

Terms of Reference for Climate resilient education Landscape Study

2024

I. INTRODUCTION

Save the Children started our work in Vietnam in 1990, through the implementation of a child nutrition project in Thanh Hoa Province. Since then, we have expanded our programs to include six key program areas: **Education, Health and Nutrition, Child Protection, Child Rights Governance, Child Poverty, Disaster Risk Reduction and Climate Change Adaptation**. We now cover 22 provinces across the country with more than 120 staff with a wide range of technical expertise and program management qualification. In the implementation of our programs, we work in partnership with government agencies, civil society organizations, the private sector, academic and research institutions.

2. BACKGROUND AND CONTEXT

Climate resilient education is crucial for addressing environmental challenges in Vietnam as it is significantly affected by climate impacts such as sea level rises, flooding, drought. Educating the population especially children about climate change play a vital role in fostering climate resilient education, mitigation and adaptation efforts.

Climate resilient education helps raise awareness and deepen understanding of the causes, impacts, and solutions to climate change among students, educators, and the wider community. Educational initiatives can encourage sustainable behaviours and practices at an individual and community level. Teaching children about energy conservation, waste reduction, sustainable agriculture, and other eco-friendly practices can lead to long-term behavioural changes that contribute to environmental sustainability and carbon footprint reduction. Youth are particularly important as they represent the future policymakers, business leaders, and consumers. Educating them about climate change equips them with the knowledge and skills to make informed decisions and take leadership roles in sustainable development efforts. Climate resilient education can create a knowledgeable generation that understands the importance of environmental legislation and policies. The public awareness and support are crucial for the adoption of ambitious environmental policies. Climate resilient education can stimulate interest and skills in science, technology, engineering, and mathematics (STEM) fields, leading to innovation in renewable energy technologies, sustainable urban planning, and climate science research.

Regarding global commitments, Sustainable Development Goal (SDG) 4 targets quality education for all, emphasizing the inclusion of sustainable development and global citizenship education. SDG 13 focuses specifically on taking urgent action to combat climate change and its impacts, including through education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, and impact reduction. The Paris Agreement, Vietnam has ratified, includes commitments to enhance climate empowerment with a focus on education, training, public awareness, public participation, and public access to information in addition to ASEAN Declaration on Environmental Sustainability. These are vital for building capacities to adapt to adverse impacts and foster climate

resilience. UNESCO's Global Action Programme on Education for Sustainable Development. It aims to scale up actions on education for sustainable development, including climate change. It seeks to integrate sustainable development into education systems globally and encourages countries to improve educational opportunities on this critical issue.

Vietnam has developed a national strategy on climate change, which includes improving public awareness and promoting climate resilient education across all levels of society. The Vietnam's national education for sustainable development action plan which is part of Vietnam's commitment to the Global Action Programme on Education for Sustainable Development. It includes specific objectives for integrating sustainable development and climate change into educational programs. The Green growth strategy involves using education and training to promote the knowledge and adoption of low carbon technologies and sustainable practices. It underscores the role of education in supporting the country's transition to a green economy.

Climate resilient education features heavily in Save the Children Vietnam's 2025-2027 Country Strategic Plan (CSP) which is being developed. SC Vietnam commits to investing in promoting climate resilient education programming including green and safe school.

3. SCOPE OF STUDY

3.1 Purpose, Objectives

Purpose: The primary purpose of the research is to examine the role of education in addressing climate change in terms of adaptation and mitigation strategies, deepen understanding of Vietnam's climate resilient education framework, assessing current capacities, and exploring viable educational approaches to climate change.

Scope of work.

1. Conduct consultations with key stakeholders, including Climate & education experts, policymakers, educators, students, community representatives and other National/International CSOs to gather insights required for this study.
2. To map the key organizations and stakeholders involved in climate resilient education in Vietnam including what and where they are doing including legal and policy frameworks, best practices related to climate resilient education to identify their roles and effectiveness in promoting environmental awareness and education.
3. Assess the current integration of climate resilient education within the national curriculum, evaluating the effectiveness of the integrated climate resilient education, identifying existing gaps and overall absence of cohesive and information contents on climate change and environment issues.
4. Standardize teaching approaches by developing a standardized approach for teaching climate change and environmental issues across schools.
5. Mapping out teaching materials and good climate adaptation and mitigation solutions within Asia Pacific to adapt to Vietnam context.
6. Evaluate the impacts of environmental awareness program led by Non-Governmental Organisations (NGOs) aiming to enhance their sustainability and expand their reach to more schools across the country.
7. Evaluate the presence and quality of climate resilient education within the national curriculum.
8. Analyse the effectiveness and relevance of existing environmental and climate resilient education in schools to identify areas for improvement in teaching methods and content delivery.

9. Analyse the relationship between gender and climate change and related disasters.

3.2 Intended Audience and Use of the Study

The primary intended audience of the study is as below; the study will be shared with the following stakeholders. This list will be updated based on the upcoming Save the Children International (SCI) climate change stakeholder mapping.

| Stakeholder | Further information |
|-----------------------------------|---|
| Primary implementing organisation | Save the Children Vietnam |
| Government stakeholders | Ministry of Natural Resource and Environment (MONRE), Ministry of Education and Training (MOET) and Ministry of Agricultural and Rural Development (MARD) |
| Other stakeholders | Local Department of Education and Training (DOET)s and government authorities |
| Community groups | Children focused, and Women and Youth-led climate organizations |
| Community | Children and adults (parents, caregivers, teachers) involved in the study |

The study consultant team comprising two members will be required to propose how the primary audience will be involved throughout the study process and how the findings will be shared with each of the different stakeholders in the table above, outlining how reporting back to communities, beneficiaries and children will be conducted in an accessible and child-friendly manner.

3.3 Key Study Questions

This section presents the key study questions. The study consultant will be required to undertake consultation with the SC Climate Resilience Technical Advisor and the relevant SC staff at the commencement of the Study.

| Criteria | Key Study Questions |
|-----------------|--|
| Needs | <ul style="list-style-type: none"> ▪ What are the current gaps and deficiencies in climate resilient education within Vietnam's national curriculum? ▪ Which are participatory climate actions documented that should be scaled up and replicated? ▪ What specific needs do teachers and students have regarding access to accurate and comprehensive information on climate change and environmental issues? ▪ How effectively are existing NGO-led environmental awareness programs meeting the educational needs of schools across Vietnam? ▪ How are climate information services being used in the climate change and education institutional context? |
| Appropriateness | <ul style="list-style-type: none"> ▪ Are the current methods and materials used for teaching climate change and environmental issues suitable for the varied educational contexts across Vietnam? It may include but limit to geo-climate differences, differences in community cultural practices and ethnic minority groups. ▪ How appropriate are the existing legal and policy frameworks in supporting effective climate resilient education? It includes climate resilient |

| | |
|--------------------|---|
| | <p>school infrastructure (including Water, Sanitation and Hygiene (WASH), waste management, heat stress resilience, etc.)</p> <ul style="list-style-type: none"> ▪ What are the culturally and contextually appropriate strategies for enhancing climate resilient education in the Asia Pacific region that could be adapted for Vietnam? |
| Relevance | <ul style="list-style-type: none"> ▪ How relevant are the current climate resilient education efforts to the real-world environmental challenges faced by Vietnam today? ▪ To what extent do the educational strategies and content align with the global best practices and scientific understanding of climate change? |
| Coherence | <ul style="list-style-type: none"> ▪ How coherent are the climate resilient education initiatives across various levels of government and non-governmental organizations? ▪ Are the teaching approaches and materials used across schools in Vietnam consistent and mutually reinforcing? |
| Inclusion | <ul style="list-style-type: none"> ▪ How inclusive are the climate resilient education programs in terms of addressing the needs of students with impairments? ▪ What efforts are being made to ensure that all regions and demographic groups in Vietnam have equal access to quality climate resilient education? Such as using local language, accessible format for people with disability. |
| Gender sensitivity | <ul style="list-style-type: none"> ▪ How does climate resilient education address the different impacts of climate change on men and women, particularly in relation to related disasters? ▪ Are gender considerations effectively integrated into the teaching materials and methods for climate resilient education? |

4. STUDY METHODOLOGY

4.1 Study Design

This study will employ a mixed-methods approach, combining quantitative and qualitative research techniques in online and offline when applicable, to provide a detailed understanding of climate resilient education in Vietnam. The design will incorporate surveys, interviews, policy analysis, and case studies SCiV expects a detailed methodology and tools which are child friendly in all aspects, participatory, value based and action oriented. The consultant is also expected to consult with children, teachers and other relevant stakeholders in three provinces (Ca Mau, Thanh Hoa and Lao Cai).

4.2 Data Sources and Data Collection Methods / Tools

All primary data collected during the study must facilitate disaggregation by gender, age, [disability, location or remoteness, and vulnerability status]. SC will provide guidance on tools and classification schemes for this minimum dataset.

SC will not provide enumerators to assist with primary data collection. The study consultant will require additional external data sources to add value to the study, such as government administrative data. The consultant should also indicate how data triangulation will be realised.

The study consultant is required to adhere to [SCI Child Safeguarding Policy, Anti-Harassment, Intimidation and Bullying Policy, SCI Data Protection Policy](https://savethechildren1.sharepoint.com/:b:/r/sites/PPP/QFPeople/Shared Documents/SCI HR POL Anti-Harassment Intimidation and Bullying Policy EN.pdf?csf=1&web=1&e=hZlWn7https://savethechildren1.sharepoint.com/:b:/r/How/Learning/Global Leaders Engagement Week Pre reads and Pre w/Safeguarding/SCI POL PSEA Policy EN.pdf?csf=1&web=1&e=CcuAhi) through all project activities. <https://savethechildren1.sharepoint.com/:b:/r/sites/PPP/QFPeople/Shared Documents/SCI HR POL Anti-Harassment Intimidation and Bullying Policy EN.pdf?csf=1&web=1&e=hZlWn7https://savethechildren1.sharepoint.com/:b:/r/How/Learning/Global Leaders Engagement Week Pre reads and Pre w/Safeguarding/SCI POL PSEA Policy EN.pdf?csf=1&web=1&e=CcuAhi>

4.3 Ethical Considerations

It is expected that this study will be:

- **Child participatory.** Where appropriate and safe, children should be supported to participate in the evaluation process beyond simply being respondents. Opportunities for collaborative participation could include involving children in determining success criteria against which the project could be evaluated, supporting children to collect some of the data required for the evaluation, or involving children in validating findings. Any child participation, whether consultative, collaborative, or child-led, must abide by the [9 Basic Requirements for meaningful and ethical child participation](#).
- **Inclusive.** Ensure that children from different ethnic, social, and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.
- **Ethical:** The study must be guided by the following ethical considerations:
 - Safeguarding – demonstrating the highest standards of behaviors towards children and adults.
 - Sensitive – to child rights, gender, inclusion, and cultural contexts.
 - Openness - of information given, to the highest possible degree to all involved parties.
 - Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.¹
 - Public access - to the results when there are no special considerations against this.
 - Broad participation - the relevant parties should be involved where possible.
 - Reliability and independence - the study should be conducted so that findings and conclusions are correct and trustworthy.
 - Ethical Approval especially from parents and children

It is expected that:

- Data collection methods will be age and gender appropriate.
- Study activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- A risk assessment will be conducted that includes any risks related to children, young people's, or adults' participation.

¹ If any Consultancy Service Provider, Freelancer or Contingent worker will have direct contact with children and/or vulnerable adults and/or beneficiaries and/or have access to any sensitive data on safeguarding and/or children and/or beneficiaries, it is the responsibility of the person receiving the consulting service to contact the local HR team and child safeguarding focal point to ensure vetting checks and on-boarding are conducted in line with statutory requirements, local policies and best practices guidance.

- A referral mechanism will be in place in case any child safeguarding or protection issues arise.
- Informed consent will be used where possible.

The study consultant will be required to obtain approval from the relevant Institutional Review Board (IRB)/ Research Ethics Committee in Vietnam before the commencement of the data collection process. The costs of IRB approval should therefore be included in the financial proposal submitted.

5. EXPECTED DELIVERABLES

For the study on the climate resilient education landscape in Vietnam, the expected deliverables are designed to provide actionable insights, comprehensive data, and strategic recommendations. Here are the key deliverables for the study:

The study is expected to commence in August 2024 and conclude in November 2024

Deliverables and Tentative Timeline

| Deliverable / Milestones | Timeline |
|---|---------------------------------|
| <p>Comprehensive report in English. It includes:</p> <ul style="list-style-type: none"> ▪ An assessment of the current integration of climate resilient education within the national curriculum ▪ Analysis of the effectiveness and coherence of current climate resilient education practices across various regions and schools. ▪ Insights into the adequacy of teaching materials and approaches, including the availability and accessibility for impaired students. ▪ Evaluation of NGO-led environmental awareness programs. ▪ Recommendations for standardizing teaching approaches and materials. ▪ Gender analysis of climate resilient education and its implications for addressing climate-related disasters <p>This will separate into milestone: draft report by middle of October</p> | by the middle of November 2024 |
| <p>Policy brief in Vietnamese and English</p> <p>A concise document targeting policymakers, summarizing key findings, and offering targeted recommendations for enhancing the legal and policy framework supporting climate resilient education in Vietnam.</p> | by the middle of November, 2024 |
| <p>Educational toolkit in Vietnamese</p> <p>It includes adaptable teaching materials and guidelines based on best practices identified in the study. This toolkit will aim to aid educators in effectively teaching climate change, with resources suitable for different educational settings and student needs.</p> | by the middle of November 2024 |
| <p>Stakeholder engagement summary in Vietnamese</p> <p>A summary report of all stakeholder consultations and engagements conducted during the study. This document will outline the contributions of various stakeholders to the study and their perspectives on improving climate resilient education and how these stakeholders will involve in implement recommendation of the study.</p> | by the middle of November 2024 |

| | |
|--|---------------------------------------|
| <p>Implementation roadmap in Vietnamese</p> <p>An implementation roadmap detailing the steps for adopting the recommendations provided in the study. This document will outline the short, medium, and long-term actions needed to enhance climate resilient education across Vietnam</p> | <p>by the middle of November 2024</p> |
| <p>A webinar to widely share the study's findings to all SC staff and related stakeholders.</p> | <p>by the middle of November 2024</p> |

*All reports are to use the SC [Final Study Report template](#).

All documents are to be produced in MS Word format and provided electronically by email to the SC Climate Resilience Technical Advisor. Copies of all PowerPoint presentations used to facilitate briefings for the project should also be provided to SC in editable digital format.

6. REPORTING AND GOVERNANCE

The consultancy lead is to provide reporting against the project plan. The following regular reporting and quality review processes will also be used:

- Verbal reporting to the SC Climate Resilience Technical Advisor each week by outlining progress made over the past week. It includes any emerging issues to be resolved and planned activities for the next week.

7. STUDY CONSULTANT AND SELECTION CRITERIA

Interested consultants will be required to submit an Expression of Interest in line with the provided template, which should demonstrate adherence to the following requirements.

Understanding of Requirements and Experience

To be considered

- The consultant leader must hold a master's degree major in environment or climate change and have at least 5 years of working experience in conducting study/ assessment on environment or climate change or climate education. The consultancy member must have BA's degree environment or climate change, social science and must have at least 3 years relevant work experience in study/ assessment on environment or climate change or climate education and social science.

The consultant team must have demonstrated the following skills, expertise, and experience.

- Conducting studies in climate change, Disaster Risk Reduction (DRR) and climate adaptive programming; understanding climate change and related policies in Vietnam
- Designing and conducting formative evaluations using multiple designs and methodologies
- Leading socio-economic research, evaluations or consultancy work in Vietnam that is sensitive to the local context and culture, particularly child rights, gender equality, children, and community most impacted by inequality and discrimination.

- Conducting ethical and inclusive studies involving children and children's participatory techniques
- Conducting ethical and inclusive studies involving the community most impacted by inequality and discrimination in culturally appropriate and sensitive ways
- Demonstrate affiliation to an accredited institution or consultancy related to climate change.
- Managing and coordinating a range of government, non-government, community groups and academic stakeholders
- Experience conducting studies in refugee settlements and other remote locations.
- Sound and proven experience in conducting climate resilient education.
- Strong written and verbal skills in communicating technical and complex findings to non-specialist audiences (especially report writing and presentation skills)
- A track record of open, collaborative working with clients

There is a high expectation that:

- Members (or a proportion) of the study consultant have a track record of previously working together.
- The consultant with the ability to commit to the terms of the project and have adequate and available skilled resources to dedicate to this study over the period.
- The consultant with a strong track record of working flexibly to accommodate changes as the project is implemented.

8. SCHEDULE OF PAYMENT

The following payments will be made to the consultant using an agreed mode of payment.

- Upon approval of inception report and tools: [30%]
- Upon submission of First Draft study Report: [30%]
- Upon completion of the finding's dissemination workshop: [60%]

9. HOW TO APPLY

If interested in applying for this study, please submit your proposal to vietnam.quotation@savethechildren.org no later than **17.00 06 June 2024**. The proposal should consider the following:

- A technical and financial proposal with a detailed response to the ToR, with a specific focus on addressing the purpose of the assignment and methodology to be used.
- At least a sample of previous (similar) work
- Initial work plan based on the methodology outlined.
- CV including a minimum of two recent and relevant references.

SC seeks value for money in its work. This does not necessarily mean "lowest cost", but the quality of the service and reasonableness of the proposed costs. Proposals shall include personnel allocation (role / number of days / daily rates / taxes), and other applicable costs.

10. ANNEXES

Annex I: SC Evaluation Scoring for perspective consultants.

| Category | Evaluation Quality Criteria (used for internal scoring after completion) |
|-----------------------------|--|
| Purpose, Design and Methods | 1. Does the evaluation report clearly identify the evaluation's purpose (including its key objectives, questions, and criteria) as set out in the evaluation's Terms of Reference (ToR)? |
| | 2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (Do they provide valid, reliable, and ethical data?) |
| | 3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g. re gender, disability, socio-economic status, geographic location, cultural context, ethnicity)? |
| | 4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation? |
| | 5. Does the evaluation build on what is already known, for example existing tried and tested frameworks and tools, existing data/evidence, and previous lessons learned? |
| | 6. Are the methods used to collect and analyse data and any limitations of the quality of the data and collection methodology explained and justified? |
| | 7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically? |
| Analysis and Findings | 8. If evaluating impact, is a point of comparison used to show that change has happened (e.g. a baseline, a counterfactual, comparison with a similar group)? |
| | 9. Is the explanation of how (e.g. theory of change, log frame, activities) the intervention contributes to change explored? |
| | 10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives? |
| | 11. Are alternative factors (e.g. the contribution of other actors) considered to explain the observed result alongside an intervention's contribution? |
| | 12. Are unintended and unexpected changes (positive or negative) identified and explained? |
| | 13. Are the perspectives of children & communities included in the evidence, including the most deprived and marginalised? Note: For evaluations focused on young children, caregiver perspectives are adequate instead. |
| | 14. Are the findings disaggregated according to sex, disability, and other relevant social differences? |
| | 15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented? |
| | 16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions? |
| | 17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (e.g., communities, partners, Save the Children staff)? |
| Communication and Use | 18. Is the analysis and interpretation of the data well communicated through accessible language and helpful visuals (diagrams, graphs, tables as needed)? |
| | 19. Are references, annexes and links included that provide additional relevant data, analysis, or references (including key documents and which individuals/stakeholders were involved)? |
| | 20. Is there a clear plan for how to use the results, including recommendations that are 'SMART' (Specific, Measurable, Achievable, Relevant, Timebound) and |

| | |
|--|---|
| | directed toward the appropriate 'end users', a dissemination plan, and specific actions for implementing these recommendations? |
|--|---|