

## **TERMS OF REFERENCE**

### **Baseline Survey and Training Need assessment of Improving Transferable Skills for Youths in Haiphong (ITSY)**

#### **I. Project background**

Across the globe, many companies are struggling to fill IT positions that require coding and programming skills. That is according to Coding Game's latest developer survey; in which 61% of HR professionals reported that finding qualified developers would present their biggest recruitment challenge of 2021. Whether the company is a new tech start-up, a thriving financial institution or a blue-chip manufacturer, chances are good that they have many programming positions to fill but are finding it challenging to source skilled and experienced staff from the local pool of resources.

If more people were pursuing Computer Science degrees, then these positions would be easier to fill. The problem does not start at a tertiary education level; however, it starts in middle and high schools with a lack of Science, Technology, Engineering and Mathematics (STEM) programs.

While many middle schools and high schools have implemented computer labs and computer literacy courses as part of their STEM curriculum, there is still a lot that can be done to pique students' interest around computer programming and give them the tools and resources they need to develop these STEM skills to ensure a brighter future. In addition, in order to stay ahead and embrace shifts in innovation in the 4.0 generation, promoting digital literacy is important.

The current challenges that many schools in Vietnam in general and Ngo Quyen District in particular face are that they don't have dedicated computer rooms, equipment in their computer rooms is not well functioned or lack of skilled teachers who are able to teach children computer code and other computer skills such as multimedia, digital marketing and/or web design.

Besides, children today live in a world of challenges and opportunities, including new technologies, changing labour markets, migration, conflict, and environmental and political changes. To succeed within this current and future environment, all children need access to quality education and learning that develops skills, knowledge, attitudes and values and enables them to become successful life-long learners who can learn, un-learn, and relearn; find and retain productive work; make wise decisions; and positively engage in their communities.

Transferable skills are also known as life skills, 21st century skills, soft skills, or socio-emotional skills, which are often used interchangeably and sometimes include differing sets of skills. They allow children to become agile, adaptive learners and citizens equipped to navigate personal, academic, social and economic challenges. Transferable skills also support crisis-affected children to cope with trauma and build resilience in the face of adversity. Transferable skills include problem-solving, negotiation, managing emotions, empathy, communication, online safety, among others and they work alongside knowledge and values to connect, reinforce, and develop other skills and build further knowledge. Obtaining a wide range of transferable skills will be of considerable help to high school students in their further studies or in their chosen field of employment, whatever that may be.

The project “Improving Transferable Skills for Youths (ITSY) project” will contribute to increase the quality of human resources on information technology and others that meet the demand of economic growth and 4.0 technology revolution, as mentioned in the Vietnam’s Socio-Economic Development Strategy for 2021-2030 with a vision to 2045, and the Vietnam’s Education Development Strategic Plan for the period of 2021-2030. The project is also aligned with national education curriculum implemented in Hai Phong City and Ngo Quyen District. Moreover, the project is expected to contribute to the preparedness and provision of high-quality workforce for Samsung Vietnam in the coming years.

Project from 2021 – 2023 is funded by Samsung SDS and implemented by World Vision. Project will be implemented in 4 target high schools in Ngo Quyen District, including Thai Phien, Thang Long, Marie Curie and Hang Hai high schools.

The project goal will be achieved through two outcomes: 1) Teaching children living values and life skills to protect themselves and peers from violence and; provide opportunities for them to practice those attitudes and behaviours; 2) Enhancing teachers and parents’ efforts to educate children’s skills and attitude and foster greater collaboration between schools and families.

Project collect baseline data for goal and outcome indicators and conduct training need assessment for students and teachers at all target schools to identify training contents that students prefer to study and that teachers’ need for their teaching.

## **2. Objectives**

### **Baseline survey**

- To measure the status of logframe indicators at the commencement of the project to provide a base upon which to measure progress during and after implementation.
- To set achievable and realistic targets of planned project outputs, outcomes and goals set forth in the project designed document and log-frame; and to provide opportunity of updating and adjusting accordingly if necessary.
- To complete a Monitoring and Evaluation Plan, including the appropriate indicators and data collection means.

### **Training need assessment:**

- To gain additional understanding about needs of equipping knowledge and skills on computer coding and interpersonal skills at 4 target schools to prepare for project implementation.
- To help design appropriate training contents and materials about computer coding and interpersonal skills for teachers and children at 4 target schools

## **3. Indicators for baseline survey**

Statements	Indicators	Indicator Definitions	Means of Measurement	Frequency of Measurement
<b>Baseline survey</b>				
Goal: Enhanced readiness of high school children for accessing to higher education and decent job opportunities through equipping transferable skills	C2B.22844. Proportion of female and male youth that report improved self-efficacy	Proportion of female and male youth that report improved self-efficacy who are direct participants in one cohort	Survey question: Use the measurement and question as for the indicator in the CWB compendium and refined by WV PEU	Once a project Cycle
Outcome 1: Improved IT capability (computer coding, multimedia, digital marketing, web design) of high school children	C2B.22861. Proportion of female and male adolescents that report increased critical thinking skills	% of female and male adolescent that report increased critical thinking who are direct participants in one cohort	Survey question: Use the measurement and question as for the indicator in the CWB compendium and refined by WV PEU	Once a project cycle
Outcome 2: Improved application of interpersonal skills for children (communications, online safety, teamwork, problem solving, leadership, life skills)	C2B.22848. Proportion of female and male adolescents that report improved interpersonal communications	Proportion of female and male adolescents that report improved interpersonal communications, aged 12 to 18 years old who are direct participants in one cohort	Survey question: Use the measurement and question as for the indicator in the CWB compendium and refined by WV PEU	End of project cycle
				Quarterly, Semi and Annually
<b>Training need assessment:</b>				
Outcome 1		Training topics for teacher and children on computer coding,		

		multimedia, digital marketing and web design.		
Outcome 2		Training topics for teacher and children on interpersonal skills (communications, online safety, teamwork, problem solving, leadership, life skills)		

#### **4. Methodology and Sampling**

##### **Methodology and sampling for baseline data**

The baseline survey should follow the quantitative method for data/information collection. The baseline survey will focus on 4 target schools at Ngo Quyen District in Hai Phong City, including Thai Phien, Thang Long, Marie Curie and Hang Hai high schools. The survey will be conducted with the same cohort of students at the beginning and the end of the project

The baseline survey team should use digital technology and data collection software, such as ODK or Kobo Collect to conduct the survey.

##### **Quantitative sample:**

The sample size is 100% of target students of the first year intervention. The quantitative survey includes 180 target high school students of at 4 schools intended to benefit from the project

##### **Methodology for training need assessment (TNA)**

The TNA should conduct qualitative data collection such as Focus Group Discussions with students as well as teachers to assess current level of students in IT and interpersonal skills, and their willingness to acquire and enhance these skills.

A purposive method can be used for qualitative sampling. The TNA team could invite groups of children and teachers who are willing to discuss the issue and attempt to speak with groups from both genders in 4 target schools.

##### **Mode of Conduction of Baseline and TNA:**

The PEU will lead the baseline with close cooperation of project team and livelihood team. The PEU specialist will form a baseline team involving staff from project, NO, and the local partners. The Baseline survey will cover quantitative indicators

For TNA, the Information technology department of WVV will lead with close cooperation of project team and related partners

## 5. Participants

High school students of Grade 10, 11 and 12

High school teachers: IT teacher and teachers who facilitate extra- teaching curriculum such as class master teacher, teacher in charge etc.

## 6. Deliverables

- *Baseline report*: baseline report should show the current status and set benchmarks for each project indicator at project goal, outcome and output levels. In addition, the report should discuss the logic of the project which includes:
  1. An analysis of the impact logic between the different impact levels (activities --) outputs --) outcomes) --) project goal).
  2. A review of the logical relationship between project indicators and the related project goal/outcome/output.
  3. A description of how and why the project logic and/or draft indicators were adjusted as a result of piloting
  4. A draft Monitoring and Evaluation Plan incorporating the baseline figures, where relevant.
- A draft presentation in Vietnamese (in PowerPoint, flipchart or any other appropriate) of the baseline survey results to be used as part of the project launch and opening awareness activities.

## 7. Timeline:

Activities	Tentative time period	Who
Develop TOR and collect feedback from WVV NO and WVK	Jan 24 - Feb 6	WVV/WVK
Searching for Evaluation Team Leader/ consultant; signing contract	Feb 7- 18	WVV
Consultant develop baseline and training need assessment tools	Feb 19 - 25	External consultant/team leader
WVV review the baseline and training need assessment tools and Consultant revise for the finalized tools	Feb 26 – Mar 4	External consultant/team leader + WVV PEU
Field data collection	Mar 7-11	External consultant/team leader

		WVV (M&E and AP/Grant project staffs and local partners)
Analysing data and reporting in English	Mar 12 – 18,	External consultant/team leader
Submit draft evaluation report for review by WVK/WVV  Receive and incorporate feedback into draft evaluation report	Mar 19-25, 2020	External consultant/team leader  WVK/WVV
Submit final evaluation report	Mar 28	External consultant/team leader

## 8. Contact Information:

Interested consultants are invited to send your application package to the email address:

[WVV\\_Recruitment@wvi.org](mailto:WVV_Recruitment@wvi.org) before **February 24<sup>th</sup>, 2022**.

**Subject: [ITSY]\_Name of company/ consultant**

### Application form includes:

- Company/ consultant profile (with information of participants).
- Link of similar products have been made.
- Proposal on methods and work implementation plan. Regarding the time frame, if it is different from the above expected frame, the consultant clearly states the proposed time frame.
- Detailed quotation.

## People and Culture Department

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