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| **Country:** | Lao PDR/Southeast Asia |
| **Projects:** | 1. [532002] Improvement of Quality Teaching in Pre-and Primary Schools 2. [532006] Improvement of Quality Teaching in Primary Schools |
| **Commissioned by:** | Pestalozzi Children’s Foundation |

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List of Abbreviations

|  |  |
| --- | --- |
| CCA | Child-Centered Approach |
| DESB | District Education and Sports Bureau |
| DTTC | Dongkhamxang Teacher Training College |
| LNTTC | Luang Namtha Teacher Training College |
| OECD-DAC | Organisation for Economic Co-operation and Development - Development Assistance Committee |
| OP | Operational Partner |
| PCF | Pestalozzi Children’s Foundation |
| PESS | Provincial Education and Sports Service |
| RBM | Result Based Management |
| ToR | Terms of Reference |

# Background information and context

In an effort to address “low quality education” of pre-and primary school girls and boys, which is caused by poor quality teaching and lack of hands-on learning environmental education, the Pestalozzi Children’s Foundation in collaboration with Dongkhamxang Teacher Training College developed a project called “Improvement of Quality Teaching in Pre- and Primary Schools” and a project with Luang Namtha Teacher Training College (LNTTC) called ‘Improvement of Quality Teaching in Primary Schools’. The two projects are very similar in the contect and structure. To be more specific, the 2 projects aim to address the **low quality learning of pre- and primary school children** (equally between girls and boys) by addressing its two main root causes of **1) low quality of teaching** (Lao Language and math) of primary school teachers (low teacher ethics, inadequate content knowledge and pedagogical skills, multi-grade teaching, teaching Lao to ethnic children, contextualizing of lesson plan) due to limited refresher training and inadequate pedagogical support from DESB and school principals, and 2) **lack of green and clean school learning environment** due to insufficient support of Village Education Development Committees and DESB and limited skills of in-service teachers to carry out hands-on environmental education for children’s learning.

The project is mainly managed by DTTC and LNTTC, with the collaboration with PESS and DESB for technical and pedagogical support and monitoring of all target schools. Project Coordinators at both PESS and DESB levels are assigned to work with the project.

One project is located at Dongkhamxang Teacher Training College (DTTC) with technical training provided to in-service teachers in demonstration schools and pre- and primary schools in the service area of the DTTC in Bolikhamxay province, namely Bolikhan and Vienthong Districts. The other project is located in Luang Namtha Teacher Training College (LNTTC) with technical training provided to in-service teachers in target primary schools in Sing District of Luang Namtha Province, Khua District of Phongsaly Province and Huayxay District of Bokeo Province.

The two projects are summarized in the following table:

|  |  |
| --- | --- |
| DTTC Project | LNTTC Project |
| **Project Impact**: Increased social equity and sustainable development through quality education development for ethnic pre- and primary girls and boys.  **Project Outcome(s):** Pre and primary school children in 14 schools in 3 districts from 2 central provinces have improved literacy, and arithmetic operations and environmental education.  **Outputs:**   1. Teaching quality of target pre- and primary school teachers is improved. 2. Green and clean school environment for primary school girls’ and boys’ learning is improved.   **Project Participants:**   * Pre-schoolchildren * Primary schoolchildren * Pre- and primary school teachers * Village Education Development Committee (VEDC) * Communities * DTTC pre-service teachers: attend in Green and Clean School development at DTTC.   **Project Partners:**   1. Ministry of Education and Sports (MoES): Facilitate project approval and policy support from the central level. In addition, will be involved in the project evaluation. 2. Provincial Education and Sport Service (PESS): Facilitates project approval and implementation as well as appropriate policies ensuring the effectiveness of project delivery. Besides that, they will be involved in project monitoring and evaluation. 3. District Education and Sports Bureau (DESB): Works closely with DTTC, provide pedagogical support and monitoring of all target schools; report and seek support from other stakeholders (especially PESS) to ensure the effectiveness of the implementation. 4. Luang Namtha Teacher Training College (LNTTC): Two TTCs jointly develop Green and Clean School Guideline (including indicators) and manual for teaching Lao to ethnic children.   **Project Duration:** 01 November 2020 to 31 October 2023 | **Project Impact:** Increased social equity and capacity for ethnic people to be able to contribute to sustainable development.  **Project Outcome(s):** Primary school girls and boys in 13 schools in 3 school clusters (in 3 districts from 3 northern provinces) have improved literacy, arithmetic operations and environmental education.  **Outputs:**   1. Teaching quality (Lao and math) of in-service teachers at target primary schools is improved 2. Green and clean school environment for primary school girls’ and boys’ learning is improved.   **Project Participants:**   1. Primary school girls and boys 2. Primary school teachers 3. Village Education Development Committee (VEDC) 4. Community members 5. Pre-service teachers: Directly and indirectly, benefit from improved teaching of teacher trainers and preparedness for practicum in the target areas.   **Project Partners:**   1. Ministry of Education and Sports (MoES): Facilitate project approval and policy support from the central level. In addition, will be involved in the project evaluation. 2. Provincial Education and Sport Service (PESS): Facilitates project approval and implementation as well as appropriate policies ensuring the effectiveness of project delivery. Besides that, they will be involved in project monitoring and evaluation. 3. District Education and Sports Bureau (DESB): Works closely with LNTTC, provide pedagogical support and monitoring of all target schools; report and seek support from other stakeholders (especially PESS) to ensure the effectiveness of the implementation. 4. Dongkhamxang Teacher Training College (LNTTC): Two TTCs jointly develop Green and Clean School Guideline (including indicators) and manual for teaching Lao to ethnic girls and boys.   **Project Duration:** 1 January 2021 to 31 December 2023 |

# Purpose of the evaluation

This is mainly a formative evaluation (improve the planning design of the project). However, a certain glance may be required at summative (achievement of projects’ results) evaluation.

The evaluation purpose is to:

* Assess the achievements of project outcome and outputs, based on indicators in the Logframe
* Assess effectiveness of methodologies applied by project
* Draw key lessons learned and obtain clear, specific and practical recommendations for planning potential next project phase.

# Scope and focus of the evaluation

The evaluation aims to assess the relevance, effectiveness, sustainability and management of the project according to the OECD-DAC definitions[[1]](#footnote-1) and shall look at:

1. Progressive achievement of the project as per the designed impact, outcome and outputs.
2. Methodologies applied by the project in delivery of quality education encompassing the training of teacher trainers, in-service teachers and pedagogical support advisors as well as the project mechanism.

The evaluation shall be conducted at the DTTC and LNTTC as well as field visits to their respective target provinces, districts and schools.

## Evaluation questions

* To what extent have the project outcome and outputs been achieved?
* To what extent has the Monitoring and assessment system contributed to the project implementation?
* How effective has the project management mechanism been in ensuring that the project implementation address the problems relating to quality education in a sustainable manner?
* How can efficiency in project management mechanism and implementation be improved?
* What are some key lessons learned which can be taken into account and practical recommendations for planning potential next project phase?
* How can the project be efficiently and effectively scaled up to reach more children?

## Evaluation methods

A specific and detailed assessment design should be presented to PCF by the evaluation team based on the following mixed methods of information gathering, taken into account the gender equality (the list below is for reference only):

1. Interviews or focus group discussions with key informants and project participants as the followings:
   1. DTTC/LNTTC Director
   2. Representatives of the Department of Teacher Education
   3. Department of General Education
   4. Random interviews with 2 or 3 teachers responsible in different topics of innovation.
   5. Project Coordinator at DTTC/LNTTC who is responsible in overseeing all project activities.
   6. Project Coordinator, Director or Deputy Director and representatives from relevant divisions of the relevant PESS
   7. Project Coordinator, Head or Deputy Head and technical staff from relevant sections of the target DESBs.
   8. Teachers in the target schools
   9. VEDC and Community members in the target villages.
   10. Target school children
2. Random teaching observation of DTTC/LNTTC teachers and in-service teachers of target pre-and primary schools.
3. Random test of their learning outcome
4. Desk review of project/programme documentation (project planning documents (e.g., log frame), monitoring system, monitoring report, project/programme report)

# Schedule and Deliverables

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| --- | --- | --- |
| Septs | What | Completed by |
|  | Submission of proposal | 15 February 2023 |
|  | Selection of the candidates | 31 February 2023 |
|  | Signing the contract and finalising the ToR | 15 March 2023 |
|  | Planning of evaluation including methodology, data collection, schedule, tools, etc. | 30 April 2023 |
|  | Completion of data collection | 05 May 2023 |
|  | Draft evaluation report | 20 May 2023 |
|  | Final evaluation report | 10 June 2023 |
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## Structure and length of the final report

Two final evaluation reports, one for each project, shall be submitted in English and if possible, in Lao. Each report shall not be longer than 15 pages (excluding annexes and executive summary). The final evaluation should contain an executive summary of no more than 3 pages that includes a brief description of the projects, its context and current situation, the purpose of the evaluation, its methodology and its main findings, conclusions and recommendations. The structure of the reports should follow the structure of the executive summary. Three signed copies of the final version of the report, for each project, along with a digital version have to be submitted to PCF.

# Role and responsibilities

A specific and detailed assessment design and process is led by a consultant in consultation with PCF and DTTC and LNTTC.

PCF and DTTC/LNTTC will facilitate the coordination with stakeholders.

The lead during the actual evaluation is by the consultant and the actual evaluation is done jointly by the consultant, MoFA and MoES, including PCF staff.

The report will be written by the consultant. After receiving the first draft of report, PCF (Programme Director and Country Representative) will coordinate for the review and feedback to be given within 10 days after the receiving the draft. PCF’s Country Representative Laos will be the contact person for this exercise.

# Competency profile of the evaluator(s)

The lead evaluator or the evaluation team is required to have the following of competencies:

* Experience conducting project evaluations in education and related social development fields including community level.
* Knowledge of the OECD-DAC definitions: how to assess Relevance, Effectiveness, Efficiency, Sustainability and Management
* Experiences in Result-Based Management, results chain and project cycle
* Familiarity with participatory working approaches
* Skills in facilitating multi-stakeholder workshop
* Skills to evoke and solicit data from different stakeholders (children, gender, etc.) concerned with the project, synthesise all accounts, justify either continuation or discontinuation of PCF support.
* Knowledge of the teacher training practices in Laos.
* Profound knowledge about the Lao education system
* Ability to write evaluation report in English.

# Budget

A detailed budget should be included in the proposal and specify how many days are given for studying the documentation, execution (field visits), reporting etc. Other expenses to be calculated include (if relevant): translation, session with partners, transportation etc.

# Guiding principles and values

The evaluation team should adhere to the United Nations evaluation norms and standards and ethical guidelines for evaluation[[2]](#footnote-2).

The individual consultants/team or institution that will work on this project must demonstrate personal and professional integrity during the whole process of the evaluation. He/she/the team must respect the right of institutions and individuals to provide information in confidence and ensure that sensitive data cannot be traced to its source. Further, the team must respect ethics of research while working with children including using age-appropriate consent forms, age-appropriate data collection, and principle of do no harm. Furthermore, the team and its members must take care that those involved in the evaluation have an opportunity to examine the statements attributed to them. The evaluation process and consultants must be sensitive to beliefs, manners, and customs of the social and cultural environment in which they will work. Especially, the consultants must be sensitive to and address issues of protection, discrimination and gender inequality. Furthermore, the consultants are not expected to assess the personal performance of individuals, and must balance an assessment of management functions with due consideration of this principle. Finally, if the consultants or team uncover evidence of wrong doing, such cases must be reported discreetly to the appropriate investigative body.

# Annexe

* Technical Proposal by the Consultant

1. Glossary of Key Terms in Evaluation and Results Based Management, http://www.oecd.org/dac/evaluation/2754804.pdf [↑](#footnote-ref-1)
2. <http://www.unevaluation.org/document/detail/1914>, consulted on 23.10.2016 [↑](#footnote-ref-2)