

TERMS OF REFERENCE

End-line Evaluation of the Living Values Life Skills Education Project In 08 Project Communes of Thanh Hoa Province

I. Background Information

The LVLSE project is part of the WVUS Let the Children Come Global Initiative. It is one of the 14 countries in different regions participating in the LCC Project. The Let the Children Come Project in Vietnam started in FY22 with the local project name Asia Values Formation Project. It was working in 2 rural provinces (Yen Bai and Tuyen Quang provinces) with 6 Area Programs.

In FY24, WVI Vietnam received its new office registration certificate from the Vietnam government, but this did not include the Yen Bai and Tuyen Quang provinces, so AVF Project operations in those provinces closed. The project then moved to Thanh Hoa province, where Nhu Xuan and Nhu Thanh are part of and where WVI has ongoing operations too.

WVI Vietnam proposed to change the project's name to "Living Value and Life Skill Education for Children" because the new name (1) was more familiar to the Vietnam community context, and (2) had clearer meaning in Vietnamese translation, and (3) this made it more helpful for the project and the organization to work with government and local partners.

Even with the change of project name and location, the strategies remained the same for the Project in the context of Vietnam, interventions to enhance the spiritual nurture of children (SNC) are grounded in key values such as love and forgiveness so that participants cultivate compassion, empathy, understand their needs deep within, and are supported to address those needs. The Project continues to use the F&D core project model, Celebrating Families and Dare to Discover approach and such, to engage with Children, Parents, Caregivers, Community Leaders.

Thanh Hoa is a province located in the North Central region of Viet Nam, with a large geographical area and a population ranking 8th among 34 provinces and centrally governed cities nationwide. Prior to July 2025, the province consisted of 02 cities, 02 towns, and 23 districts. Following the administrative restructuring, Thanh Hoa now has 166 commune-level administrative units, including 147 communes and 19 wards.

During the fiscal years FY24–FY26, the Living Values Life Skills Education (LVLSE) Project has been implemented in Nhu Xuan and Nhu Thanh districts. From

July 2025 onward (after the government's administrative restructuring), the project intervention areas include 08 communes, namely:

- Nhu Thanh Area Program (AP): Yen Tho, Xuan Du, Thanh Ky, Xuan Thai include two Zone III communes (extremely disadvantaged areas: Thanh Ky and Xuan Thai), and two Zone II communes (disadvantaged areas: Yen Tho and Xuan Du).
- Nhu Xuan Area Program (AP): Nhu Xuan, Thuong Ninh, Hoa Quy, Thanh Phong (classified as Zone III communes (extremely disadvantaged areas) in the ethnic minority and mountainous region of Thanh Hoa Province.

Pursuant to the decision of the Chairman of Thanh Hoa Provincial People's Committee, the LVLSE Project has been implemented in Thanh Hoa Province since March 2024. The project aims to strengthen children's life skills and living values through educational activities, contributing to positive and harmonious relationships between children, their families, and communities.

Implemented over three years from FY24 to FY26, the project has collaborated closely with relevant stakeholders and local partners to deliver various interventions and models, achieving concrete results and valuable lessons learned.

In alignment with WVUS FY26 Faith & Development guidance, the project will conduct the endline evaluation. The endline evaluation aims to:

- (1) capture evidence of impact by measuring key outcome indicators;
- (2) assess changes related to children's life skills and living values;
- (3) generate lessons learned, good practices, and recommendations to inform the design, transition, and potential scaling of future projects. Findings will be used by the Field Office team, and WVI Viet Nam leadership for redesign, donor reporting, and proposal development for FY27–30.

II. Rationale for the Evaluation

The LVLSE Project has been implemented in Nhu Thanh and Nhu Xuan during FY24–FY26, with FY26 being the final year of the project.

This evaluation aims to compare endline results with baseline data, while analyzing the effectiveness of intervention models and approaches implemented throughout the project lifecycle.

The evaluation is conducted under Activity 94.02.01 of the Project Operational Plan (POA): implementation of baseline, mid-term, and final evaluations.

III. Objectives of the Evaluation & Scope of Work:

- To assess outcome-level effectiveness of LVLSE interventions in the 08 project communes of Nhu Thanh and Nhu Xuan, focusing on goal and outcome indicators in line with WVUS guidance

- The evaluation will focus solely on the impact measurement of goal and outcome-level indicators. Output and reach data will be drawn from routine project monitoring systems and will not be re-measured under this evaluation.
- Christian Witness Learning Questions were reviewed in line with WVUS guidance. However, as the LVLSE project in Viet Nam does not include faith-based interventions or church partners, these questions are not applicable and will not be included in the evaluation tools.
- The evaluation will also reflect on sustainability mechanisms established through life skills and living values education activities, including stakeholder ownership and community engagement.
- To review the efficiency of implementation approaches in relation to time, resource utilization, and delivery mechanisms, based on available documentation and stakeholder feedback, within the feasible scope of this evaluation. To identify which project models and approaches worked well and why, and which did not
- To assess the integration of Gender Equality, Disability, and Social Inclusion (GEDSI) principles, including equitable participation and benefit of vulnerable groups.
- To collect endline data for the following project outcome indicators:
 - + 1) % of boys and girls (12-18 years) with positive and peaceful relations with their parent(s)/ caregiver(s)
 - + 2) % of boys and girls (12-18 years) who express hope for the future
 - + 3) Percent of Direct Participants (adults) who took actions in spiritually nurturing children
- To analyze changes compared to baseline data and identify contributing factors.
- To derive lessons learned, good practices, and feasible recommendations through life skills and living values education activities, contributing to positive and harmonious family and community relationships, and informing the design, transition, and potential scaling of future projects.

IV. Expected Outputs

1. One **approved final evaluation report** (in both Vietnamese and English), including:
 - A clear description of the evaluation methodology, including sampling design, data collection methods, comparability with baseline data, and any methodological limitations.
 - Analysis of outcome-level effectiveness of life skills and living values education interventions across the 08 project communes. Reliable and

validated data for the 02 key outcome indicators, including statistical comparison with baseline results: (1) % of boys and girls (12-18 years) with positive and peaceful relations with their parent(s)/ caregiver(s); (2) % of boys and girls (12-18 years) who express hope for the future

- • Qualitative documentation of indicator of outcome 3: Percent of Direct Participants (adults) who took actions in spiritually nurturing children, including: document observable changes, capture lessons learned, and produce actionable recommendations and community commitments.
- Representative stories and qualitative evidence illustrating observable changes among children, parents, community leaders, and Government representatives in line with WVUS guidance. Analysis of observed changes, contributing factors, enablers, and implementation challenges, including the recommended reflection of the project team.
- Conclusions, lessons learned, good practices, and practical recommendations for future life skills and living values education interventions.

2. Cleaned quantitative datasets and relevant documentation (as applicable)
3. A validation meetindsg or stakeholder consultation to review preliminary findings before finalization of the report.

V. Evaluation Location and Timeline

- Location: 08 project communes in Nhu Thanh and Nhu Xuan Area Programs.
- Timeline: Tentatively scheduled for Week 4 of March 2026 for data collection and by the end of April 2026 for evaluation report.

VI. Evaluation Team Composition

- 01 Consultant – Team Leader
- 01 Project Manager
- 04 Area Program project staff
- Approximately 20 local partners (02 persons per commune)

Notes:

The number of local partners may be adjusted based on the consultant’s requirements.

Team members have participated in and practiced participatory rapid appraisal, household interviews, and similar research activities.

A data collection matrix is required to clarify information needs, data sources, and sample sizes.

Survey objectives	Indicators to be surveyed/Information to be collected	Data providers	Data collection methods	Amount to be collected

VII. Key Informants and Respondents

- Parents and caregivers in sampled villages of the 08 project communes
- Children aged 12–18 years in sampled villages

(To ensure consistency, we aim for the children and parents in the endline evaluation to be the same as those in the baseline assessment (to the maximum extent possible). This allows for a meaningful comparison over time and helps us evaluate the impact of the project interventions. Where the same respondents cannot be reached, appropriate sampling strategies and analytical approaches will be applied.)

- Community leaders, and Government representatives (such as Commune People’s Committee staff, Women’s Union, Youth Union, and Commune Child Protection Boards, School principals and teachers from lower and upper secondary schools);
- Local partners and community facilitators involved in World Vision Viet Nam programs)
- For outcome 3 indicator: in line with WVUS guidance for end-of-project review, selected representatives from the above stakeholder groups will participate in qualitative reflection sessions (FGD, KII). These sessions will help document observable behavioral changes, lessons learned, and community commitments related to spiritually nurturing children.
- Other stakeholders as required by the consultant

VIII. Evaluation Methodology and Data Collection

- A mixed-methods approach combining quantitative surveys, qualitative surveys, and reflection methods.
- Review of relevant secondary data
- Face-to-face interviews using mobile devices with KOBO (WVI Viet Nam accounts to ensure data security)
- The evaluation process will be technically overseen by the WVIV DMEAL team in consultation with the (LCC) Asia Regional Project Manager
- The endline evaluation will use the same outcome indicators, question wording, response scales, and target population as the baseline survey in FY24 to ensure valid statistical comparison over time and follow guidance from WVUS. Any deviations (for example: adjusted to local context and final evaluation objectives) will be documented and justified in the inception report before data collection and reflected in the final evaluation report.

- The tools will be reviewed and validated by the WVV DMEAL team before field implementation.
- Compliance with ethical standards for research involving children and adults.
- The evaluation will assess the reliability and consistency of indicator measurement compared to baseline and document any data quality limitations in the final evaluation report.

Regarding the tools and questionnaire, the consultant needs to ensure that the questionnaire will also satisfy the requirement of collecting the following information:

Domain 3: Hope for the Future

- FD09. I feel that life is a positive experience
- FD10. I feel satisfied and content with my life
- FD11. I feel confident about my future
- FD12. I believe there is a real purpose to my life
- QSWB7. I feel very satisfied with my life
- QSWB8. I feel hopeful about my future
- QSWB9. My life has little meaning

Domain 4: Positive and Harmonious Family Relationships

- FD13. My parent(s)/caregiver(s) respect my feelings
- FD14. My parent(s)/caregiver(s) understand me
- FD15. I trust my parent(s)/caregiver(s)
- FD16. I want my parent(s)/caregiver(s) to advise me on things I worry about
- FD17. My parent(s)/caregiver(s) can tell when something is troubling me
- FD18. I talk to my parent(s)/caregiver(s) about my problems and difficulties



Vietnamese Addition
al information needs 1

IX. Sampling

The consultant will propose a sampling approach in inception report aligned with WV sampling guidance, to be technically reviewed and validated by the WVV DMEAL team before data collection.

1. Outcome 1 & Outcome 2 indicators:

- 1.1. % of boys and girls (12-18 years) with positive and peaceful relations with their parent(s)/ caregiver(s)
- 1.2. % of boys and girls (12-18 years) who express hope for the future

Sample size (simple rule)

Minimum 300 completed interviews

Apply design effect = 2

Add 10% non response

2. Outcome 3 indicator:

Data will be collected through qualitative methods, including Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs). Participants will be selected from stakeholder groups, including: Community leaders and partners, Parents/Caregivers, Children, Government representatives.

For each stakeholder group, a reflection group of approximately 8–10 participants is recommended. Where feasible, conducting two groups per category (e.g. parents from two different project locations, younger and older groups of adolescents) helps capture diverse experiences. The aim is not representativeness but sufficient depth and saturation of perspectives.

X. Inception Report

The consultant will submit an inception report detailing the finalized methodology, tools, sampling design, and any approved adjustments before data collection.

The inception report must also include an ethics and safeguarding plan outlining informed consent procedures, child-friendly data collection approaches, confidentiality safeguards, and referral pathways for potential safeguarding concerns.

XI. Tentative Evaluation Work Plan

No.	Activities & Methods	Expected Outputs	Location	Workdays	Responsible
1	Coordination with Program Effectiveness Team and Project Manager	Agreed scope, tools, methodology	Online (Zoom)	½ day	Consultant, WVI
2	Tool preparation and detailed planning	Finalized tools and plan		1/2 ngày	Consultant
3	Development of qualitative & quantitative tools	An inception report detailing the finalized methodology, sampling design, tools, data collection plan, and any proposed adjustments before data collection. The inception report will be reviewed by the project team and the WVV DMEAL team before fieldwork begins.		3 ngày	Consultant
4	Training on tools	The participating	Nhu	2 days	Consultant,

No.	Activities & Methods	Expected Outputs	Location	Workdays	Responsible
	and methodology for surveyors	members are proficient in survey tools and methods	Thanh AP		staff
5	Data collection in Nhu Thanh AP	Conduct surveys with parents, caregivers, and relevant partners in the selected sample areas, collecting complete information according to the detailed outline, forms and guidance	Nhu Thanh AP	2 days	Consultants, survey teams, information providers
6	Data collection in Nhu Xuan AP	Conduct surveys with parents, caregivers, and relevant partners in the selected sample areas, collecting complete information according to the detailed outline, forms and guidance	Nhu Xuan AP	2 days	Consultants, survey teams, information providers
7	Data analysis and report writing	<ul style="list-style-type: none"> -Reflection of Project Team using Annex 1 from TOR -Validation workshop of preliminary findings. <p>The evaluation report in both English and Vietnamese</p> <ul style="list-style-type: none"> -Final report submitted to WVUS 		10 days	Consultants
	Total			20 days	