

TERMS OF REFERENCE

National consultant(s) hire for conducting a Post Knowledge, Attitude and Practices (KAP) survey and Final evaluation

1. BACKGROUND

Plan International Vietnam was established in 1993, is an international child centered community development organization. Plan is working in partnership with local people; organizations and government bodies to help children in Vietnam meet their basic needs as well as expand their opportunities to reach their full potential.

Recognizing impacts of disasters in the education sector and children, the ASEAN Member States together with other key actors initiated several efforts to reduce and manage risks and promote school safety in the region. Among these efforts, the establishment of the ASEAN Safe Schools Initiative (ASSI) is a unique program led by the Education Sector and Disaster Management Sector in the ASEAN and supported by civil society organizations. ASSI was launched in 2013 under the ASEAN Agreement on Disaster Management and Emergency Response (AADMER) and became a priority for the AADMER Work Program 2010-2015. Currently, the AADMER Work Program 2016-2020 has identified “Scaled-Up ASEAN Safe Schools Initiative” as one of the main components of its Priority Program 2: “Build Safely”.

Following this “Scaled-Up” phase, Plan International Vietnam is recently being supported by Australian Aid (AUSAID) to implement a project “ASEAN Safe School Initiatives” aiming at building a **safer learning environment for children, particularly children with a disability in urban schools through increasing their resilience to natural disasters**. The project is expected to achieve four results:

- Increased capacity of targeted schools to respond to disasters
- Children, youth, and teachers in target areas are better prepared to plan for and mitigate the impacts of disasters and climate change in the urban context through improved planning and preparedness at school.
- Policies, tools, and technical capacity are in place and utilized through inter-agency collaboration to promote safe school implementation at nation-wide through strengthened capacity of CSOs and their network engaging with key government offices.
- Girls and women are empowered to take active role in DRR activities

The project has implemented in a total of 8 schools in Dong Hoi city, Quang Binh province (see Annex 2) including 04 primary school in the 1st year and 4 more secondary schools in the 2nd year of implementation with activities covered 3 pillars of safe school frameworks such as (i) safe learning facilities; (ii) school disaster management; and (iii) disaster risk reduction and resilience education. Plan International Vietnam is seeking for national consultant in individual and/or group and/or firm to conduct post KAP survey and final evaluation of project to define what and how the project make change during implementation of the project as well as should have any recommendation for project and local authority for improvement and replication.

2. OBJECTIVE OF ASSIGNMENT

Post KAP survey: Since the KAP survey guide has been recently developed by Plan’s Asian Regional Office (ARO)¹ for the “Scaled-Up” phase, it is important to pilot this guide for the context of Vietnam. Pre KAP survey was carried at the beginning of the project by using this guide therefore it required to use this guide for post KAP survey as well to compare how change between pre and post project through following areas:

¹ Plan Regional – Safe school KAP study guide book - Download link:
<https://drive.google.com/file/d/1SUBnFjLniXLOXt3yZrKdRnoYKniKFYOK/view?usp=sharing>

- the existing schools’ disaster preparedness capacity, including knowledge, attitude and practices toward the reduction of risks and losses from natural hazards and climate change.
- what extent insufficient knowledge, unprepared attitude and behavior of teachers, schoolchildren related to disaster Risk Management (DRM) and Safe Schools, require active support from the project.
- the current status of disaster risks and hazards in targeted schools that justify the need to develop or enhance coping strategies in the framework of the project (*refer to project framework-Annex 1*)
- the main impacts and challenges cause by limited access to information, facilities and service supports on effective disaster risk reduction in schools.
- the critical information needed to develop effective measures to be implemented in the target schools, as well as to effectively monitor and evaluate the impact of the project.

Final evaluation: the evaluation are to assess:

- Impact and outcomes of the project under the achieved results, criteria of effectiveness, efficiency, relevance, sustainability, influence, reliability & scale, coverage and targeting.
- Best practices, recommendations & tools for improving safe school and possibility of scaling up and replication in the future.

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

Areas of evaluation	Standard questions ²
Effectiveness	<ul style="list-style-type: none"> • 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 effective were project activities for achieving the objectives of the project? - What are facilitators, barriers and lessons identified to achieve the project objectives?
Impact	<ul style="list-style-type: none"> • Results achieved vs planned results, if discrepancy- why? • How many people and children (disaggregated by sex, age and disability) have benefitted from the program? • What changes has the project made to the beneficiaries, especially with project target groups? • Were there any unintended results of this project?
Relevance	<ul style="list-style-type: none"> • How consistent is the programme/project with key aspects of Plan’s CCCD approach. For instance: How did the programme/project address inclusion? Did it take a rights based approach? Did it involve duty bearers? Did it promote participation of children and adults and support their involvement as citizens • How consistent is the programme/project with the local Plan strategy (CSP/regional strategy) • Were project activities the right ones for addressing the needs of the target groups? • Were project objectives aligned with locally defined needs and priorities? • Has the project complemented and been compatible with government approach? And national program/strategy?
Efficiency	<ul style="list-style-type: none"> • Could the same or better results have been achieved with the same or fewer inputs by doing things differently?

² Globally Plan International - Standard question for evaluation.

	<ul style="list-style-type: none"> • How much has the programme/project cost to date? • Were activities delivered on time and within budget? • How well has the internal monitoring system contributed to the evaluation of this project?
Sustainability	<ul style="list-style-type: none"> • Are the changes brought about by the project likely to continue – are they resilient and sustainable? If not, what needs changing? • To what extent are local and national stakeholders willing and able to take ownership of established processes and systems?
Coverage and targeting	<ul style="list-style-type: none"> • Was the targeting of the beneficiaries appropriate? Was the selection criteria implemented? • Did the project address the needs of all intended beneficiaries in a consistent manner as per project design?
Learning and improvement	<ul style="list-style-type: none"> • 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? • • What recommendations could be provided to the design and implementation for the enhancement the project success?
Scaling up	<ul style="list-style-type: none"> • How have changes been institutionalized at different levels? What is the potential for scaling up the project?

3. SCOPE OF ASSIGNMENTS

Scope of consultancy: The consultant in collaboration with Plan staff:

- To review relevant documents related to this survey, including the project document, Safe School KAP study guide developed by Plan’s Asian Regional Office, project’s log-frame background information of this mission. Documents will be provided by Plan.
- To draft and discuss with Plan the design of the study methodology and sampling method.
- To prepare a detailed plan including technical design and preparation, training of field data collection, data entry, data cleaning and analysis, as well as reporting and presentation of the final report to Plan.
- To provide training for field data collectors from the project areas and quality control during data collection (if needed).
- To statistically analyse data collected from target schools within Dong Hoi city, Quang Binh province. The analysis will generate holistic statistics information on knowledge, attitudes and practices of target groups. Statistics will be divided by gender and groups of with/without disabilities and age.
- To write a narrative reports that follows the agreed format in the Annex 3.

Scope of survey and evaluation:

- *Suggested methodology:* both quantitative and qualitative. Questionnaires are critically required to have gender aware at least (gender sensitive) and disability inclusion questions as well as interactive with children, especially primary school children.
- *Sample of survey:* must be proposed by consultant(s) but need to ensure: (i) Compatibility with the size of schoolchildren and teachers (see annex 2); (ii) Gender equality and sensitivity; (iii) Inclusion of children with disability; and (iv) Age brackets and school grades.
- *Key stakeholders:*
 - At school level: school managers, School Disaster Management Committee, teachers and students, including primary and secondary schools, children with/without disabilities.

- At the institutional level:
 - People’s committee of wards of Dong My, Hai Thanh, Nam Ly, Duc Ninh Dong, Bac Nghia and communes of Nghia Ninh, Quang Phu.
 - Bureau of Education and Training of Dong Hoi city.
 - Department of Education and Training of Quang Binh province.
 - Association for Empowerment of Persons with Disabilities in Dong Hoi city.

Proposed schedule: Post KAP survey and Final evaluation requires to be carried out at the same time to avoid of time consuming for key informants. The schedule is proposed as below:

No	Term of actions	Timelines	Responsibility	Note
1	Consultant selection	3 rd - 4 th week of May 2018	Plan/Project	
2	Review of project documents & reports, secondary data... and consultant contract signed	1 st week of Jun 2018	Consultant(s)	
3	Finalized tools/questionnaires; set-up data storage system, detail schedule of field data collection, key informants	1 st week of Jun 2018	Consultant(s)	Tools and key informant for post KAP will refer to pre KAP
4	Field data collection in Dong Hoi city, Quang Binh province	2 nd week of Jun 2018	Consultant(s)	Plan support logistic arrangement
5	Analysis, report writing and first draft submission	3 rd week of Jun 2018	Consultant(s)	
6	Finalized reports	Before 27 Jun 2018	Consultant(s)	

Noted: Separate consultant(s) to carry out post KAP survey and final evaluation is possibly considered but same schedule is applied.

4. DELIVERABLES

- Proposal with questionnaires, methods of assessment analysis, sample for survey, 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 field data collection which presented with Plan International and local partners.
- 02 reports with no more than 40 pages per each, including executive summary (3-4 pages), findings from the different elements of the study, recommendations and appropriate documentation on methodology and data (see Annex 3):
 - 01 post KAP survey report
 - 01 final evaluation report
- 02 reports are in English language, except Executive Summary of 02 reports will be in both English and Vietnamese.
- Case studies (final evaluation) diversified by target groups including: children, school principle/school disaster management, parents/local people, local authority at commune/BOET and or DOET (preferable by sex per each group)

5. MANAGEMENT

- Consultant/consultant team will conduct the survey and evaluation 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, workplan, methodology and review reports to ensure the report meets criteria.
- Project coordinator in Program Unit of Plan Vietnam 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.

6. 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.

Level of Contact with Children: **High level:** Interaction with children in consultations are required. The consultant must comply with Plan's child protection policy and standards throughout the research process. A copy of Child protection policy will be sent to the consultant(s) for reading and acknowledgement of compliance to the policy.

7. REQUIREMENTS FOR CONSULTANT

- 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 Vietnam 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; gender aware and disabilities inclusion is more preferable.
- Excellent and demonstrated understanding of Child Protection and ethical issues in research.
- Excellent written and verbal communication and reporting skills in English.

8. SUBMISSION OF PROPOSAL

Interested consultant(s) should send proposal for individual assignment or combination of 2 assignments with the following information:

- Outline of the study approach, methodology and work plan to undertake the assignments
- Profiles consultant(s) and sample of similar works done in the similar areas
- Detailed quotation for the study, in human, day and cost

Please send the proposal to the following email addresses: dang.nguyenhai@plan-international.org, and hieu.gianghoang@plan-international.org; closing date to apply for this consultancy service: **17:00PM, 31 May 2018**. The short-listed consultant(s) will be contacted for interviews. Please no telephone contact after submitting the research proposals./.

Annex 1: Project framework

List of indicators/activities	Year 1		Year 2	
	Target	Actual	Target	Actual
<i>Outcome 1- Increased capacity of targeted schools to respond to disasters</i>				
Indicator 1.1: # of schools retrofitted as Safe School model with disaster resilient and disability friendly approaches	2	4	8	8
Indicator 1.2: % of schools managers and teachers who demonstrate adequate knowledge on safe facilities including gender equality	2	4	60%	Post KAP
Activity 1.1. School disaster risk assessment - identify, reduce risks for children with disability and advocate for improved safe and inclusive school facility codes	n/a		n/a	
Activity 1.2. Safe school facility: Carry out small-scale mitigation works to improve schools' structure through retrofitting and improve of school buildings and classrooms to reduce disaster risks and increase early warning systems in targeted schools.	n/a		n/a	
Activity 1.3. Provision of equipment to help schools respond to natural disasters and climate risks	n/a		n/a	
<i>Outcome 2: - Children, youth, and teachers in target areas are better prepared to plan for and mitigate the impacts of disasters and climate change in the urban context through improved planning and preparedness at school.</i>				
Indicator 2.1: % of teachers in targeted schools equipped knowledge and skills on implementation of safe school that have facilitated children/youth groups on facilitation and communication skills	60% (KAP)	80% (on K)	80% (KAP)	Post KAP
Indicator 2.2: # of children's groups led by girls established and active in the community leading peer education activities	2	4	8	8
Indicator 2.3: % of children had better preparedness, response and mitigation before, during and after disasters	50% (KAP)	50% (on K)	70% (KAP)	Post KAP
Indicator 2.4: # of schools having school DRR action plan developed with participation of children, CWD including evacuation map and addressed specific issues for girls	2	4	8	8
Indicator 2.5: # of schools having gender balanced SDM boards established with defined roles and responsibilities	2	4	8	8
Indicator 2.6: # of school simulations/drills conducted with the engagement of boys and girls, including CwD	1	4	4	4
Activity 2.1.1. Provide training courses for teachers on safe school, school risk assessment and facilitation skills, communication, and DRR/CC education to support children's communication activities	n/a		n/a	
Activity 2.1.2. Establish children groups on Safe Schools and child centered CCA and support their operations	n/a		n/a	
Activity 2.1.3. Capacity building for youth and children on facilitation and communication skills, and DRR/safe school and CC knowledge; and roll out via communication sessions	n/a		n/a	
Activity 2.1.3. Capacity building for youth and children on facilitation and communication skills, and DRR/safe school and CC knowledge; and roll out via communication sessions	n/a		n/a	
Activity 2.1.4. Conduct awareness raising campaigns at school and community levels for children, youth and local community people	n/a		n/a	
Activity 2.1.4. Conduct awareness raising campaigns at school and community levels for children, youth and local community people	n/a		n/a	
Activity 2.1.5. Develop child friendly tools and facilitate children's participation in community planning; and Promote child-led monitoring initiatives	n/a		n/a	
Activity 2.2.1. Conduct school vulnerability and capacity	n/a		n/a	

assessments (VCA), including VCA training				
Activity 2.2.2. School DRM taskforces established and operated	n/a		n/a	
Activity 2.2.3. Develop school Disaster Risk Management Plan and identify threats and the needs for improving school facilities	n/a		n/a	
Activity 2.2.4. Capacity building for children, school teachers and education staffs on Safe Schools and child centered CCA model (including drills)	n/a		n/a	
<i>Outcome 3: - Policies, tools, and technical capacity are in place and utilized through inter-agency collaboration to promote safe school implementation at nation-wide through strengthened capacity of CSOs and their network engaging with key government offices</i>				
Indicator 3.1: # of workshop/meetings organized to disseminate safe school initiatives with other stakeholders led/coordinated by CSO	4	4	4	3
Activity 3.1. Support a CSO to take the lead of organize workshops/meetings to get comments, feedback from other stakeholders at different levels including INGOs, government agencies and CSOs/mass organizations for safe school guidelines, good practices and lesson learned to finalize the government guidelines	n/a		n/a	
Activity 3.2. Dissemination of National safe school guideline that developed by MoET is supported through CSOs and its networking and coordination	n/a		n/a	
<i>Outcome 4: Girls and women are empowered to take active role in DRR activities</i>				
Activities for this 4 th outcome are integrated in the activities of 1 st , 2 nd and 3 rd outcomes				

Annex 2: Basic information of targeted schools

STT Ref.	Tên trường/Khối học School's name	Số lớp/ No. class	Số học sinh/ No. of student					Số giáo viên/ No. of teachers + managers				
			Tổng số/ Total	HS nữ No. of girl	HS nam No. of boy	HS nữ KT No. of girl with D	HS nam KT No. of boy with D	Tổng số	GV nữ No. of female	GV nam/ No. of male	GV nữ KT/ No. of female with D	GV nam KT/ No. of male with D
	FY17:	49	1400	696	692	0	12	97	74	12	9	2
1	TH Đồng Mỹ	14	526	267	259		0	28	13	4	9	2
2	TH Hải Thành	12	313	168	141		4	27	25	2		
3	TH Nghĩa Ninh	13	330	159	165		6	22	18	4		
4	TH Quang Phú	10	231	102	127		2	20	18	2		
	FY18:	101	3183	1477	1609	34	80	202	168	34	0	0
1	TH Đồng Mỹ	15	538	269	269			28	25	3		
2	TH Hải Thành	11	339	174	165		3	22	19	3		
3	TH Nghĩa Ninh	10	327	155	172		5	17	14	3		
4	TH Quang Phú	9	215	95	120		6	16	15	1		
5	THCS số 1 Nam Lý	23	1012	462	550			54	43	11		
6	THCS Bắc Nghĩa	13	473	228	245			28	21	7		
7	THCS Hải Thành	7	182	94	88		3	21	16	5		
8	TTND TKT Đồng Hới	13	97			34	63	16	15	1		
TỔNG CỘNG/TOTAL		150	4583	2173	2301	34	92	299	242	46	9	2

ANNEX 3 - PROPOSED STRUCTURE OF FINAL EVALUATION REPORT

Title page

Acronyms and Abbreviations

Table of Contents

List of Tables and Charts

Acknowledgement

Executive summary (to gain familiarity prior to reading the report, or as a summary for those who will not read the entire report)

- Should not be more than 3-4 pages
- Clearly organized structure (Introduction, issue, need for the deep review, findings, conclusions and recommendations)
- What are the aims
- What are the key findings
- What are the strengths and weakness of the study

Introduction

II. 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

III. 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.

IV. Methodologies and limitations

V. Findings/ results

VI. Conclusions and Recommendations

- Conclusions
- Recommendations
 - Tools and methodologies should be considered to apply
 - Process should be considered to apply
 - Others

VII. References