

REQUEST FOR PROPOSALS

Evaluation of the education program components on digital literacy and transferable skills in Viet Nam (2019-2025)

1. Context

Viet Nam has experienced rapid and sustained socio-economic development over the past few decades, transitioning from a low-income to a lower-middle-income country in 2010, and now setting its sights on becoming a high-income country by 2045. Over the past ten years, the country has maintained an average annual GDP growth rate of around 6-7 per cent, positioning itself as one of the most dynamic economies in the region. Key drivers of this growth include a vibrant and expanding private sector, deepening integration into global value chains, and a young, increasingly urbanized population. The digital economy is also emerging as a new engine of growth, expected to contribute up to 30 per cent of GDP by 2030 ¹.

[In the National Master Plan for 2021-2030 with a vision to 2050 ²](#), the Government of Viet Nam has articulated its vision for reaching high-income status by 2045 through large scale investments in infrastructure, green energy and science, technology and innovation as drivers for double-digit growth. Investment in human capital development is a key underlying strategy to achieve this goal, which places strategic emphasis on a quality education system that produces high quality human resources, in particular in frontier sectors, well-matched to the realities of a high-income country. This also includes preparing learners to thrive in a green economy, through foundational, digital, and green skills that support resilient development.

Education, therefore, sits at the nexus of Viet Nam's long-term vision for equitable, inclusive, sustainable development. As the country aspires to reach high-income status by 2045, strengthening its human capital base is not only a social imperative but an economic necessity. The education focus aligns with principles of leaving no one behind, addressing persistent inequities, and building a workforce equipped with the knowledge, skills, and values needed in an increasingly digital and interconnected world. This national priority is embedded in key Party resolutions 57 and 71 which declare education a national priority and Government policy frameworks, including the Education Development Strategy 2021-2030 with a vision to 2045, and is reinforced by ongoing structural reforms, targeted investments, and collaborative efforts across ministries and development partners.

Opportunities

Viet Nam has already made remarkable strides in expanding access to education over the past decades, achieving near-universal enrolment among children aged 5 to 14 years old. The country boasts a nearly universal (98 percent) primary school enrollment rate. Nine out of 10 schools across the country are connected to the internet, inching Viet Nam closer to an ambitious 100 per cent national school connectivity target. Nationally, gender parity in enrolment and completion has been largely sustained, with girls often outperforming boys in academic achievement. With one of the fastest growing markets for

¹ <https://moit.gov.vn/en/news/ministerial-leaders-activities/digital-economy-expected-to-account-for-20-gdp-by-2025.html>.

² <https://en.baochinhphu.vn/govt-issues-national-master-plan-for-2021-2030-period-towards-2050-111221026160710346.htm>

online learning, Viet Nam has enormous opportunities to establish itself as a leading regional education hub and a global example ³.

Most recently, the Vietnamese government has made digital transformation a core element of its national development strategy, issuing the National Digital Transformation Strategy for 2025 with a vision to 2030 and charging all line ministries with advancing this Strategy. The Ministry of Education and Training (MOET) developed the National Digital Transformation Strategy in Education to advance this national plan. In this context, as digital transformation progresses, Viet Nam is actively integrating emerging technologies such as AI into its education system as a strategic step to bridge the gap with more advanced nations.

Government guidelines such as Resolution 57-NQ/TW on breakthroughs in science, technology, innovation, and national digital transformation ⁴, Resolution 71-NQ/TW making education central to Viet Nam's development strategy, Decision 131/QD-TTg, and Directive 83/CD-TTg, emphasize the imperative of AI-based digital transformation and workforce development in high-tech industries. MOET has also issued KH-100 to implement Resolution 57-NQ/TW, calling for the development of an AI strategy in education and capacity-building for education managers and teachers in digital technology applications including AI in management and teaching.

The drive to further transform the education sector opens space for public-private partnerships (PPPs) to enhance project-based and experiential learning linked to real-world situations and current labor market demands, promoting a more holistic supportive learning ecosystem for children and adolescents.

Challenges

Viet Nam's education system, while achieving notable progress, continues to face multifaceted challenges that hinder equitable and quality learning for all. Disparities in foundational learning outcomes persist across regions and among disadvantaged groups, including children from low-income families, ethnic minorities, and those with disabilities or living in climate-vulnerable areas. Traditional teaching practices, outdated curricula, and exam-driven pedagogy limit critical thinking, creativity, and alignment with labor market needs. Teachers are overburdened with administrative work and lack sufficient training in digital and AI-integrated instruction, while national guidelines for applying advanced technologies in classrooms remain unclear.

Access to quality education is further hampered by socioeconomic inequalities. Girls face gender-based discrimination and violence in schools, particularly in remote areas, contributing to high dropout rates, and child marriage. A critical aspect of digital inclusion overlooked is that children and teachers are rarely involved in designing digital educational products and services, thereby limiting their relevance, accessibility, and overall effectiveness. Children with disabilities also encounter barriers, and a lack of inclusive teaching support. Mental health issues among adolescents are rising, exacerbated by climate-related disruptions that damage school infrastructure and hinder learning. Additionally, limited policy implementation, parental engagement, and a lack of awareness about emerging priorities such as climate resilience and AI in education result in fragmented efforts and missed opportunities for innovation. The digital divide remains a significant barrier, especially in remote areas where limited internet access, insufficient devices, and low digital literacy restrict students' ability to benefit from Viet Nam's broader digital transformation. Addressing these complex challenges requires a comprehensive, inclusive, and forward-looking approach to reform ^{5 6}.

³ <https://unsdg.un.org/latest/stories/viet-nam-closes-learning-gaps-towards-education-all>

⁴ <https://vistip.most.gov.vn/?p=3289>

⁵ *Study on Educational progression from 9th grade to among Vietnamese children: interim findings from test score data (Coxhead, 2019)*

⁶ *Young Lives (2014) - An International Study of Childhood Poverty 2013-2014.*

2. UNICEF Viet Nam

Within the above context and articulated through the current Government of Viet Nam-UNICEF Country Programme Document (2022-2026), UNICEF has been supporting digital transformation in Viet Nam's Education Sector since 2019. The current country program cycle has been uniquely impacted by the global COVID-19 pandemic, which accelerated the development and expansion of digital transformation in education, but also led to rapid growth in the availability of digital learning solutions that lacked appropriate criterion and evidence based linked to relevance and effectiveness.

2.1. Policy Advocacy & System Strengthening

UNICEF focuses on policy advocacy and system strengthening to ensure inclusive and accessible digital transformation in education, particularly for marginalized groups. Since 2019, efforts have included the development of a Digital Competence Framework (DCF) for students and the integration of Computational Thinking into the national early childhood curriculum. Current initiatives include expanding DCF to teachers and education managers, developing AI frameworks for students and teachers with MOET, and developing the very first AI Strategies in Education with vision to 2035. Additionally, contributions have been made to the national STEAM curriculum, along with strengthening education data management systems. This on-going advocacy aimed at policymakers and leaders in education to ensure inclusiveness & accessibility of digital transformation in education with strong focus on ethnic minority children, children with disabilities, girls, poor families, etc.

2.2. Capacity Building

Key initiatives include digital skills and literacy training courses for education managers, teachers and students that UNICEF has been implemented since 2022 and AI literacy training programs for teachers and students since 2024.

2.3. Digital Learning and Teaching Solutions

Innovative digital learning solutions that have been piloted to enhance learning outcomes include:

- **Global Digital Library** resources to support reading skills and Mother Tongue-Based Bilingual Education (MTBBE) for Ethnic Minorities (EMs)
- **Augmented Virtual Reality (AVR)** tested for ADHD therapy and to improve STEAM education, particularly for girls and EM students
- **Gamification** helps reinforce learning, particularly in **Mathematics and STEAM**, aligning with the new national curriculum.
- **School of Fish** - a computational thinking program that focuses on computational thinking skills for preschool children.
- Additional pilots include **Text-to-speech software** for the visually impaired,
- **Micro:bits** to foster creative coding skills, using design thinking approach, with a focus on encouraging girls in STEAM fields and social innovation.
- **Digital infrastructure and connectivity support** have been extended to underserved areas to ensure access to teaching and learning resources

2.4. Social Behavior Change and Adolescent Engagement

UNICEF puts efforts on raising awareness among teachers, education administrators, and parents about inclusiveness and accessibility in digital transformation within the education sector, particularly for marginalized groups such as girls, children with disabilities, and those from disadvantaged backgrounds. It also emphasizes parental engagement, including online safety. Additionally, policy dialogues and youth-led

events promote digital transformation and initiatives such as digital comprehensive sexuality education and digital mental health, Youth-Led dialogue on digital transformation and AI governance.

3. Key partners

UNICEF Viet Nam leads the overall planning, coordination, implementation, and monitoring of the projects, while also ensuring quality, managing contracts, and supporting policy advocacy. The **Ministry of Education and Training (MOET)** is primary government partner of the program, providing leadership and coordination, guides national policy integration and teacher training, and coordinates with provincial **Departments of Education and Training (DOETs)**, in charge of implementing activities at the local level, supporting schools, and engaging communities. Other **relevant ministries and government agencies** contribute through policy support and capacity building. **Universities, colleges, and schools** play a key role in teacher training and school-level interventions. The **private sector**, especially **education technology industry**, collaborates in developing and adapting digital learning tools, training educators, and supporting the use of technology in classrooms. Other partners come from **UN agencies, development partners, NGOs, embassies, and Community of Practices** contribute technical expertise, technical implementing support and collaboration, funding, and advocacy across education, technology, and child development themes.

4. Objectives, Purpose & Expected results

The primary purpose of this evaluation is to contribute to meeting UNICEF's knowledge generation and lessons learning needs (learning) and particularly informing the program planning as UNICEF Viet Nam heads into development of a new Country Program Document post 2026. By providing sound and credible evidence on what works, what doesn't work, how and why, the evaluation is expected to help strengthen performance (accountability) in working with national and sub-national institutes and authorities, service providers, development partners, NGOs, and duty bearers on improving digital learning and transferable skills for boys and girls (rights holders). Ultimately, the evaluation will inform decision processes, especially UNICEF's future strategies and program development in education. It will underpin evidence-based contributions to UNICEF Vietnam's new country program 2027-2031, and education programming in the East Asia and Pacific region through identification of good practices, lessons learned and innovations.

Under this overarching purpose, the evaluation has the following specific objectives:

1. To assess the effectiveness of multi-pronged approach support to digital transformation in Viet Nam's education system, with particular attention to children's access to digital education- including the most vulnerable.
2. To assess the extent to which the Digital Learning & Teaching Solutions (DLTS) components were well-targeted to needs of children - especially the most vulnerable - as well as the broader sector, and assess to what extent they have met their objectives, including identification of enabling factors, barriers and bottlenecks.
3. Assess the strengths and weaknesses of the DLTS components and their cost-effectiveness, sustainability and potential for scaling.
4. To understand the stakeholders' use and perception of the DLTS components.
5. Document lessons learned, good practices and innovations as well as provide recommendations on how the DLTS components can be strengthened.

KEY EVALUATION USERS AND INTENDED USE

The primary user of the evaluation is UNICEF Viet Nam, in particular the education section, and UNICEF counterparts and regional and global level. Other users include government counterparts at national and sub-national level (as the main duty bearers), civil society and private sector, UN partners, key development

partners. Children and young people, especially vulnerable groups, as the key rights holders should also be considered users.

5. Description of the assignment

SCOPE OF EVALUATION

The evaluation will focus on the implementation period from 2019 to 2025. Geographic coverage includes all areas of the country where the DLTS components have been implemented. Thematically, seven components of the DLTS mentioned on page 3 and the relevant activities contributing to them are within the scope of the evaluation. Within this thematic scope, specific focus will be placed on the following areas:

- Equity of access to digital education and inclusive, quality learning through digital education, especially for the most vulnerable children – *as part of the relevance and effectiveness criteria*
- Government ownership and engagement in the design, implementation, monitoring, and evaluation of the program activities – *as part of the sustainability criterium*
- Identification and choice of edtech and digital learning solutions supported vis-a-vis sectoral gaps/need - *as part of the effectiveness criterium*
- Capturing and dissemination of results and lessons learned to inform other ongoing/future work including of partners – *as part of the sustainability criterium*
- Programme coherence, including coordination and linkages between downstream and upstream work and partnership dynamics – *as part of the coherence criterium*
- Strategic positioning of the components to respond to the unique context, emerging issues, and priorities. This includes the structural factors that facilitate or hinder programme results achievement – *as part of the relevance and effective criteria*

EVALUATION QUESTIONS

This evaluation prioritizes the following OECD/DAC evaluation criteria: relevance, effectiveness, efficiency, and sustainability. The preliminary key evaluation questions are listed below, which can be commented on and adjusted by the Proposers in their technical proposal.

Relevance:

1. How well do the DLTS components address the needs and priorities of children—especially the most vulnerable—and align with Viet Nam’s digital education policies, emerging issues, and UNICEF’s organizational priorities? Have there been adequate support measures for the most vulnerable children?
2. To what extent are gender equality, disability inclusion, and human rights effectively integrated in DLTS components’ design and implementation, particularly through inclusive digital tools and accessible solutions?
3. How coherent and complete is the digital transformation’s theory of change, and what adjustments are needed to better reflect its vision and assumptions for the current and next program cycles with a particular focus on equity and scale?

Effectiveness:

4. To what extent have the DLTS components been able to effectively leverage its work at the subnational level to achieve results for children at scale, especially for the most vulnerable children?
5. What internal or external factors contributed to achievements (or not) and to what extent were these factors within UNICEF’s control?
6. Has the digital transformation work been implemented with a monitoring framework in place, and has the impact of learning outcomes been measured?

Coherence:

7. To what extent is the digital transformation's implementing strategies adequately linked with other interventions in the country to form a synergetic set that is coherent and accelerates achievement of program results, especially for the most vulnerable children?
8. To what degree does the work on DLTS component balance and connect downstream and upstream work in relation to the country needs and capacity?

Efficiency:

9. To what extent are the education section capacities and configuration adequate and appropriate for attaining the planned DLTS components' results?
10. Did the work on DLTS components identify and build on existing national and local capacities? What new capacities were built among services providers and to what extent are these capacities and skills being used and what are the indications of their continued use?
11. To what extent does the DLTS components' design and implementation effectively integrate gender equality, disability inclusion, and human rights, specifically addressing digital divides for vulnerable groups through inclusive design and accessible digital tools and adequate support provided?

Sustainability:

12. How much and under what circumstance are the DLTS components and their results contributing to a medium to long term change in realizing the right to education for all children, specifically for the most vulnerable?

During the inception phase, the evaluation team must develop an evaluation matrix linking the key evaluation criteria and questions/sub-questions with appropriate indicators of success, the proposed methods of data collection and analysis and data sources for answering each evaluation question (and exploring the sub-questions). In consultation with the Evaluation Reference Group, and in agreement with the evaluation management team, the questions can be refined by the evaluation team during the inception phase.

EVALUATION DESIGN AND METHODOLOGY

Based on the objectives of the evaluation, this section indicates a possible approach, methods, and processes for the evaluation.⁷ Methodological rigor will be given significant consideration in the assessment of proposals. Hence Proposers are invited to interrogate the approach and methodology outlined in the ToR and improve on it or propose innovative designs and approaches that best meet the objectives of the evaluation. In their proposals, Proposers should clearly refer to triangulation, sampling plans, ethical considerations and methodological limitations and mitigation measures.

The evaluation should follow a formative, participatory, and utilization-focused approach, with mixed methods (qualitative and quantitative) of data collection, analysis and triangulation. It is expected that the evaluation employs an equity and gender lens and look at whether the interventions were able to reach scale, including for the most vulnerable by: i) including equity and gender in evaluation questions and sub-questions; ii) making evaluation methodology and data collection and analysis methods equity and gender-responsive; and iii) reflecting equity and gender analysis in evaluation findings, conclusions and concrete recommendations. It will also be important for Proposers to identify appropriate ways to engage community members in the evaluation, particularly children and parents, to ensure their voices are included.

PROPOSED METHODOLOGY

Inception

⁷ The proposed methodology is indicative and based on internal experience in conducting similar evaluations. There will be need to develop a detailed design, analytical methods and tools during the inception phase based on additional literature review and in consultation with the Evaluation Reference Group.

The inception phase will focus on finalizing the design of the key components under this evaluation. A list of references and documents will be agreed between UNICEF and the evaluation team and shared for initial desk review. During this phase, the evaluation team will also have an opportunity to interview the key informants within UNICEF and consolidate the methodology.

The inception phase will further involve a work planning for the evaluation, including key stages of the evaluation; project timeline; roles and responsibilities of the evaluation team members and other stakeholders in the evaluation process; interim deliverables; quality assurance processes, including incorporating evaluation reference group comments on interim deliverables; and the evaluation project budget. The inception phase will involve development, testing, and refinement of the data collection instruments. The inception report will detail the methodology (including sampling method) for conducting the evaluation which should include an evaluation matrix i.e. a table showing how each evaluation question will be answered and how the information will be collected and analyzed. The evaluation workplan should allow adequate time for any ethical clearance procedures which is in the critical path of the project timeline after the inception phase and before the start of the data collection.

Data Collection

The data collection would focus on collecting key information enabling the evaluation team to analyze and assess the merit or worth of the DLTS components as per the evaluation matrix. The data collection will draw on key informant interviews (KII), focus group discussions (FGD), comparative case studies, quantitative surveys, and non-participant observation. Equity, gender, disability, and social inclusion criteria should be considered when identifying informants in these activities. This phase should promote involvement of children and parents, people with disabilities, ethnic minority people, and members of other vulnerable and marginalized groups during the data collection process. KIIs, FGDs and case studies are expected to be accurately recorded (with informed consent) to allow quotes from participants to be used in the evaluation report together with high-quality photos to illustrate the findings. Sampling of informants and selection of areas for the study should be done in consultation with UNICEF.

Data analysis, validation and reporting

Data triangulation will be of crucial importance. The findings, conclusions and recommendations should be based on triangulated evidence. Three types of triangulation methods could be adopted: 1) cross reference of different data sources (from KIIs, FGDs, surveys, and review of documents); 2) investigator triangulation through the deployment of multiple evaluators; and 3) review by participants through the respondents' validation meetings and consultation with UNICEF during the report drafting process. It is important that the evaluators integrate evaluative thinking throughout the evaluation.

Evaluation findings will be formulated and validated with the support of two rounds of consultation with UNICEF staff and key stakeholders.

- Validation workshop: Initial findings will be presented to the evaluation reference group, in a workshop to assess the credibility/objectivity/reliability of the findings and their relevance to the country context and education programming and strategy following the data collection phase, with feedback documented including where any divergent views, sensitivities, or (lack of) consensus on these findings arise. These will be based as far as possible on triangulation of evidence collected.
- Recommendations workshop: Once data analysis is finalized, a final workshop with the evaluation reference group, evaluation management team, UNICEF Vietnam staff, regional advisors and key counterparts will be conducted. Findings and conclusions will be presented. Conclusions should present reasonable judgements based on findings and substantiated by evidence and provide insights pertinent to the objectives and purpose of the evaluation. Stakeholders will then be asked at the workshop to help the evaluation team formulate and prioritize recommendations so that relevance, usefulness and actionability of these can be maximized. It is suggested that preliminary and well-thought

recommendations are brought as inputs, although enough space should be given for co-creation of the recommendations in the workshop.

A draft final report will be prepared addressing all comments from the evaluation reference group (ERG). A PowerPoint presentation of the final report should be developed by the evaluation team to share the final evaluation findings, conclusions and recommendations with the ERG and for future use by UNICEF Vietnam.

All deliverables must be in professional-level standard English, and they must be language-edited/proof-read by someone who is proficient in English. Page limits, if any, will be established during the inception period. In general, the final report should not exceed 70 pages and should aim for conciseness, readability, and visual appeal. Monitoring deliverables about work progress are not listed but will be periodically required.

NORMS AND STANDARDS

The evaluation will follow the [UNEG Norms and Standards for Evaluation](#), [UNICEF procedure for ethical standards in research, evaluation, data collection and analysis](#), [UNEG Ethical Guidelines](#). It also has to consider the [UNEG Guidance on integrating Human Rights and Gender Equality in Evaluation](#) and the [UN-SWAP Evaluation Performance Indicators](#). The final evaluation report must be compliant with the [UNICEF Evaluation Report Standards](#), and the [Global Evaluation Reports Oversight System \(GEROS\) quality standards](#), and prepared according to the UNICEF Style Guide, UNICEF Publication Toolkit and UNICEF Brand Toolkit. Dissemination or exposure of results and of any interim products must follow the rules agreed upon in the contract. Unauthorized disclosure is prohibited. The overall evaluation process must adhere to the [UNICEF Evaluation Policy](#).

ETHICAL CONSIDERATIONS

UNICEF requires evidence generation conducted to be in full compliance with ethical considerations. At the core of the ethical principles to be followed during the evaluation is to ensure doing no harm to children, parents or other participants in the evaluation. All informants should be offered the possibility of confidentiality, for all methods used. The evaluation team is required to clearly identify any potential ethical issues and approaches, describe data and document protection protocols, and workplan for ethical review and oversight of the evaluation process in their inception report. Any ethical issues that could potentially arise during the evaluation need to be documented including how the evaluation team will respond or address each.

It is crucial that the evaluation embraces the views of all key stakeholders, including a fair representation of girls and boys, especially the most marginalized and disadvantaged. Children's safety and wellbeing should always be paramount, hence the inclusion of children and adolescents in the evaluation should be in compliance with the [Ethical Research Involving Children \(ERIC\) Principles](#), and the UNICEF Procedure for Ethical Standards in Research, Evaluation and Data Collection and Analysis. The evaluation team, including enumerators, must read and sign the [UNEG Ethical Guidelines for Evaluation pledge](#) and the [UNEG Code of Conduct in Evaluation](#). The core members of the evaluation team will be expected to undertake the Basic Ethics Training in [Agora](#). All members of the ERG and core members of the evaluation team should also complete the '[Evaluation Fundamentals: UNICEF East Asia and Pacific Online Course](#)' on Agora.

6. Deliverables and Timeline

PHASE	ACTIVITIES & DELIVERABLES	ESTIMATED TIMELINE
Inception	<u>Activities</u> <ul style="list-style-type: none">• Kickoff meeting• Initial desk review and discussion with key UNICEF focal points	To be completed by February 2026

	<ul style="list-style-type: none"> • Preparation of draft inception report and data collection tools • Presentation to the ERG • Final inception report submitted to ERG, addressing all comments received on the draft. • Ethical review <p><u>Deliverable 1</u></p> <ul style="list-style-type: none"> • Final Inception Report⁸ • Comments matrix addressing all comments. • Ethical approval for the evaluation from an accredited ethics review board, as necessary 	
Data collection and validation	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Logistical arrangements for field visit • Pilot tools, conduct data collection. • Prepare, present, and validate emerging findings and reflect on conclusions and learnings with the ERG in a workshop. <p><u>Deliverable 2</u></p> <ul style="list-style-type: none"> • PowerPoint of validation workshop and meeting report • Approved data collection summary 	6 weeks
Data analysis, recommendations, and reporting	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Further processing and analysis of evidence • Draft evaluation report • Present the final report to key stakeholders and co-create recommendations in a workshop. • Revise draft final report based on stakeholder feedback. • Document all comments raised and how they have been addressed in a comment matrix <p><u>Deliverable 3</u></p> <ul style="list-style-type: none"> • Draft evaluation report • Final evaluation report⁹ • Comments matrix addressing all comments¹⁰ • Powerpoint of final report 	6 weeks

All deliverables submitted to UNICEF Viet Nam will be in both English and Vietnamese languages.

EVALUATION MANAGEMENT

The evaluation team will operate under the supervision of a UNICEF Multi-Country Evaluation Specialist, in close consultation with - and advisory support from - the UNICEF Vietnam Chief of Education. The evaluation manager will be responsible for the day-to-day oversight and management of the evaluation process and budget. The evaluation manager will lead on assuring the quality and independence of the evaluation throughout the process, its alignment with UNEG Norms and Standards and Ethical Guidelines, and that the

⁸ In accordance with UNEG Inception Report guidelines

⁹ In accordance with UNICEF Evaluation Report guideline and GEROS quality evaluation standards

¹⁰ A template for the comments matrix will be provided by the EMT

evaluation findings and conclusions are relevant and recommendations are implementable, and contribute to dissemination of findings and follow-up on the management response to recommendations.

An evaluation Reference Group (ERG) will be established composed of representatives from the UNICEF Vietnam education section, PME Section, EAPRO Regional Education Adviser, EAPRO Regional Evaluation Adviser, representatives of key ministries, civil society organizations, UN partner agencies, and any technical experts as required. The ERG will be convened by the evaluation manager during key review milestones to provide comments and substantive feedback to ensure the technical quality of products, including methodology and design, evaluation instruments, the inception, draft and final reports. The ERG will also assist in identifying internal and external stakeholders to be consulted during the evaluation process, provide documentation to the evaluation team as needed, participate in review meetings organized by the evaluation manager as required, play a key role in learning and knowledge sharing from evaluation results, contribute to disseminating the findings of the evaluation and follow-up on the implementation of the management response.

Quality assurance plays a vital role in the evaluation and involves a wide range of people. The evaluation team is the first level quality assurance for the evaluation products, and clear quality assurance considerations and system must be presented in the proposal and ensured throughout the evaluation. The evaluation manager and the ERG are the second and third level quality assurance mechanisms respectively. Each deliverable will undergo a thorough process of quality assurance. Quality assurance will focus on the technical soundness of the deliverables, as well as on ensuring the deliverables meet the reporting standards set out by GEROS and other UNICEF and UNEG guidelines as mentioned above. The evaluation manager will make such guidelines available, as well as examples of highly satisfactory evaluation reports to guide the evaluation team.

Quality assurance turnaround times: The inception report and final report will go through various rounds of quality assurance, starting with a first review by the evaluation manager (1 week). After this review the evaluation firm will have one week turnaround time after which the report must be returned together with the comments matrix. This will then be shared with the ERG, who have two weeks to review the report and revert with comments. Other deliverables, such as the power point presentations will require shorter review and revision times.

7. Reporting requirements

Please refer to section 5 and 6 for reporting guidelines and reports to be prepared during the assignment, including timelines for submission.

8. Location and Duration

- The assignment is expected to be completed within 6 months after the signing of the contract, tentatively from November 2025 to May 2026, including time for review of deliverables by the evaluation manager and the ERG.
- A detailed work plan and work allocation will be agreed between UNICEF and the awarded contractor.
- The assignment will be completed at the contractor's premises. The contractor will be responsible for acquiring resources and facilities required for its completion, including any travel arrangements.
- Regular virtual or in-person meetings are expected.
- Travel is expected for this assignment (please refer to guidance under section 11).

9. Mandatory and Desirable Qualification Requirements

This contract will be awarded to an institution. If a consortium of two or more institutions submits a joint bid, a lead institution must be named. The lead institution will serve as the sole point of contact with UNICEF for contract management purposes. The contractor is expected to engage local and qualified researchers in

Vietnam to ensure the evaluation is locally appropriate, to build national evaluation capacity, and for efficiencies in data collection. The contractor will be responsible for all English-Vietnamese interpretation and translation services under this contract. It is also required that the same individuals that develop the methodology for the proposal will be involved in conducting the evaluation.

Qualifications for institutional contractor

- At least 10 years of successful experience and direct experience in research and evaluation.
- Must have a good track record and extensive experience in planning and conducting evaluations, particularly in the field of education, and preferably in digital technologies.
- The composition of the proposed team must be gender balanced to ensure accessibility of both male and female informants during the data collection process.
- The contractor's team shall comprise of 2 – 4 experts with one senior-level evaluation expert as Team Leader to lead the evaluation.
- Experience of working in Vietnam is highly desirable.

Qualifications for Team Leader

- A minimum of 10 years of evaluation experience with excellent understanding of evaluation principles and methodologies, evidence of research or implementation expertise in education programmes, an awareness of human rights (incl. child rights), gender equality and equity in evaluation and UNEG norms and standards.
- At least master's degree in International Development, Education, Development Programme Evaluation, or any related research-based social science degree.
- Specific evaluation experience in the education area is strongly desirable.
- Experience in leading and managing evaluations of UNICEF or other UN organizations or international NGOs.
- Substantial experience in implementing a range of qualitative and quantitative data collection techniques and methods in programme evaluations, including survey implementation and field studies.
- Diplomacy and tact in carrying out and presenting findings of evaluations in sensitive contexts.
- Experience in Vietnam would be strongly preferred, together with understanding of the local context and cultural dynamics.
- Adaptability and flexibility, client orientation, proven ethical practice, initiative, concern for accuracy and quality.
- Excellent analytical, facilitation, and communication skills.
- Excellent and proven English communication and report writing skills.

Qualifications for Team members

- At least 5 years of experience in education research or evaluation preferably in Vietnam.
- A degree in international development, Education, Development Programme Evaluation, or any related research-based social science degree.
- Demonstrated experience or extensive training in using quantitative and qualitative research methods with solid analytical skills.
- Firm understanding of child rights, human rights-based approaches to programming, including gender and equity considerations.
- Strong interpersonal skills and ability to engage effectively with senior stakeholders.
- Understanding of child rights principle.
- Ability to concisely and clearly express ideas and concepts in written and oral form
- Command of Vietnamese communication and writing skill at a professional standard.

10. Evaluation process

The evaluation panel will first review each response for compliance with the mandatory requirements of this RFPs. Failure to comply with any of the terms and conditions contained in this RFPs, including provision of

all required information, may result in a response or proposal being disqualified from further consideration. Kindly also refer to the detailed instructions in the main Local Request for Proposals (LRPS) document.

Each valid proposal will be assessed by an evaluation panel first on its technical merits and subsequently on its price. For this RFPs, the weight allocated to the technical proposal is 80% (i.e., 80 out of 100 points). To be further considered for the financial evaluation **a minimum score of 56 points** is required. Only proposals with a score of 56 or more points in the technical evaluation will be financially evaluated (i.e., the financial proposal will be opened). For further details and the distribution of points kindly refer to **table 1** below.

The weight allocated to the financial proposal is 20% as per the following: the maximum number of 20 points will be allotted to the lowest priced, technically compliant proposal. All other price proposals will receive points in inverse proportion to the lowest price. Commercial proposals should be submitted on an all-inclusive basis (excluding VAT) for providing the contracted deliverables as described in the TOR.

The proposal(s) obtaining the overall highest score after adding the scores for the technical and financial proposals is the proposal that offers best value for money and will be recommended for award of the contract.

Table 1: Evaluation Criteria and distribution of points

Evaluation Criteria	Max. Points
1. OVERALL RESPONSE <ul style="list-style-type: none"> Completeness and concord of the technical proposal (10) Demonstrated understanding of the purpose, objectives, scope, and deliverables of the evaluation (10) 	20
2. METHODOLOGY <ul style="list-style-type: none"> Quality of the proposed approach and methodology. This will entail providing a detailed description of the proposed methodology and approach that will be taken to deliver the outputs for each phase of the evaluation (10) Quality of the proposed implementation plan. The plan will identify key tasks and timelines, focal person for each activity/deliverable, and proposed internal quality assurance arrangements of all evaluation products (10) Innovative ideas for collection, analysis and presentation of evaluative evidence (5) Risk assessment - recognition of the peripheral problems (at least 2) and methods to prevent and manage the peripheral problems (5) 	30
3. PROPOSED TEAM and ORGANISATIONAL CAPACITY <ul style="list-style-type: none"> Team composition and members – relevant experience, qualification, skills, and competencies for the assignment (15) Professional expertise, in-depth knowledge and experience, client reference, quality of work samples, and recent assignments with similar projects/ agencies (15) 	30
Total points for technical proposal (min. passing score = 56 points)	80
4. FINANCIAL PROPOSAL Full marks are allocated to the lowest priced proposal. The financial scores of the other proposals will be in inverse proportion to the lowest price.	20
TOTAL POINTS	100

11. Administrative issues and Proposal to be submitted

- Proposers are requested to provide a detailed technical proposal in **Annex I** – Technical response form. The technical proposal must include all the information needed to fully evaluate the proposal against the requirements and evaluation criteria outlined in section 9 and 10 of this TOR.
- Proposers must ensure not to include any financial information in the technical proposal.
- Proposers are requested to provide the detailed cost proposal in **Annex II** – Financial response form. All cost implications for the required service/assignment as per this TOR must be included. No costs can be added later.
- If the proposer wishes to include additional or optional elements outside the defined deliverables as per this TOR, these should be clearly marked and separated as such in both the technical and financial proposal.
- The proposer is required to include the estimate cost of travel in the financial proposal noting that i) travel cost shall be calculated based on the most direct route and economy class travel, regardless of the length of travel and ii) costs for accommodation, meal and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, depending on the location, as promulgated by the International Civil Service Commission (<https://icsc.un.org/>).
- Unexpected travels shall be treated as above.

12. Payment Schedules

No.	Payment	Tentative schedule	Upon satisfactory completion of ...
1.	30% of the total contract value	February 2026	Deliverable 1
2.	30% of the total contract value	March 2026	Deliverable 2
3.	40% of the total contract value	May 2026	Deliverable 3

- The payment schedule must be based on completed deliverables.
- If the proposer wishes to propose an alternative payment schedule, it must be included in the financial proposal. The final payment schedule is to be reviewed and agreed with UNICEF.
- Payment terms 30 days net upon receipt of approved invoice.

Women-owned companies are encouraged to bid. Preference will be given to equally technically qualified women-owned companies.