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HAPPY BOARDING SCHOOLS PROJECT

TERMS OF REFERENCE

ACTIVITY NAME	3.3.1-Conduct situation analysis on care, protection and other essential services for ethnic minority children in boarding schools in Dien Bien Province. 3.3.2-Conduct policy analysis on care, protection and other essential services for ethnic minority children in boarding schools.
TIME	02 months (April-June 2025)
VENUE	14 Secondary Boarding Schools, DoET of 4 project districts: Dien Bien Dong, Muong Cha, Tua Chua, Tuan Giao & Dien Bien DOET in Dien Bien Phu city.

I. RATIONALE

Boarding students in Dien Bien province have benefited from the ethnic boarding school model, introduced under the Education Law of 2005 (amended in 2009 and 2019) as part of the Vietnamese Government’s commitment to expanding educational access for students from remote and disadvantaged communities. This model has played a crucial role in increasing school enrollment and attendance rates, providing students with a structured learning environment along with essential services such as meals and accommodation. Recognizing the importance of continuous improvement, there is an opportunity to further enhance student protection, participation, and the quality of essential services to ensure that boarding schools remain a safe and supportive environment for all students. Significant efforts have been made through education policies to enhance the boarding school system, ensuring that students gain both academic and personal development opportunities. At the same time, there are areas where further refinements can enhance existing policies and service delivery mechanisms. Opportunities for improvement include enhancing student participation in decision-making, strengthening child protection frameworks, promoting mental health and well-being, and enhancing school-community collaboration. These refinements will contribute to ensuring that boarding schools continue to provide a safe, inclusive, and high-quality learning environment.

To support these efforts, World Vision International in Vietnam (WVI-Vietnam), in collaboration with provincial authorities and the Department of Education and Training (DOET), and with funding from the European Union (EU), is implementing the Happy Boarding Schools Project. A key component of this initiative is to generate evidence-based insights to inform policy refinements and service improvements in boarding schools. A key component of this initiative is generating evidence-based insights to

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recommend policy improvements and service delivery enhancements in boarding schools. To achieve this, WVI-V will hire a consultant team to conduct:

- A situation analysis to assess the current state, challenges, and gaps in care, protection, and essential services for boarding students.
- A policy analysis to examine the gaps and implementation challenges of existing policies related to child care, protection, and essential services in boarding schools.

Findings from these assessments will provide valuable insights to support policy discussions, decision-making, and capacity-building efforts aimed at strengthening the protection and well-being of boarding students. By building upon the existing achievements of Dien Bien's boarding school system, this study will contribute to ensuring the long-term sustainability and effectiveness of education policies and services. The research findings will be aligned with Vietnam's national education and child protection goals and international best practices, reinforcing the commitment to providing safe, high-quality education for all boarding students.

II. RESEARCH OBJECTIVES AND EXPECTED RESULTS

2.1. Research objectives

- To assess the current situation, challenges, and gaps in care, protection, and essential services in boarding schools for boarding students in Dien Bien Province, through a comprehensive situation analysis that includes a desk review, stakeholder consultations, and a validation workshop.
- To analyze the policy and implementation challenges of existing policies related to care, protection, and essential services in boarding schools, providing evidence-based recommendations to strengthen policy enforcement and enhance service quality for DOET and boarding school management board

2.2. Deliverables

- 01 in-depth assessment on 2 aspects i) current situation, needs, strengths, challenges, and ii) policy analysis in student care, protection, and essential services across 14 boarding schools in Muong Cha, Dien Bien Dong, Tuan Giao, and Tua Chua districts.
- 01 policy brief, summarizing key insights and providing practical, evidence-based recommendations to enhance child protection and essential services, tailored to the local governance and education context.
- Data set of the research.

III. RESEARCH REQUIREMENTS

3.1 Subjects of the research:

- Understand the needs and issues of boarding students in terms of care, protection and other essential services to reflect on current provision of services in boarding setting.

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- Assess the availability and effectiveness of care, protection and essential services in boarding schools in terms of resources, mechanism, service quality and facilities to address the needs of boarding students, especially the vulnerable and who are at risks of protection issues.
- In-depth assess the availability and effectiveness of particular services on child protection including reporting mechanism for receiving reports, incident response and supporting services to students at risk and victims of school violence/abuse.
- Assess the roles of students and their caregivers in contributing to improve the quality of care, protection and other essential services in boarding schools.
- Analyze the related policies of education sector and other government policies on care, protection and other essential services; as well as the implementation of those policies in boarding schools in terms of provision of care, protection and other essential services
- Provide evidence-based recommendations for the improvement and provision and policy development of care, protection and essential services in boarding schools.

3.2. Research objects

The subjects of this research will include key participants below, but not limited to:

- Boarding students (girls and boys), and their caregivers
- Parents Associations of boarding schools and Vietnam Association of Child Rights in Dien Bien province
- Boarding school counselors/teachers in charge of providing services
- Provincial DOET; School Management Boards
- Local Government authorities at provincial and commune levels

3.3. Research questions

The research is expected to answer the following research questions, which can be further discussed with consultants:

- What are the key issues faced by and needs of boarding students, both boys and girls, children with disabilities, and those from vulnerable groups, in accessing care, protection, and other essential services in boarding schools?
- How accessibility and effectiveness of care, protection and other essential services and mechanism in place at boarding schools, particularly in addressing the protection needs of boarding students, both boys and girls, children with disabilities, and other vulnerable groups?
- To what extent are boarding students (including boys, girls, children with disabilities, and children from vulnerable groups) and their caregivers get involved in contributing to improve the quality of care, protection, and other essential services in boarding schools?
- How do current policies on child care, protection, and essential services in boarding schools take into account the diverse needs of boarding students, including gender-

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sensitive and inclusive aspects? What are the challenges in the implementation of these policies and how do these gaps affect boarding students?

- What are feasible recommendations (program and policy recommendations) to ensure that policies and practices related to care, protection, and essential services in boarding schools are available and more responsive, inclusive to the needs of boarding students?

3.4. Research areas

Data for this study will be collected in Dien Bien province, focusing on 14 secondary boarding schools across the districts of Dien Bien Dong, Muong Cha, Tua Chua, Tuan Giao and Dien Bien Phu City, ensuring diverse perspectives from urban, rural, and ethnic minority communities.

3.5. Research design

The research methodology will employ a mixed-methods approach, combining quantitative and qualitative data collection techniques for primary data to ensure a comprehensive and evidence-based analysis. Quantitative methods may include but not limited to structured surveys, while qualitative methods may involve focus group discussions, and key informant interviews with relevant stakeholders such as students, teachers, school administrators, parents, and local authorities. Secondary data will be utilized to provide a more comprehensive contextual analysis and serve as supporting evidence for the research findings, where applicable.

The selection of survey participants, data collection tools, and overall research design will be carefully developed by the consultant, ensuring alignment with the project's objectives and contextual realities. These elements will be subject to review and mutual agreement between the consultant and WVI-Vietnam.

The methodology should incorporate gender-sensitive and inclusive approaches to capture diverse perspectives, particularly those of vulnerable groups such as girls, ethnic minority students, and children with disabilities. The consultant is expected to justify the chosen methodology, ensuring that data collection processes are systematic, reliable, and adaptable to the study's scope and constraints.

The situation analysis will also include the following indicators in the quantitative research plan, which serving as a benchmark for tracking progress and guiding improvements in student care, protection, and essential services throughout the project:

- Proportion of schools offering basic services
- Percentage of the school girls and boys satisfied with protection and other essential service delivery in boarding schools
- Proportion of children able to voice their concerns and participate in decision making
- Proportion of education management staff and teachers who are capable of delivery quality essential services in boarding schools
- Number of child-friendly, accessible and accountable school mechanisms and systems to take action on reported cases, especially of school related gender-based violence.

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IV. ROLES AND RESPONSIBILITIES

4.1. The Provincial Department of Education and Training (DOET)

- Work with WVI in Viet Nam to complete the terms of reference, select consultants and agree with the selected consultants on the consultancy package
- Nominate technical experts to give comments on the assessment plan, detailed report outline, the draft and subsequent versions of the situation assessment and policy analysis reports prepared by the hired consultant.
- Coordinate with WVI in Vietnam to organize and join the hired consultants in field consultations to research, policy analysis, collect data quantitative and qualitative from local authorities, school managers, teachers, students, parents and other stakeholders
- Chair the process of collecting comments and inputs for the draft report from the stakeholder, and agencies by inviting them to participate in consultations workshops or send comments/ inputs through written documents.
- Work with WVI in Viet Nam to agree on the final version of the reports and develop action plan based on recommendations on improving quality of child protection service and essential service in the Boarding school in Dien Bien province.

4.2 World Vision International in Vietnam:

- Contribute inputs with DOET to complete the terms of reference, participate in the selection of consultants
- Join with DOET to work with the hired consultants to agree on objectives, expected results and requirements of the situation assessment and policy analysis.
- Nominate experts to give comments on the assessment plan, outline, methodology, draft version and subsequent versions of reports.
- Coordinate with DOET to organize fieldtrips for the hired consultants to conduct field works in the assessment areas.
- Join with the DOET to organize consultation workshops to get inputs, validations from related stakeholders for the subsequent versions of reports and endorsement for the final drafts of reports.
- Pay consulting fees according to financial regulations of WVI.

3. Hired consultants

- Develop and reach a consensus on the evaluation plan, which indicates a timeline, particularly methodologies applied (quantitative and qualitative methods) and proposed sample size, data analysis method and plan, report outline, quality control methods, logistics, and other related issues upon discussion with project team.
- Provide training for field data collectors, including ethical and gender aspects and covering protocols/guidelines to ensure anonymity and confidentiality of interviewees;
- Supervise the data collection process in the field, applying relevant methods of quality control;

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- Analyse the quantitative and qualitative data, explicitly indicating the gender, ethnicity and disability features
- Participate in organizing a validation workshop, present the reports, facilitate technical discussions, collect and consolidates feedbacks and confirmation for the draft report. Prepare a presentation of the results for consultation workshops.
- Revise and complete the report versions based on inputs from DOET and WVI in Vietnam, consultative workshops, technical meetings. Work with DOE and WVI in Vietnam to finalize the report.
- Must get endorsement from DOET, WVI in Vietnam on the research plan, assessment report outline, draft report and final report.
- Must follow Legal regulations of Vietnam on child protection and the Child and Adult Safeguarding Policy of WVI in Vietnam.

V. TIMELINE

Assessment timeline: 02 months from April to June 2025

The exact dates for the activities will be determined through discussions and mutual agreement among WVI-Vietnam, the DOET of Dien Bien Province, and the consultant team. This process will ensure that the timeline aligns with project priorities, the availability of key stakeholders, and logistical considerations to facilitate effective implementation. Details are in the *ANNEX: Timelines & Consultant days*.

VI. CONSULTANCY DAYS & SELECTION CRITERIA

6.1. Consultancy package:

- Total consultancy days: 67 days.
- Detailed task assignment in the *ANNEX: Timelines & Consultant days*

6.2. Selection criteria

The consultant team is expected to consist of a team lead responsible for leading the research from start to finish under the management and supervision of DOET and WVI in Vietnam, and team member(s). The successful consultants should have the following qualifications to effectively carry out the research:

Essential:

- A Ph.D degree in education social science, public policy and governance or related fields with at least 10 years of experience;
- At least 10 years' experience for team lead and 5 years for team members in leading research, including policy analysis. He/she should have experience/skills in using quantitative and qualitative methods, and in leading the collection and analysis of qualitative and quantitative data;

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- Strong knowledge and understanding of Education and boarding education system in Vietnam, Child Protection system, essential services and related policy and regulations in boarding schools.
- A strong commitment to delivering timely and high-quality results;
- Excellent written and oral communication skills in English and Vietnamese (in case of a consultant team, at least one team member must fulfill this criterion).

Preferred:

- Post Doctoral degree and track-recorded professional experience in policy research, impact analysis in the provision of essential services in boarding schools.
- Knowledge and experience on national and international models/ practices to meet requirement on protection service and essential service for student in the boarding school
- Able to work with government and other stakeholders at different levels

Consultancy fee: Negotiable

VII. APPLICATION

Application package includes:

- CV (Include Name, Title, Organization, contact details, relevant experience and 2 referees)
- Scan of ID card
- Scan of relevant decrees, certificates, etc.
- Proposal of the Situation and Policy Analysis.
- Proposal for Consulting Fee (inclusive of expenses for personal meals and PIT) – **attached template.**

Note: The consulting fee should NOT include Accommodation and transportation expenses. These expenses will be reimbursed by WVV based on actual receipts with reasonable prices.

Interested teams of consultants are invited to send the application package to the email address: WVV_SealedBids@wvi.org – Procurement Department with Subject: [HAPPY BOARDING SCHOOL PROJECT – CONSULTANCY ON SITUATION AND POLICY ANALYSIS]– [Consultant Name].

Deadline for application: 21st April 2025.

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ANNEX: Timeline and Consultation days

#	Content	Expected results	Responsible	Consultant Lead	Consultant member
1	TOR agreed and signed		DOET and WVI		
2	Consultant advertisement and recruitment		WVI-V: advertise and coordinate recruitment. DOET: join in recruitment.		
3	Develop tools and planning	Assessment plan, outline, tools are approved by DOET, with inputs from WVI-V	Consultant: develop DOFA endorse WVI-V, MSD: provide inputs	3	2
4	Desk study		Consultants DOET: share related documents and the regulations	6	2
5	Field work		Consultants	6	6
6	Data analysis	Collected information cleaned and analysed for reporting Documentation of information from in-depth interview and group discussion in word files.	Consultants	7	5
7	Report - first draft	First draft report developed based on survey results, desk study.	Consultants: develop DOET, WVI-V: provide inputs	5	3
9	Consultative workshop	Comments/ inputs, confirmations from related stakeholders are collected and consolidated to provide inputs for the report	DOET: chair WVI-V: Support in organizing the meetings, provide technical inputs. Consultant: Participate, present findings and recommendations; consolidate inputs	2	2



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9	Report - second draft	Second draft report revised based on inputs by DOET, WVI-V and ready to present in the meetings with technical team and with DOET leaders	Consultant: develop DOET, WVI-V: provide inputs	6	4
10	Complete situation and policy analysis reports and other deliverables		Consultant: complete DOFA endorse WVI-V: provide inputs	5	3
Total consultation days			67	40	27