.4. Seed grants provided to rural youth groups</p> <p>2.1.1. Materials for youth/girls' club are developed</p> <p>2.1.2. School based youth/girls' club facilitators and members are trained on child/girls' rights and life skills including ARSH, GBV, ending child forced marriage and communication. Girls provide each other with peer-to-peer support and learning through the clubs.</p> <p>2.2.1. Parenting materials on ECM, girl's education, economic participation and girls' leadership developed</p> <p>2.2.2. Parenting groups established or strengthened in target communities</p> <p>2.2.3. Parents trained on girl's education, economic participation and leadership, and ending child forced marriage.</p> <p>2.2.4. Teachers are trained on girls' rights, life skills including ARSH, GBV, ending forced child marriage, and gender sensitive teaching methods</p> <p>2.2.5. Multi-sectoral collaboration, coordination and mechanisms that support girls' education and economic participation established</p> <p>2.2.6. Program evidence used for adoption of girl education and economic participation standards and policies</p> | <p>confidence to advocate for their rights</p> <p>5. # and % of children, adolescent and youth who demonstrate self-protective capacities</p> <p>6. # of Boys and men challenge gender stereotypes and are actively engaged in the fight against GBV</p> <p>7. % of parents and caregivers that demonstrate changes in attitudes and behaviors towards gender norms and practices that drive GBV</p> <p>8. % of joint activities on ending GBV implemented by government systems and Plan over the last 12 months</p> |
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Annex #3: 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:
- Key facts of the programme/project work evaluated including location, objectives, main activities and expected results
- Key facts about the evaluation process (objectives, dates, methodology, limitations)
- Main findings with brief explanation of the type of evidence the findings are based on
- Main conclusions
- Opportunity for scale up.
- Key Recommendations for next phase (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 programme work evaluated

The description should include:

- Basic information of name of the project/programme, Plan impact area(s) covered; start and end date of the project/programme (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 programme/ project design and its theory of change (e.g. the issues the programme/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:

- The evaluation questions and the approach taken to respond to them
- 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).
- Ethical and child protection considerations
- 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

- Reflects on and responds to the evaluation objectives and evaluation questions in the Terms of Reference
- Provides a comprehensive analysis of the programme/project including its fit and contribution to the relevant programme/country strategy.
- Brings together the different observations and data to a balanced and logical assessment
- Identifies any differences in opinion or conflicting views
- Demonstrates that the views of relevant stakeholders including those less powerful or excluded, have been sought and are reflected in the analysis
- Analyses (using disaggregated data) how, if at all, the programme/project has affected different groups of children, youths and adults
- 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:

- Be presented in a logical order and in a way that makes sense to the readers
- Clearly link back to the evaluation objectives and evaluation questions stated in the TORs
- Focus on issues of significance
- Clearly distinguish between what conclusions are based on systematic evidence and what are assumptions, indications or tendencies
- Identify and reflect on the implications of the conclusions (e.g. what kind of programmatic or organisational 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:

- Be relevant and useful, specific and realistic; and either relatively few in number or very clearly prioritized
- As far as possible, have been developed in consultations with, and validated by, key stakeholders
- Well-grounded in the findings and conclusions

7) Annexes and reference information Expected beneficiaries:

Direct beneficiary

Indirect beneficiary

Project partners: