



Gender Equality and Girls' Education Initiative in Viet Nam:
Empowering girls and women for a more equal society

FINAL EVALUATION
TERMS OF REFERENCE FOR NATIONAL CONSULTANT

1. Background

Education is one of the core areas of UNESCO's mandate, which is vital for advancing the global gender equality agenda. As such, UNESCO has supported the Government of Viet Nam in the national implementation of the Action Plan on Gender Equality of the Education Sector for the 2012-2015 Period (Decision No. 970/QĐ-BGDĐT, dated 9th March 2012) and the process towards developing the follow-up action plan responding to the National Strategy on Gender Equality for the 2011-2020 period.

On 6 October 2015, UNESCO and the Ministry of Education and Training (MOET) signed the Letter of Agreement detailing the strategy for cooperation and implementation of the **Gender Equality and Girls' Education Initiative in Viet Nam**. The goals of the Initiative enshrine the advancement of the UNESCO's global priority of gender equality and the strengthening national capacities to scale up inclusive and gender responsive quality literacy programmes. It contributes to UNESCO's mission of supporting Member States' development of education systems that foster high quality and inclusive lifelong learning for all, as outlined in the Medium-Term Strategy 37 C/4, the UNESCO Education Strategy 2014-2021, the Education 2030 Framework for Action and the Sustainable Development Goals. By evaluating education policies, processes and practices through the lens of gender equality and empowerment, the Initiative operates under framework set by UNESCO's Global Priority Gender Equality.

The UNESCO Office in Ha Noi implements the Initiative together with MOET, in coordination with provincial Departments of Education and Training and backstopping support from the UNESCO Headquarters in Paris and UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok). The duration of the Initiative was originally two and half years, starting from August 2015 and to be completed by January 2018. However, the Initiative has been extended until March 2018.

Goal of the Initiative:

The Gender Equality and Girls' Education Initiative contributes to the enhancement of an enabling environment for the implementation of the legal right of girls and women to education through gender mainstreaming in plans, leadership training and awareness raising.

Objectives of the Initiative:

1. Reinforce gender equality in the Education Sector planning and management to empower girls and women.
2. Enhance the capacity of education officials, teachers and experts to mainstream gender equality in curriculum and teaching practices.
3. Raise awareness of students, parents, community members and the media to support the enabling environment for girls' and women's education and gender mainstreaming.

Components of the Initiative:

Component I: Enhancing the capacity of the Education Sector to ensure gender equality in planning and management and to increase access to quality education for girls and women, including those in disadvantaged and vulnerable situations.

Component II: Gender mainstreaming in curriculum and textbook development and teaching practices.

Component III: Awareness raising on gender equality and girls' education among students, parents, community members and the media.

2. Purpose and Objective of the Evaluation

The purpose of the evaluation is to follow up on the implementation of the recommendations outlined in the Mid-term Review through a Final Evaluation Report which will serve as reference to partners, line ministries, UN agencies, other national and international stake holders as well as the individuals who are interested in the gender equality and education in Viet Nam. Specifically, the Final Evaluation Report will:

- Assess the relevance of project activities to the project design;
- Assess the effectiveness of project achievement to the project objectives, components, country needs, global priorities, among others;
- Measure the efficiency of implementing partners, UNESCO, and other UN agencies in terms of the use of resources such as funds, expertise and time;
- Assess the results and immediate visible impacts of the project on targeted groups and indirect beneficiaries involved;
- Assess the sustainability of the project in line with UN strategic documents such as OSP, SDG4 and SDG5 and how it can be scaled up or taken forward by governments, civil society and other development partners independently.

Findings from the final evaluation will provide information and recommendations to be used in the development of an exit strategy that would ensure the Initiative's sustainability and build on the work done by UNESCO, MOET, Radio the Voice of Vietnam (VOV), the Viet Nam Association for Learning Promotion (VALP) and the Vietnamese Women's Museum (VWM).

3. Evaluation Scope and Dimensions

Timeframe: The final evaluation will be implemented and completed within three months, starting from November 2017 to January 2018.

Geographical coverage: The evaluation will focus on the assessment of the activities under three of the Initiative's key components, implemented in Ha Noi, by 12 national implementing partners as identified in the project document and selected direct beneficiaries in Ha Giang, and Thua Thien Hue and Ho Chi Minh City (HCMC) representing the three regions (north, central and south) of Viet Nam

Stakeholder coverage: The evaluation will reach out to all implementing partners, key initiative beneficiaries and targeted groups as well as UN Women, UNFPA, UNICEF, UNDP and the ICS Center. This includes the following MOET Departments: Personnel Department, Department of Planning and Finance, Secondary Education Department, Department of Science, Technology and Environment, Continuing Education Department, Department of Teachers and Educational Administrators, Viet Nam Institute of Educational Sciences, National Academy for Education Management, Standing Unit for Textbook and Curriculum Renovation (Project Management Unit on General Education Reform) as well as other organizations including VOV, VALP and VWM.

The evaluation will be guided by the following overarching questions, which will be validated and further refined during the inception phase. A set of sub-questions will be identified for each of these key dimensions. Indicative evaluation questions for each dimension are as follows:

Relevance:

- To what extent is the Initiative's activities aligned with the beneficiaries' requirements, country needs, global priorities?
- What is the added value of UNESCO in supporting this Initiative?

Effectiveness: The evaluation will examine the extent to which UNESCO-supported initiatives on girls' and women's education are carried out effectively.

- To what extent was UNESCO’s approach effective considering the scope, size of the projects as well as achieving its intended results?

Efficiency: The evaluation will examine managerial and operational aspects of the initiatives supported by UNESCO and implemented by national implementing partners to promote gender equality and girls’ education in Vietnamese contexts.

- To what extent were the interventions implemented in accordance with plans, target groups, timeline and what were the key enabling factors and obstacles?
- To what extent were the collaboration and coordination among implementing partners, UNESCO, and other UN agencies contributing to the achievement of the expected results?
- To what extent was the use of resources such as funds, expertise and time in accordance with UNESCO regulations and what were the key enabling factors and obstacles?

Results: The evaluation will examine the extent to which the Initiative has contributed to enhancing the performance of involved national implementing partners (MOET, VALP, VWM, VALP) to address gender equality and gender-related issues in education sector. Where possible, the evaluation will also seek to identify the extent to which the Initiative has contributed to positive changes in the policies for the education sector.

- To what extent has UNESCO strengthened national capacities to address gender equality and gender related issues in development of policies for the education sector, and how are national authorities and other stakeholders using enhanced knowledge/skills to transform the way they work on issues related to gender equality and girls’ education?
- To what extent did the projects contribute to improving and expanding access to gender-related knowledge/information for targeted groups (teachers, students, policy makers, officials, people in communities, media practitioners)?

Sustainability: The evaluation will examine the extent to which UNESCO-supported initiatives can contribute to the UN strategic documents such as OSP, SDG4 and SDG5 and can be scaled up or taken forward by governments, civil society and other development partners independently.

- To what extent are the benefits of the project likely to be sustained or taken forward independently by government, civil society and other development partners after the completion of the project?
- To what extent have the interventions contributed to influencing national, local or institutional priorities on gender equality, girls’ and women’s education through increased awareness, strengthened capacity and exposure to good practice?

4. Evaluation Approach and Methodology

Suggested key elements for the methodology include:

Desk review

- Literature review of UN and UNESCO statements, agreement and strategic documents on related issues
- Analysis of project documents and documents from UNESCO offices to identify girls’ and women’s education interventions, strategies, activities, and reported results
- Review and analysis of national policy documents, statistics and trends

Theory of Change

- Refining and further developing the Theory of Change for UNESCO’s Gender Equality and Girls’ Education Initiative in Viet Nam

Field-based data collection

- Beneficiaries in three identified provinces, representing three regions of Viet Nam will be involved, such as Ha Giang, Thua Thien Hue and HCMC (with five beneficiaries per province/city)
- Using a combination of qualitative and quantitative methods to obtain primary data from multiple sources including interviews, focus groups, surveys as appropriate
- Semi-structured interviews with a number of key stakeholders from different internal and external stakeholder groups (identified via an initial stakeholder analysis)

- Travel to Ha Noi for participatory debriefing to present and discuss the initial findings and recommendations
- Data analysis and formulation of preliminary findings as well as evaluation recommendations

The final evaluation will be informed by the Initiative's beneficiaries: (i) education planners and managers, (ii) education curriculum and textbook developers, (iii) Members of the Education Sector Committee for Advancement of Women, (iv) VWM staff, (v) teachers, (vi) school principals and vice principals, (vii) students, (viii) media professionals, (ix) social activists, (x) and other stakeholders (sub-contractors, service providers, outworkers and experts), who will share their own opinions on, lessons learnt from and experiences in working with UNESCO and other implementing partners, within the framework of the Initiative. These inputs may also include personal observations and evaluation of the positive changes in the beneficiaries' mindset, behaviour, individual life and working life as a result of the capacity building activities such as workshops, trainings and events which were conducted by the Initiative's national implementing partners.

Participation and ownership is crucial in data collection. Implementing partners and stakeholders who are identified and mentioned in this ToR will be informed of the final evaluation on a timely basis and will be involved during the implementation, consultation and finalisation process of the final evaluation report.

5. Roles and Responsibilities

Under the overall authority of the Head of Office, the immediate supervision of the Gender Programme Manager and guidance of the assigned team members at the UNESCO Office in Ha Noi, the National Consultant, in coordination with the International Consultant, will conduct the final evaluation, following the clauses, provisions, content and timeline in the signed contract as well as the approved ToR, workplan and schedule. Necessary logistical and administrative support will be provided by the Office, as appropriate, including access to relevant stakeholders, setting up meeting with counterparts, and arranging domestic travels.

6. Evaluation Team and Resources

Required Qualifications:

The consultant should possess the following qualifications and experience:

- Advanced university degree (Master's Degree or equivalent) in Education, Social Sciences, Political Sciences, Economics, or any related field;
- At least five years of working experience acquired at the international level or in an international setting;
- Senior experience in evaluation, project and/or programme planning and management;
- Knowledge of and experience in applying qualitative and quantitative data analysis techniques and Results-based Management (RBM) principles;
- Understanding and knowledge of the UN mandates and its programming in relation to human rights and gender equality issues;
- Excellent analytical and writing skills in English;
- Excellent knowledge of Vietnamese;
- No previous involvement in the implementation of the activities under review.

Desired Qualifications:

- Professional experience relevant to the field of girls' and women's' education is preferable;
- Work experience in the UN or experience with assignments for the UN;
- Experience with assignments focusing on multi stakeholder partnerships, and/or Education capacity building.

Verification of these qualifications will be based on the provided curriculum vitae. References, web links or electronic copies of the two or three examples of recently completed evaluation reports should be provided. Candidates are also encouraged to submit other references such as research papers or articles that demonstrate their writing skills and familiarity with the subject under review.

7. Planned Deliverables, Schedule and Payment

#	Specific Task/s	Deliverable
1.	Assist the International Consultant in preparing an Inception Report that outlines the approach that will be taken during the evaluation, including a theory of change, the evaluation questions and sub questions, an evaluation matrix that will help to link the evaluation questions to the different data collection methods, and the draft instruments that will be used for the evaluation produce	A. Inception Report in English and Vietnamese
2.	In coordination with the International Consultant, develop a detailed work plan, methodology and timeline including tasks, dates and roles and responsibilities of implementing partners prior to the onset of the assessment process. Coordinate with UNESCO and partners to validate the working schedule.	B. Detailed work plan, methodology and timeline in English and Vietnamese (as part of the Inception Report)
3.	Assist the International Consultant in conducting a desk review of the Initiative’s work and methodology through the review of mid-term review reports, SISTER reports (UNESCO internal reports), key documents of the Initiative, workshop pre- and post-tests, training materials, presentations and other relevant documents in order to assess the Initiative’s work and progress thus far	C. Desk Review Report in English and Vietnamese
4.	Draft the questionnaires and tools (including qualitative and quantitative questions) to assess programme results for the review of the International Consultant. Ensure that all questions are relevant, measurable and culture-appropriate. Questionnaires should target four main groups – implementing partners, teachers, students, and mixed participants – among whom in-depth interviews with focal officers, authority and key stakeholders will be carried out.	D. Draft tools and questionnaires in English and Vietnamese
5.	In coordination with the UNESCO gender team and CEFAP of MOET, conduct in-depth interviews with identified respondents in Ha Noi, Ha Giang, Thua Thien Hue and Ho Chi Minh city in Viet Nam.	E. Pictures, records of conducted interviews and summary of interview results in Vietnamese and English
6.	Provide related inputs to the International Consultant during the analysis and assessment of collected data including the triangulation of the findings of different data sources and develop a detailed outline of the Final Evaluation Report to be submitted to and approved by UNESCO and MOET.	F. (i) PowerPoint presentation on main findings and recommendations and (ii) Final Evaluation Report outline in English and Vietnamese
7.	Provide related inputs , including the results of the assessment and recommendations, for the International Consultant in the process of producing a draft report which is to be shared with UNESCO and circulated among national partners and counterparts for further comments and inputs.	G. Draft Final Evaluation Report in English and Vietnamese
8.	Together with the International Consultant, prepare materials, attend and co-facilitate the final evaluation briefing (organized by UNESCO in coordination with MOET) to present the initial findings and analysis of the Final Evaluation Report to all direct implementing partners and involved stakeholders at MOET.	H. (i) PowerPoint presentation on main findings and recommendations in English and Vietnamese; (ii) post-briefing report including comments/inputs collected from

		participants.
9.	Provide support for the International Consultant in incorporating comments and feedback provided through the briefing/consultation with the stakeholders and finalizing the Final Evaluation Report.	I. Finalized Final Evaluation Report in English and Vietnamese
10.	Together with the International Consultant, select results and findings from the final evaluation to develop an exit strategy that would ensure the Initiative's sustainability and build on the work done by UNESCO, MOET, VOV, VALP and VWM.	K. Exit Strategy Document completed in Vietnamese and English and validated by UNESCO and implementing partners
11.	Attend technical meetings with UNESCO team to discuss and review the workplans, drafts of questionnaires and other documents and materials, as requested.	L.Meeting minutes
12.	Translate of deliverables	M. All deliverables that required to be completed in both VN and EN are translated