Terms of Reference for
Endline Evaluation

Project "Equal digital literacy environment with social inclusion for children from 6 to 11 years old in Vietnam"

February 2025

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ACRONYMS

ANCP	Australian NGO Cooperation Program
BOET	Bureau of Education of Training
DOET	Department of Education and Training
DFAT	Department of Foreign Affairs and Trade
ICT	Information and Community Technologies
IT	Information Technology
LA	Literacy assessment
MEAL	Monitoring, Evaluation, Accountability and Learning
MOET	Ministry of Education and Training
SC	Save the Children
SCA	Save the Children Australia
TOR	Terms of Reference

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1. PROJECT SUMMARY

Type of evaluation	Endline survey
Name of the project	Equal digital literacy environment with social inclusion for children from 6 to 11 years old in Vietnam
Project Start and End dates	1st August 2023 – 31st July 2025
Project duration	Two years
Project locations:	Dien Bien and Dien Bien Dong districts, Dien Bien province
Thematic areas	Education
Sub themes	Basic Education
Donors	DFAT, Save the Children Australia
Estimated beneficiaries	5,933 beneficiaries including 2,996 children, 177 teachers and 2,760 caregivers
The overall objective of the project	Digital literacy and reading comprehension skills of students aged 6 – 11 of disadvantaged groups in Vietnam are improved

2. INTRODUCTION

This document provides Terms of Reference (TOR) for the endline survey of the project "Equal digital literacy environment with social inclusion for children from 6 to 11 years old in Vietnam". The project is conducted in seven primary schools in two districts in Dien Bien province by Dien Bien Department of Education and Training (DOET), funded by Save the Children in Vietnam (SC) for a duration of 24 months from August 2023 to July 2025. The project aims to improve the literacy comprehension skills of students aged 6 – 11 in project areas by applying the reading app "Vui Doc Cung Em" into their daily learning basis.

The project is expected to benefit 2,996 students, 2,760 caregivers, and 177 teachers directly, with an additional 4,968 children, 4,464 caregivers, and 306 teachers indirectly across the two districts.

The **endline evaluation** will assess the project's progress in achieving its intended outcomes, building on insights from the **baseline evaluation** conducted in April 2024.

The evaluation will focus on three primary objectives:

1. **Measure the impact** of the app on students' reading comprehension and digital literacy skills.
2. Measure the project's overall effectiveness, impact, and progress against planned outcomes, i.e., assess the extent to which the project has achieved its target indicators as outlined in the logframe.
3. **Assess the inclusiveness** of the app for marginalized groups, including ethnic minorities and students with disabilities.
4. **Examine the feasibility** and **readiness for scaling** the app nationally.

The project endline evaluation will provide reliable evidence on the effectiveness, accessibility, and scalability of the "Vui Doc Cung Em" app while ensuring a rigorous and data-driven assessment of its impact on students' learning outcomes.

3. BACKGROUND AND CONTEXT

Building on findings from the project "Bridging the digital divide for ethnic minority children" funded by ANCP in 2021 – 2023, this project will further develop solutions to address the shortages of digital literacy and reading comprehension skills among primary-school students, especially in poor rural, ethnic minority and migrant households and students with disabilities. While students from urban middle & high-income backgrounds are taking advantage of the online setups during COVID outbreaks to progress fast online learning, their peers from the above-mentioned disadvantaged groups continue struggling with barriers preventing them to develop digital literacy skills, including poor computer/smartphone, lack of suitable online contents and underdeveloped capacity of teachers and caregivers to guide them. The digital divide in education is widening fast.

In addition to digital literacy, reading comprehension skills among primary-school students remains a significant challenge. Assessments conducted by SC in Vietnam in 2020 revealed that only 4% of surveyed ethnic minority primary school students in Dien Bien and 11% in Quang Binh (mountainous area), achieved comprehension-level reading. Low comprehension rates were also recorded in urban poor areas like Hai Phong (14%), and rural poor regions like

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Dong Thap (18%) were defined as readers with comprehension. These deficits limit those disadvantaged students' future education and development opportunities.

Project Objectives and Outcomes: The project's goal is "Digital literacy and reading comprehension skills of students aged 6 – 11 of disadvantaged groups in Vietnam are improved". To achieve this goal, the project aims to reach the three following outcomes:

1. Outcome 1: "Vui đọc cùng em" reading application is relevant to learning context, has integrated social inclusion features and is widely accessible to target users.
2. Outcome 2: "Vui đọc cùng em" is piloted for evidence of impact with effective participation of beneficiaries and stakeholders.
3. Outcome 3: "Vui đọc cùng em" is recognised as valid learning resource for primary education sector,and nationally promoted for scaling up through innovative partnerships.

This project will support students aged 6 – 11 to develop digital literacy and reading comprehension skills through developing and piloting a digital platform namely "Vui đọc cùng em". The platform, the first reading app with textbook-based feature in Vietnam, includes 500 textbook-based reading lessons which are gamified for young children to learn in interactive and fun ways, plus 200 local culture-portraited story books. This can make primary-school students attracted to reading lessons in class and at home and effectively achieve the reading comprehension skill improvement, ultimately enhancing their learning outcomes. While interacting with the platform which includes lessons on cyber safety, students will develop their digital literacy skill. Learning and how to support learning will become easy, natural and child-centred. The reading content will be developed by leading education experts from MOET.

Furthermore, social inclusion is thoroughly integrated into the development of the textbook-based reading material and the app. The story contexts and illustrations were thoughtfully adapted to reflect the local cultural context, with a particular emphasis on ethnic minority cultures and the needs of children with disabilities. The app's audio feature was integrated for all reading materials to enhance accessibility for children with low vision and those who face challenges in reading. The reading app is aimed to comply with Web Content Accessibility Guidelines - WCAG 2.1 Level AA guidelines. Following these guidelines makes content more accessible to a wider range of people with disabilities, including accommodations for blindness and low vision, deafness and hearing loss, limited movement, speech disabilities, photosensitivity, and combinations of these, and some accommodations for learning disabilities and cognitive limitations[1].

Insights from the Project's Baseline Evaluation

The project's baseline evaluation conducted in April 2024 provided critical insights into the digital literacy and education challenges faced by caregivers, teachers, and students in the project areas.

Caregivers

The baseline evaluation revealed critical insights into the digital literacy and challenges faced by caregivers:

- **Demographics and Gender Roles**: Female caregivers (56.9%) are predominantly responsible for assisting children with homework, yet they report higher rates of

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[1] Web Content Accessibility Guidelines (WCAG) 2.1 (w3.org)

disabilities (e.g., difficulties in seeing, hearing, walking) and lower digital literacy compared to male caregivers (43.1%). These barriers impact their ability to support children's learning effectively.

- **Digital Literacy Disparities**: Female caregivers exhibit variability in digital skills, while male caregivers generally demonstrate higher proficiency. Ethnic minorities, particularly the Mong group, show lower digital literacy scores compared to Kinh caregivers, highlighting the need for culturally tailored training programs.
- **Support Needs**: Caregivers expressed strong support for using digital tools in education, favoring interactive features and inclusive content, but lack adequate training in digital safety practices and device usage. Tailored interventions are crucial to empower caregivers, particularly those from ethnic minority groups and those with disabilities.

Teachers

- **Access and Training Gaps**: Teachers face significant challenges in integrating technology, particularly for supporting students with disabilities. The lack of adequate devices and accessibility features like text-to-speech or audio support exacerbates barriers, particularly for students with intellectual or physical disabilities.
- **Gender Differences**: Female teachers demonstrate higher digital proficiency and device usage compared to their male counterparts, who report more difficulties in daily operations and lower participation in professional development. Addressing these disparities is critical to enhancing equitable technology integration across schools.

Students

- **Gender and Disability Inclusion**: The literacy survey showed balanced gender participation, with female students slightly outperforming males in reading comprehension. However, 12.4% of students reported difficulties in basic life activities, and these students scored significantly lower in reading comprehension and digital literacy assessments, underscoring the need for tailored interventions and accessibility features.
- **Ethnic Disparities**: Minority students, particularly those from Mong and Thai backgrounds, consistently scored lower in literacy and digital proficiency compared to Kinh students. These gaps highlight the importance of bilingual or multilingual resources and culturally inclusive content to address systemic inequities.
- **Digital Safety Awareness**: While students showed general awareness of online safety, those with disabilities were more vulnerable to exploitation and privacy risks, emphasizing the need for targeted online safety education.

The challenges identified in the education landscape, digital literacy, and ethnic minority education underscore the urgent need for inclusive and scalable solutions. The 'Vui Doc Cung Em' app is designed to address these barriers, creating equitable opportunities for disadvantaged students and their families.

4. PURPOSE AND SCOPE OF EVALUATION

Purpose and scope

The primary goal of the endline evaluation is to measure the impact of the **"Vui Doc Cung Em"** reading app on reading comprehension and digital skills among children aged 6–11 in Dien Bien

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and Dien Bien Dong districts. Building on the baseline evaluation conducted in April 2024, this assessment will provide comparative insights into changes in key indicators following the intervention. The study aims to evaluate the effectiveness, scalability, and inclusiveness of the digital reading application. Besides, the endline evaluation will also assess the extent to which the project has achieved its target indicators as outlined in the logframe, measuring its overall effectiveness, impact, and progress against planned outcomes.

The scope of the evaluation is focused on:

- **Geographical Areas:** 10 primary schools, including seven schools in the two districts where the project was implemented, and three comparable non-intervention schools to provide a quasi-experimental framework.

- **Target Groups:** Students aged 6–10 (grade 1-4), caregivers, and teachers, with a particular emphasis on marginalized groups such as ethnic minorities.

- **Key Indicators:** Improvements in reading comprehension and digital literacy among target groups (students, teachers, caregivers), as well as inclusiveness and accessibility of the app for disadvantaged groups.

Additionally, the evaluation will explore broader dimensions, such as:

- **Inclusivity:** Evaluating the effectiveness of the reading application in promoting the inclusion of ethnic minority students and children with disabilities within the educational intervention.

- **Scalability:** Assessing the feasibility and readiness for expanding the intervention to additional regions or scaling it nationally.

The definition of digital literacy applied in this evaluation aligns with the framework established by the **"Digital Literacy in Education Systems Across ASEAN"** survey (2020), which defines digital literacy as the ability to use digital platforms for finding, consuming, evaluating, creating, and communicating digital content. This definition ensures alignment with regional standards and facilitates the comparability of findings within the broader ASEAN context.

The endline evaluation aims to generate actionable insights to inform future programming and contribute to the evidence base on digital education strategies. It will also support advocacy efforts to promote inclusive and scalable solutions for improving educational outcomes among disadvantaged children in Vietnam.

Intended Audience and Use of the Study

Stakeholder	Further information
Project donor	Save the Children Australia, DFAT Innovations for Poverty Action
Primary implementing organisation	Save the Children Vietnam
Implementing partners	Dien Bien Bureau of Education and Training (BOET) and Dien Bien Dong BOET 7 project schools
Government stakeholders	Dien Bien DOET
Beneficiaries	Students aged 6-11 years old Teachers and caregivers
Other	The reading app developer

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After being reviewed and finalized, the full report will be shared with the donor, regional and country teams for their reference. A short and user-friendly version of the report will be disseminated and shared with project partners, schools and children.

The key findings and recommendations extracted from the report are useful for the project team and its implementing partners to make necessary adjustments for project's improvements in coming period/phases.

Key Study Questions

The study is conducted to address these following questions:

SQ1: What is the impact of the "Vui Doc Cung Em" app on students' reading comprehension skills in the project areas?

SQ2: What is the impact of the project's intervention on students', teachers' and caregivers' digital literacy skills in the project areas?

SQ3: How has the "Vui Doc Cung Em" app been utilized to support and enhance reading comprehension and digital literacy skills among students?

SQ4: What are the perspectives of educational management and stakeholders on the feasibility, appropriateness, acceptability, and inclusiveness of scaling up the "Vui Doc Cung Em" app nationally?

SQ5: What is the inclusiveness of the "Vui Doc Cung Em" app for marginalized groups, including ethnic minorities and students with disabilities?

5. STUDY METHODOLOGY

5.1 Study Approach Design

This study will use a **within-group longitudinal design** to measure changes in reading comprehension and digital literacy skills over time among students in the intervention schools. The quasi-experimental design was initially planned but was not feasible due to the lack of a truly comparable control group. By focusing solely on the intervention schools, the study will provide deeper insights into how students' literacy and digital skills evolve over time, without the risk of confounding factors from an unmatched comparison group.

The study will use a **mixed-methods approach**, integrating both **quantitative** and **qualitative data** to provide a comprehensive understanding of the app's impact. This approach ensures that the evaluation captures not only measurable changes in literacy and digital skills but also the contextual factors influencing these outcomes.

5.2 Data Sources and Data Collection Methods

The evaluation will draw on both primary and secondary data sources to ensure a robust and holistic analysis.

Primary Data Collection:

- **Literacy Assessment (LA) Tool**: A standardized tool will be used to measure students' reading comprehension skills. This assessment will be administered to students in grades 2 and 3 to evaluate changes in literacy levels over time.

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- **Digital Literacy Questionnaire**: Surveys will be conducted with students, teachers, and caregivers to assess digital literacy levels, app usage, and perceptions of the app's effectiveness. The questionnaire will include both closed-ended and open-ended questions to capture quantitative and qualitative insights.

- **In-Depth Interviews (IDIs)**: Structured interviews will be conducted with key stakeholders, including teachers, caregivers, school leaders, and representatives from the Department of Education and Training (DOET). These interviews will explore experiences with the app, challenges faced, and recommendations for improvement.

- **Observations:** Enumerators will observe classroom activities and app usage to gather contextual data on how the app is integrated into daily learning routines.

Save the Children will provide a set of evaluation instruments including Literacy Assessment tool, Digital Literacy Questionnaire, IDI guidance.

Secondary Data Sources:

- **In-App Usage Data**: Analytics from the "Vui Doc Cung Em" app will provide insights into how frequently and effectively the app is being used by students and teachers.

- **Baseline Evaluation Data**: Findings from the baseline evaluation will serve as a reference point for measuring changes in key indicators over time.

5.3 Sampling

Quantitative Component

The **endline evaluation** will employ a **stratified random sampling** approach to ensure representation across key demographic groups, including gender, grade and ethnicity. This method ensures that the sample accurately reflects the diverse population of students, caregivers, and teachers in the project areas. The sampling strategy is designed to provide robust and reliable data for assessing the impact of the **"Vui Doc Cung Em"** app on reading comprehension and digital literacy skills.

Target Groups and Sampling Frame

Students:

- **Digital Literacy Survey**: Targets students in **grades 1–4** from **7 project schools**. Grade 5 students are not included, as the reading materials for this grade were not available until February 2025, leaving too little time for grade 5 students to use the reading app before the evaluation. Additionally, baseline data indicated that Grade 5 students already performed well in digital literacy, so the evaluation focuses resources on assessing changes among students in Grades 1–4, where the intervention had a direct impact

- **Literacy Assessment** (Reading with Comprehension): Focuses on students in **grades 2 and 3** from **7 project schools.** These grades were selected because they align with the app's target age group and the baseline evaluation's sampling strategy.
   - *Grade 3 Students: Students who were in grade 2 during the baseline evaluation (2023-2024 school year) will be re-surveyed in grade 3.*
   - *Grade 2 Students: Students currently in grade 2 for the 2024-2025 school year will be newly sampled for the assessment.*

Caregivers: Caregivers of selected students will be invited to participate in the survey, ensuring representation across households.

Teachers: All teachers from the **7 project schools** will be included in the survey, ensuring gender representation.

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Sample size estimations

The sample size calculations are based on statistical formulas to ensure adequate precision and power for detecting changes in key indicators.

Digital Literacy Survey: The calculations suggest a requirement for 716 students across the 7 project schools to participate in the survey. Yet, a larger participation of students in grades 2 and 3 have been influenced by the concurrent implementation of a Literacy Assessment specifically targeting these grades. To leverage logistical efficiencies, more students from grades 2 and 3 were included in the Digital Literacy Survey. As a result, **1124 students** from 7 project schools will be selected. Besides, this survey also targets **154 caregivers and all teachers** in the seven schools.

Literacy Assessment: The calculations suggest a requirement for **816 grade 2 and grade 3 students across the 7 participating schools**. We intend to distribute these samples evenly between grades 2 and 3, as well as uniformly across the schools involved, resulting in the following allocation of sample sizes:

	Total No. of students	Male students	Female students	Minority male students	Minority female students	Sample size for Digital Literacy Survey		Sample size for Literacy Assessment	
						Male	Female	Male	Female
Students of 7 Project Schools									
Grade 1	664	334	330	255	244	77	77		
Grade 2	665	324	341	257	271	174	174	174	174
Grade 3	684	353	331	272	261	234	234	234	234
Grade 4	660	334	326	262	245	77	77		
Total	**3271**	**1661**	**1610**	**1282**	**1243**	**562**	**562**	**408**	**408**
Caregivers						77	77		
Teachers						All	All		

Qualitative Component

Stakeholder Interviews: A purposive sample of **18 stakeholders** will be selected for in-depth interviews, including representatives from DOET, school leaders, teachers, caregivers. The selection will ensure diversity in perspectives, with a focus on marginalized groups such as ethnic minorities.

Stakeholder Group	Description	Number of Interviewees
DOET Representative	Provincial Department of Education and Training	1
BOET Representatives	District Education and Training Offices across two districts	2
School Leaders	Leaders from participating schools	7
Teachers	With varying levels of digital literacy	7
Caregivers	Whose children are at different level of literacy performance	12
Total number of IDIs		**29**

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5.4 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 themselves, or involving children in the validation of 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 behavior 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.[2]
  - Public access - to the results when there are not 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.

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.
- A referral mechanism will be in place in case any child safeguarding or protection issues arise.
- Informed consent will be used where possible.
- The data collection will be carried out at schools and at convenient times for students, teachers and caregivers to participate.

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[2] 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.

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- Participants will be offered reasonable accommodations to ensure they are able to meaningfully participate

Save the Children will obtain approval from a Human Research Ethics Committee.

5.5   Known limitations

The research team will be required to identify any anticipated known limitations or challenges for this research and proposed measure to address them in technical proposal.

6. EXPECTED DELIVERABLES

The study deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The project team will agree on final milestones and deadlines at the inception phase.

Deliverables and Tentative Timeline

Deliverable / Milestones	Deliverable	Timeline
6.1. The research team is contracted and commences work	Signed contract and Work plan	24 March 2025
6.2. The research team will facilitate a **consultation meeting** with SC at the commencement of the activity to receive technical handover on tool usage	Meeting minute	26 March 2025
6.3. Data collection	Data collection plan	1st Apr – 15th Apr, 2025
6.4. Clean and organize data	Cleaned and organized data set	25th Apr 2025
6.5. An **Evaluation Report* in English** (Draft Version – template available if useful though external actors may want to use theirs) including the following elements: ■ Executive summary ■ Background description of the Program and context relevant to the evaluation ■ Scope and focus of the evaluation ■ Overview of the evaluation methodology and data collection methods, including an evaluation matrix ■ Findings aligned to each of the key Evaluation questions ■ Specific caveats or methodological limitations of the evaluation ■ Conclusions outlining implications of the findings or learnings ■ Recommendations ■ Annexes (Evaluation ToR, List of people involved)	Draft Evaluation Report in English	15th May 2024

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6.6. **Final Study Report*** incorporating feedback from SCI and relevant stakeholder on the Draft Evaluation Report – both in English and Vietnamese.	Final Study Report	15th June 2025
6.7. **Knowledge sharing:** ▪ PowerPoint presentation of Study findings – in both English and Vietnamese ▪ Participation in the project closing workshop and share key findings	Presentation of Study findings – in both English and Vietnamese	15th July 2025

*All reports are to use the Save the Children Final Study Report template. Please also refer to Save the Children technical writing guide.

All documents are to be produced in MS Word format and provided electronically by email to the SC Evaluation Project Manager. Copies of all PowerPoint presentations used to facilitate briefings for the project should also be provided to Save the Children in editable digital format.

7. REPORTING AND GOVERNANCE

The study team will maintain regular updates every two weeks via emails and meetings to track the progress of the work.

8. STUDY TEAM AND SELECTION CRITERIA

Requirements on skills, expertise and experience

The consultant team will be responsible for conducting data collection, cleaning, processing, analysis, and reporting for the endline evaluation of the "Vui Doc Cung Em" project. The selected team must have extensive experience in education/EdTech evaluations and possess the necessary technical and analytical expertise to ensure a high-quality and methodologically sound evaluation.:

The consultant team should include a Team Leader and supporting team members, collectively meeting the following qualifications:

Team Leader: The Team Leader will be responsible for overseeing the entire evaluation process, ensuring rigorous methodology, high-quality data collection and analysis, and timely reporting. The candidate must demonstrate

- **Educational background**: Holds an advanced degree (Master's or Ph.D.) in social sciences, education, public policy, statistics or a related field.
- **Experience**: at least 7 years of experience in leading and conducting impact evaluations, project assessments, or similar studies, preferably within the development or non-profit sectors. Experience in education, EdTech, or digital learning interventions is highly desirable.
- **Leadership & Project Management**: Strong ability to lead a research team, manage multiple stakeholders, and deliver high-quality outputs within the agreed timeframe and budget.

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- **Data collection and field implementation**: Demonstrated experience in designing and implementing both quantitative and qualitative data collection methods, including survey design, interviews, and focus groups. Must have experience overseeing enumerator training and fieldwork supervision.
- **Advanced Data Analysis Skills:**
  - Proficiency in statistical software (Stata, R, or SPSS) for quantitative analysis.
  - Strong command of qualitative data analysis techniques using tools.
  - Experience in trend analysis, pre-post comparisons, and triangulation of findings.
- **Ethical Research Standards**: Deep understanding of ethical research practices, ensuring compliance with child safeguarding policies, data protection protocols (GDPR or equivalent), and protection from exploitation and abuse.

Communication & Reporting: Demonstrates excellent report writing and communication skills, with the ability to clearly present findings and recommendations to a variety of stakeholders, including non-technical audiences. Strong verbal communication skills are also necessary for effective collaboration with team members and stakeholders.

Team Members: The supporting team members will assist in data collection, processing, and analysis. The ideal candidates should meet the following criteria:

- **Educational Background:** Holds an undergraduate or postgraduate degree in education, social sciences, statistics, or a related field.
- **Evaluation & Research Experience:** Minimum 3 years of experience in conducting project evaluations, field research, or monitoring and evaluation activities, particularly in education and digital literacy.
- **Proficiency in Data Collection & Management:**
  - Experience in survey administration, key informant interviews (KIIs), and focus group discussions (FGDs).
  - Familiarity with digital data collection tools (e.g., KoboToolbox, ODK, SurveyCTO, or equivalent).
- **Data Analysis & Interpretation:**
  - Ability to process and analyze quantitative and qualitative data, ensuring validity and reliability.
  - Experience in triangulating data from multiple sources to enhance research accuracy.
- **Report Writing & Communication**: Strong ability to synthesize data, write analytical reports, and present findings clearly to project teams, donors, and other stakeholders.

Financial Proposal

Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but quality of the service and reasonableness of the proposed costs. Proposals shall include personnel allocation (role / number of days / daily rates / taxes), as well as any other applicable costs, and the total budget does not exceed: 350.000.000 VND.

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9. SCHEDULE OF PAYMENT

The following payments will be made to the consultant using and agreed mode of payment.
- Upon the contract signing, workplan and consultation meeting minute: 30%
- Upon submission of 1st draft of Evaluation Report: 50%
- Upon approval of final Evaluation Report and Presentation: 20%

10. ANNEXES

Annex 1: Project Logframe
Annex 2: Evaluation instruments/ data collection tools
Annex 3: Inception Report
Annex 4: SCI Evaluation Scoring
Annex 5: SCI final report template
Final Report Template for Research, Evaluation or Assessment.docx
Annex 6: Nine Basic Requirements for meaningful and ethical child participation.
Annex 7: Save the Children Child Safeguarding policy.
Annex 8: Save the Children Protection from Sexual Exploitation and Abuse policy.
Annex 9: Save the Children Anti-Harassment, Intimidation and Bullying policy.
Annex 10: Save the Children Data Protection and Privacy policy.

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Annex 1: Project Logframe

Log-frame Descriptor (Goal/outcome/Output)	Indicator/s
Goal: Digital literacy and reading comprehension skills of students aged 6 – 11 of disadvantaged groups in Vietnam are improved	1. % of children demonstrating that they can read with comprehension skills (disaggregated by sex, age and disability)
	2. % of children who report feeling confident in using digital devices (both at schools and at home) to support their literacy learning (disaggregated by sex, age and disability)
Outcome 1: "Vui doc cung em" reading application is relevant to learning context, has integrated social inclusion features and is widely accessible to target users.	1.1 % of reading materials mainstreamed with gender equality, social inclusion (people with disabilities), ethnic minority cultural and having H'Mong language as second language option that are developed and put in the application.
	1.2. #of compatible operation systems for application usage in different kinds of digital devices
Outcome 2: "Vui Doc Cung Em" is piloted for evidence of impact with effective participation of beneficiaries and stakeholders.	2.1. % of end-users, divided by groups (girls, boys, children with disabilities, children without disabilities, teachers, caregivers, children belonging to ethnic minority groups, children belonging to ethnic majority group) find the application suitable to their conditions
	2.2 % of caregivers reported that they installed the app in their personal devices at home
	2.3. % of caregivers who have installed app reporting their commitment with application usage
	2.4. % of teachers in piloted schools reporting on using the application as referential source for lesson planning
	2.5 % of caregivers report more equitable sharing in supporting children learning at home (in term of spending time together learning/reading), disaggregated by sex
Outcome 3: "Vui Doc Cung Em" is recognised as valid learning resource for primary education sector, and nationally promoted for scaling up through innovative partnerships.	3.1. #of reports made by national stakeholders with detailed evaluation of application impact
	3.2. % of non-project districts in Dien Bien province committing to deploy the application
	3.3. # of cities/provinces participating in the national workshop voicing up to support the application promotion

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Output 1.1 National textbook-based reading materials and digital library are functional on the application across diverse devices and operation platforms.	1.1.1. # of National textbook-based reading materials available in the application
	1.1.2. #of books available on the Digital Library
	1.1.3. Frequency of updates to fix bugs/lags to ensure smooth operation
Output 1.2 Social inclusion is strengthened in the application to ensure children's highest participation	1.2.1. # of texts having audio functions for children with hearing impairments
	1.2.2. # of texts having language options including ethnic minority languages
	1.2.3. # of cyber safety contents for each user group (children, adults)
	1.2.4. % of targeted children in pilot confirming app addreses their visual/hearing requirements
	1.2.5. # of people trained in disability awareness and inclusion
Output 1.3. Piloted schools are enabled to accomodate students' digital literacy development with upgraded ICT equipment and facilities (according to Ministry of Education and Training's guidance for ICT equipment)	1.3.1 # of schools having sustainable maintenance plan for ICT equipment support (using matching government resources)
Output 2.1 Teachers in the target schools have improved knowledge and skills to deploy "Vui Doc Cung Em" in lesson planning and student support	2.1.1. % of teachers in piloted schools reporting on using the application reporting the 'high' level of usefulness on Likert scale in the use of the application as referential source for lesson planning
	2.1.2 % of teachers reporting they find it convenient/easy Likert scale to use the application in lesson planning
	2.1.3 % of teachers knowing where to report in case of concerning safety for children
	2.1.4. # of teachers trained in order to improve learning outcomes (former ADR)
Output 2.2 Caregivers have knowledge and skills to deploy "Vui Doc Cung Em" in assisting their children develop reading and digital literacy skills at home, with sensitivity on gender, ethnic minority culture and specific support for children with disabilities.	2.2.1. % of caregivers reporting their commitment with application usage
	2.2.2. % of caregivers conditioning home environment for children's healthy exposure to internet usage
	2.2.3. % of parents reporting they find it convenient/easy Likert scale to use the application in assisting their children develop reading and digital literacy skills at home

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	2.2.4. % of caregivers knowing where to report in case of concerning safety for children
Output 2.3. Students have improved reading comprehension skill, knowledge about cyber safety, and enjoy using "Vui Doc Cung Em" on a regular basis OR Students are using App on a regular basis, with cyber- safety measures in place and find the App learning enjoyable"	2.3.1. % of children have their knowledge about cyber safety increased
	2.3.2. % of students knowing where to report in case of concerning safety for themselves or their friends
	2.3.3. % of students reporting on enjoying learning on the application on a regular basis
Output 3.1 Department of Education and Training in the piloted area commits to replicate the model to all other districts in the province/city.	3.1.1. #of provincial events held for "Vui doc cung em" promotion
Output 3.2 "Vui doc cung em" impact is studied by national stakeholders, and best practice is proposed for national scale-up.	3.2.1 #of national parties involving in application assessment
	3.2.2 #of dissemination events held for application promotion
Output 3.3. "Vui doc cung em" is discussed with potential business sector investors to explore possibility of new sustainability model.	3.3.1 #of business sector investor reached
	3.3.2 #of feedbacks/advice from business sector about commercialization possibilities of the product

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Annex 4: SCI 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 (eg. a baseline, a counterfactual, comparison with a similar group)?
	9. Is the explanation of how (e.g. theory of change, logframe, 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 (eg. 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 (eg. 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

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

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