

# TERMS OF REFERENCE FOR INSTITUTIONAL SERVICES

## UNICEF CAMBODIA COUNTRY OFFICE

**Title of Consultancy/Works:** Research on the Positive Discipline in Schools Programme

**Requesting Section:** Child Protection and Education

### 1. Background

Violence against children is a pervasive problem in every country and Cambodia is no exception. The findings of the 2013 Cambodia Violence against Children Survey (CVACS) highlight that violence is a serious concern with over half of children in the country experiencing at least one form of violence before the age of 18.

Corporal punishment is explicitly prohibited in Cambodian schools under the Education Law (2007) and the Sub-Decree on the Teacher Professional Codes. Yet, the CVACS found that teachers were the most common perpetrators of childhood physical violence outside the home among both females and males. Male teachers were reported as perpetrators more often than female teachers across all groups.

In response to the findings of CVACS, the Ministry of Education, Youth and Sport (MoEYS), with support from UNICEF, developed training manuals on positive discipline and effective classroom management for teachers and school directors in primary schools. It aimed to foster secure, child-friendly and non-violent relationships between teachers and their students. The teacher training package includes: 1) A revised Child-Friendly Schools (CFS) manual on preventing violence against children; 2) A guide for facilitators; 3) A tool book for senior school leaders; and 4) A tool book for primary school teachers. In 2015, the training package was piloted by the Primary Education Department (PED), MoEYS in 12 primary schools in three target provinces (Battambang, Prey Veng and Kampot).

In 2015 and 2016, PED and UNICEF worked with the Department of Psychology, Royal University of Phnom Penh (RUPP) to conduct baseline and end-line surveys. The sample was 24 primary schools in the three target provinces: 12 for a treatment group; and 12 for a control group.<sup>1</sup> It aimed to measure changes in teacher's knowledge, attitudes and practices towards disciplinary methods. The findings of the surveys showed a reduction in violent punishment, verbal or physical, by school staff by 10-35 per cent as well as improved children's sense of safety in schools. Respondent groups were school directors or deputy school directors; teachers teaching grade 1 to 6; and students of 4 randomly selected classes enrolled in grade 4 and 5.

The results of the surveys also found some differences when analyzed by gender: male teachers remained more common perpetrators of physical violence while male students were more likely to experience physical and emotional violence. Recognizing the importance of applying a gender lens to properly address violence against children in schools, MoEYS revised teacher training manuals to strengthen its focus on School-related Gender-based Violence (SRGBV). As of April 2021, the training has been rolled out in 1,431 (or 96%) primary schools in the three target provinces, reaching 12,043 teachers and school directors and benefitting 429,300 girls and boys from all grades.

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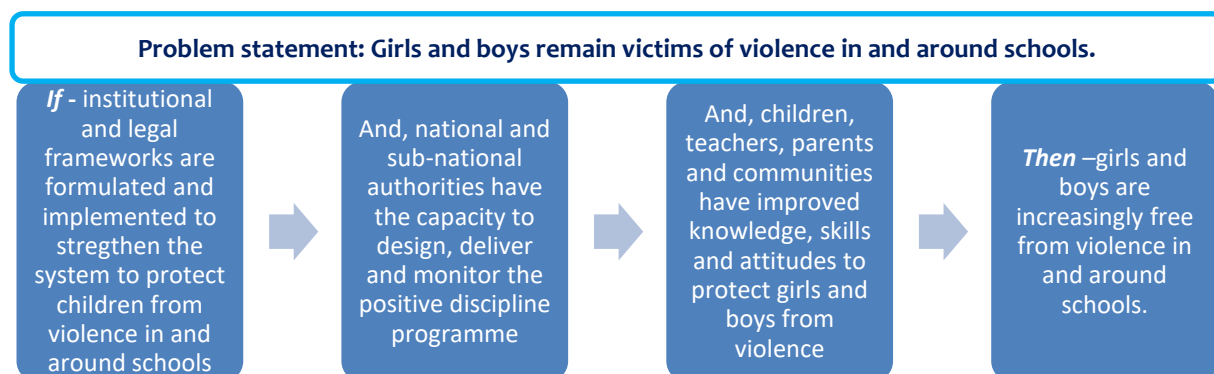
<sup>1</sup> The inclusion criteria for the 24 primary schools referred to the evaluated stage of implementation of the Child-Friendly School (CFS) framework in the schools. Three levels were distinguished: advanced, medium and basic. Usually, medium and basic level schools are more likely located in remote or rural areas and are small to medium in size. Whereas advanced level schools are mostly big schools in urban areas. After the surveys were done, the 12 schools in the control group have also received training.

UNICEF’s advocacy efforts have been successful in embedding positive discipline training within the Government’s education system. The training will be adopted into an online course so more school staff can access to it through the MoEYS online learning platform. It has been integrated into pre-service teacher training with the overall goal of reaching all primary and secondary school teachers in Cambodia. The implementation of pre-service teacher training is being monitored by MoEYS with support from UNICEF.

In addition, MoEYS with support from UNICEF and NGOs has developed and endorsed the Child Protection in Schools Policy (2016) and its five-year Action Plan (2019-2023), with the teacher training incorporated as one of the key activities. To operationalize the Policy and Action Plan at school level, MoEYS is developing operational manual on child protection in schools with support from NGOs, especially Save the Children, World Vision and Plan International, as well as UNICEF. It also aims to help establish or strengthen reporting and referral mechanisms between schools and child protection service providers to ensure child victims of violence will receive appropriate care and support in a timely manner.

Between 2018 and 2019, the UNICEF Cambodia Child Protection and Education teams supported MoEYS to develop the mid-term strategy note for the programme (2019-2023). As part of the development process, lessons learned and evidence generated over five years of design and implementation informed the development of a new Theory of Change for the programme below, where three key areas of intervention are recognized as essential to ensuring girls and boys are increasingly free from violence in and around school (institutional, systemic and societal).

### Positive Discipline Theory of Change 2019-2023



UNICEF has also supported the Ministry of Women’s Affairs (MoWA) to develop and implement the Positive Parenting Strategy 2017-2021 with the aim of preventing and reducing violence at home and creating safe, stable, nurturing parent-child relationships and environments for every child. The Positive Parenting Programme is provided through multiple levels of increasing intensity of parenting support, in accordance with the target group’s level of risks for harsh, poor and/or negative parenting. Since 2017, UNICEF has provided technical and financial support to MoWA and NGOs to conduct group-based positive parenting sessions in community settings, reaching more than 30,000 parents and caregivers in seven provinces (Battambang, Siem Reap, Phnom Penh, Kandal, Preah Sihanouk, Banteay Meanchey and Ratanakiri). To ensure children are safe in all settings, the training on positive discipline in schools and positive parenting need to be aligned and conducted concurrently in target communities involving parents, caregivers, school support committees, teachers and school directors. So far, both initiatives have been implemented in some districts of the Battambang province to ensure geographical coverage and optimize impacts.<sup>2</sup> The alignment will be further strengthened in the future.

<sup>2</sup> The Positive Parenting Programme has been implemented in six districts of the Battambang province (Banan, Ek Phnom, Thmor Koul, Phnom Preuk, Sangker, Bovel)  
Standard Template: Terms of Reference for Institutional Services – Version2 (25-09-2015)

Besides the baseline and end-line surveys conducted in 2015 and 2016, there has been no research nor research to systematically assess the impacts of the teacher training. While the baseline and end-line survey results demonstrate positive improvements in the behavior of teachers away from violence, the long-term outcome of this training – particularly as years pass and school staffing changes overtime - is not clear. The proposed research represents, thus, an opportunity to measure the long-term impacts of the teacher training as well as reflect on the results achieved to date, identify gaps and inform the future strategies and adjustment, if necessary, to strengthen the initiative and take it to scale.

## **2. Purpose and objectives of the consultancy/Contract**

The **purpose** of the proposed research is to measure the impacts of in-service teacher training on positive discipline and effective classroom management. The research will also meet the needs of generating knowledge and identifying good practices and innovations to strengthen and improve the current initiative. It will also inform and support evidence-based decision-making processes on the scale-up of the training nationwide.

The **primary audiences of the research** are the senior management and child protection and education sections within UNICEF Cambodia as well as the Royal Government of Cambodia, including MoEYS, RUPP, MoWA and the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY). The **secondary audiences** include UNICEF's NGO and development partners, such as SIDA, USAID, Primark, the Japan Committee for UNICEF and the Government of Japan as well as the NGO ICS-SP and Friends International.

The research has seven primary **objectives**:

- a) Update evidence in terms of teacher's knowledge, attitudes and practices in disciplinary methods;
- b) Measure the long-term impacts of the training on behaviour change among teachers and students towards creating a safer learning environment for children;
- c) Assess the effectiveness of the training to address gender discriminatory norms and SRGBV;
- d) Examine the long-term impacts of the training on student-teacher relationships, student's mental health and well-being, school attendance and learning outcomes;
- e) Assess the coherence and linkage between the positive discipline in schools and positive parenting programmes in Battambang, identify the reasons that enable or challenge successful integration, and measure the effectiveness of the integration for the protection of children from violence in all settings;
- f) Document lessons learnt, good practices and innovations; and
- g) Provide clear, specific and actionable recommendations to strengthen the implementation of the current positive discipline in schools programme for scale-up.

The expected outputs of this consultancy are the design of a robust methodology that is able to meet the research objectives, including the design of quantitative and qualitative data collection tools, the undertaking of data collection and solid data analysis, triangulation and reporting, all in close coordination with MoEYS, RUPP, UNICEF and any relevant stakeholders.

## **3. Work Assignments/TOR**

Based on the objectives above, this section indicates a possible approach, methods and processes for the research. Methodological rigor will be given significant consideration in the assessment of proposals. Hence, applicants are invited to interrogate the approach and methodology proposed in the Terms of Reference and improve on it or propose the ones that deem more appropriate.

It is expected that the research will employ a **mixed methods approach**, including a quasi-experimental quantitative approach for measuring impacts as well as a theory-based approach that will also employ both quantitative and qualitative methods to understand the channels of impact as well as implementation processes.

Initial thoughts on methodological approaches that can be employed are described below. The bidder will be completely free to propose other methods and approaches as long as they are aligned with the objectives and ensure robustness, credibility and quality of the outputs. The considerations are as follows:

- A quasi-experimental approach to estimation of impacts, which could include, propensity score matching between treatment and control schools, provided that proper similarities are found between both groups of schools
- Use of the 12 treatment schools that were included in the 2016 survey for estimation of long-term changes. Since the control schools are no longer control, these can also be used as part of the sample to understand differences in exposure to the programme. A control group outside of the province of the pilot sites will need to be found, but the 2016 survey can be used as a baseline
- Make use of the 2017 Violence Against Children Survey, conducted by the National Institute of Statistics, as appropriate<sup>3</sup>
- Make use of administrative data collected by schools as appropriate, such as enrolment, repetition, drop-out rates and learning results (promotion rate) for a dynamic look into impact level indicators
- A qualitative and non-experimental approach to estimation of impacts as well as of channels of impact, such as contribution analysis, realist evaluation, or alternative approaches that the bidder sees feasible to implement
- A methodological approach that allows for: Understanding of long-term impacts, especially as the programme has been in place for several years and touched different cohorts of students over time, as well as an approach that allows to assess coherence between positive parenting and positive discipline in schools programme.

The research is expected to randomly sample a selection of treatment primary schools in each one of the three target provinces, supported by the MoEYS positive discipline in schools programme, as well as control schools that have not benefitted from the programme. As 96% of the primary schools are covered by the programme in the target provinces, it is suggested that control schools are selected from other provinces, or districts within other provinces that have similar socio-economic conditions, as well as similar levels of VAC as per CVACS 2013. The sampling methods should also take into account a comparison between districts where both the positive discipline in schools programme and the positive parenting programme have taken place and those where only one programme has been implemented. The sampling criteria and specific schools will be determined during the inception phase of the research, however the proposal should already put forth initial sampling and sample size suggestions. The sample should reflect, for instance, diversity in geographical locations (urban/rural), socio-economic status and the year when schools received training to the possible extent. The bidding firm develop the sample to 0.8 power and 95% confidence interval in the impact estimates. It will also consider the fact that schools are the unit of treatment.

It is expected that the research will employ a **mixed methods approach**, drawing on the following methods:

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<sup>3</sup> The 2017 Violence against Children Survey was conducted by the National Institute of Statistics in the five target provinces (Battambang, Siem Reap, Phnom Penh, Kandal and Preah Sihanouk). Data collected from Battambang can be used for the research on the positive discipline in schools programme.

- Review and test the Theory of Change for the programme, using it to guide the analytical framework as well as the development of the data collection tools;
- Quantitative survey aims to gather data on teacher's knowledge, attitudes and practices in disciplinary methods in schools as well as behaviour change resulted from the initiative.
- Quantitative survey with children, which aims to gather data on student's experience in schools, their perceptions and experience with discipline methods being used and exposure to violent methods of discipline.
- Qualitative approaches aim to explore the processes, linkages and reasons for impact, as well as implementation processes and experiences.
- Key Informant Interviews is recommended to identify good practices, lessons learnt and innovation. Interviewees can include, but not limited to, positive discipline trainers, teachers, school directors and students as well as parents and caregivers.
- Focus group discussions (FGDs) will enhance the understanding gained during KIIs and provide an additional method for cross-reference and triangulate information.

In terms of **data analysis**, triangulation is expected to be a priority, and it should allow for validation of data through cross verification, sources of information and data collection methods. Triangulation will test the consistency of the findings by controlling biases, but also deepening and widening the understanding of the current knowledge, attitudes and practices of communication participants. All data generated will be disaggregated by sex, age, and disability where relevant and for different groups of respondents including children, teachers, parents, caregivers, etc.

It is expected that the consultancy team will carry out the following **work assignments**:

a) Methodology design

- Review programme documents and relevant data, including the teacher training manuals on positive discipline and effective classroom management, the Positive Parenting Strategy and its toolkits (level 1, 2 and 3) and the reports of the baseline and end-line surveys to measure changes in teacher's knowledge, attitudes and practices in disciplinary methods
- Review and reconstruct, if necessary, a Theory of Change for the programme that will be used to develop data collection tools and guide the analysis of data
- Conduct consultations with UNICEF, MoEYS, RUPP, MoWA, NGOs and any relevant stakeholders to better understand the programme design, implementation, availability of secondary information, etc.
- Design the methodology for the research, including sampling, research design and data collection tools
- Prepare required documents and obtain an ethical clearance and approved Institutional Review Board

b) Data collection and analysis<sup>4</sup>

- Carry out data collection for the research with identified participants in selected schools. This involves arranging travel and logistics for data collection, including translation, and acquiring necessary approval from local authorities for data collection, if necessary.

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<sup>4</sup> The consultancy team needs to be aware of and consider potential COVID-19 restrictions on travel which may impede or postpone travel to different provinces. Flexible approaches are to be considered such as phone interviews with key beneficiaries, yet it should be kept in mind that children can only be interviewed face-to-face for child protection purposes.

- Analyse data collected through a field visit including data entry, processing, enumeration and cross-checking for data quality assurance
  - Provide initial findings to UNICEF and MoEYS to validate preliminary results
- c) Report writing
- Provide final findings of the research including good practices, lesson learnt and recommendations. It includes a presentation to UNICEF and MoEYS to validate key findings and discuss and agree on recommendations

**Ethical considerations**, particularly with focus on equity, gender equality, human rights and child protection, should be put the priority throughout the research. The research covers information that is sensitive and confidential, with direct contact with children as informant. To this end, the selected consultant is expected to adhere to the UNICEF Procedure for Ethical Standards for Research, Evaluation and Data collection and Analysis. Full compliance with the Procedure will be required.

#### 4. Deliverables

- 1) An inception report includes, but not limited to: i) confirmation of the purposes, objectives and scope of the research; ii) a proposed revised Theory of Change; iii) a set of refined key outcome and impact indicators and research questions; iv) detailed description of the proposed methodology, including sampling methods, data collection tools and data analysis plans; and v) a detailed work plan with specific timelines for data collection in the field. The inception report should be submitted in English and Khmer and have a maximum of 40 pages, excluding annexures. Data collection tools with a set of research questions can be attached to the inception report as annexures. The inception report will be accompanied by the POWER POINT presentation summarizing the inception report for communication with both internal and external partners including MoEYS and development partners.  
**Upon approval of the inception report, ethical clearance needs to be sought, and the inception report further revised to address suggestions from the IRB.**
- 2) A draft and final report should be submitted in English and Khmer and have a maximum of 50 pages, excluding annexures.
- 3) An executive summary should be submitted in English and Khmer and have a maximum of five pages. It is intended for a broader, non-technical and non-UNICEF audience and ideally uses infographic design to present results.
- 4) A POWER POINT presentation (in both English and Khmer) will be prepared, outlining initial findings and recommendations based on a draft report. It will be used to validate findings and recommendations with MoEYS and relevant partners. The POWER POINT presentation will need to be updated for dissemination once a final report is approved. The POWER POINT presentation should be submitted in both English and Khmer and have a maximum of 20 slides.

Other interim products are:

- Minutes of key meetings with UNICEF, MoEYS and relevant partners
- Presentation materials for the meetings with UNICEF and MoEYS. These may include summaries of work progress and conclusions to that point
- Video and photo materials to be collected during the data collection to enrich presentations and the report.

The proposed timeline is as follows:

ACTIVITY	DELIVERABLE	TIME ESTIMATE
<b>Step 1. Inception</b>		<b>9 weeks (Aug to Oct 2020)</b>
1. Kick-off meeting with UNICEF Child Protection and Education teams	Meeting minutes	Week 1
2. Conduct a desk review and consultations with key stakeholders	Meeting minutes	Weeks 2-3
3. Prepare an inception report	Draft inception report	Week 4
4. Present a draft inception report to UNICEF	Power Point presentation, meeting minutes	Week 5
5. Prepare the second draft of the inception report, incorporating feedback from UNICEF	Second inception report	Week 6
6. Present the second draft to UNICEF, MoEYS and relevant partners	Power Point presentation, meeting minutes	Week 7
7. Finalize an inception report, incorporating feedback from UNICEF, MoEYS and relevant partners. Confirm planning for data collection and obtain ethical clearance	Final inception report	Week 8-9
<b>Step 2. Data collection and analysis</b>		<b>7 weeks (Oct-Dec 2021)</b>
8. Pilot data collection tools and conduct field-based data collection	-	Weeks 10-13
9. Conduct data analysis	-	Week 14-16
<b>Step 3. Draft and final reports</b>		<b>7 weeks (Dec 2021 to Feb 2022)</b>
10. Prepare and submit the first draft of the report to UNICEF	First draft report	Week 17
11. Receive feedback from UNICEF	-	Week 18
12. Prepare and submit the second draft to UNICEF	Second draft report and executive summary	Week 19
13. Present initial findings, conclusions and recommendations to UNICEF, MoEYS and relevant partners	Power Point presentation (in English and Khmer), meeting minutes	Week 20
14. Receive feedback from UNICEF, MoEYS and relevant partners		Week 21
15. Prepare and submit the penultimate draft	Penultimate draft report	Week 22
16. Submit and present the final report, executive summary and infographic to UNICEF, MoEYS and relevant partners	Final report, PowerPoint presentation, Executive summary,	Week 23

	infographic, and other materials (in English and Khmer)	
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\*The proposed timeline above includes the time for UNICEF to review each deliverable for quality assurance.

## 5. Reporting Requirements

All working documents and the final products shall be submitted in both Khmer and English, and electronically, produced with a high quality, delivered in an engaging and accessible format, and guided by the guidelines set forth in the UNICEF Style Book. The deadlines for submission of each document as well as its contents are specified in the table above in “7. Deliverables.” The Child Protection Specialist should receive all reports.

## 6. Location and Duration

The consultancy team is expected to work in-country. The institution/firm must have full or partial presence in Cambodia, or sub-contract a team or relevant members of the team who have presence in Cambodia during the contracting period. The contracted team is expected to select and train data collectors (during approximately one-week period), in both qualitative and quantitative tools.

Data collectors are expected to travel to provinces for data collection, which is anticipated to last a total of 21 days during the contract duration. Alternative durations can be proposed by the institution, provided that the entire duration of the contract is not altered and that the time for feedback loops and quality assurance of the reports is not reduced. The institution/firm will work from their office premises but is expected to be accessible in person to UNICEF and MoEYS to some extent. If the firm is not located in Phnom Penh, it is expected that the firm will have to have some team members located in Phnom Penh who are able to work closely with MoEYS and UNICEF to ensure proper delivery of any part of the assignment during the contracting period. The institution/firm will be responsible for covering all costs and logistics for all aspects of this assignment including but not limited to the necessary tools (laptop, internet etc) and travel.

The consultancy will be contracted for a period of 23 weeks from August 2021 to February 2022 with the possibility of extension depending on the needs identified and funding available.

## 7. Qualifications or Specialized Knowledge/Experience Required

### The institution/firm must demonstrate:

- At least 10 years of professional work experience in designing and implementing studies, research and evaluations in the field of education, child protection or other related discipline
- At least 5 years of experience in the field of impact evaluation/ impact assessments using both qualitative and quantitative methodologies
- Experience working in the Cambodian and/or Southeast Asian context is an advantage.
- Experience working with international development organizations and/or government institutions is an asset.
- The institution/firm must have full or partial presence in Cambodia, or sub-contract a team or relevant members of the team who have presence in Cambodia during the contracting period.
- The institution/firm must have the ability to work in Khmer and English, including conducting group discussions and interviews with government officials, parents and children.



**The team must demonstrate:**

The expected composition of a team which would meet all the demands of this work is listed here. Firms may propose alternate team compositions which demonstrate all necessary skills and experience as stated below.

***Team Leader / International Specialist (1):***Qualifications and Experience

- Advanced university degree in education, development economics, social sciences, international development or related technical field
- At least 10 years of professional work experience in designing and implementing studies, research and evaluations in the field of education, child protection or other related discipline
- At least 5 years of experience in the field of impact evaluation/ impact assessments using both qualitative and quantitative methodologies
- Experience working in the Cambodian and/or Southeast Asian context is an advantage.
- Experience working with international development organizations and/or government institutions is an asset.

Knowledge and Skills

- Profound knowledge of education, child protection and violence against children.
- Demonstrated experience in quantitative and qualitative research skills, especially in the field of impact estimation (qualitative and quantitative approaches)
- Strong statistical and analytical skills
- Strong interpersonal skills, including the ability to work in a multi-cultural environment and establish harmonious and effective working relationships, both with and outside of the workplace
- Good understanding of rights-based approaches to programming, including considerations on equity, gender equality, human rights and child protection

Competencies

- Communication
- Working with people
- Drive for results

Languages

- Fluency in oral and written communication in English, including proven ability to produce high quality research/research/evaluation reports

***A team of national experts (At least 2)***Qualifications and Experience

- University degree in education, development economics, social sciences, international development or related technical field
- At least 5 years of experience in research and evaluations in the field of education, child protection or other related discipline
- At least 5 years of experience in research, evaluations and assessments using both qualitative and quantitative methodologies
- Experience in conducting qualitative and quantitative research in Cambodia is a required.
- Experience working with international development organizations and/or government institutions is an asset.

Knowledge and Skills

- Understanding on key issues related to education, child protection and violence against children.

- Demonstrated experience in quantitative and qualitative research skills, especially in the field of impact estimation (qualitative and quantitative approaches)
- Strong statistical and analytical skills
- Good understanding of rights-based approaches to programming, including considerations on equity, gender equality, human rights and child protection

#### Competencies

- Communication
- Working with people
- Drive for results

#### Languages

- Fluency in oral and written communication in Khmer, including proven ability to collect data and conducting interviews with difference audience.

### **8. Evaluation process and methods**

#### **1. Content of technical proposal**

The written technical proposal will be in hard or soft copy PDF Format and include the following minimum requirements:

- a). Presentation of the bidding institution including:
  - Name of the company or lead of institution
  - Date and country of registration or incorporation of the lead institution and all other institutions being proposed to meet the needs of this assignment
  - Summary of the company structure and business areas
  - Company direction and experience
  - Location of the company including office(s)
  - Number and type of all personnel relevant to the assignment
- b). Description of the bidding institution or firm's experience and capacity which is relevant for the assignment.
- c). Performance evaluation reports of relevant references of the bidding institution/consultancy firm and intended partner institutions (past and on-going assignments) in the past five years. UNICEF may contact referees for feedback on services provided by the bidding institution or consultancy firm.
- d). Samples or links to samples of previous relevant work listed as reference of the bidding institution/consultancy firm (at least two), on which the proposed key personnel directly and actively contributed or authored.
- e). Proposed methodology and approach used to meet the required tasks in this assignment and potential constraints for work assignments. There is no minimum or maximum length. If in doubt, ensure sufficient detail.
- f). Work plan, which will include as a minimum requirement the following:
  - General work-plan based on the one proposed in the ToR, with comments and proposed adjustments, if any; and
  - Detailed timetable by activity (it must be consistent with the general work-plan and the financial proposal).

g). Team:

- Summary presentation of proposed team leader;
- Summary presentation of proposed key personnel;
- Level of effort of proposed team leader by activity (it must be consistent with the financial proposal); and
- CV of team leader and key personnel proposed to work on this assignment.

## 2. Contents of Financial Proposal

The financial proposal must be fully separated from the technical proposal. The financial proposal will be submitted in hard copy. Costs will be formulated in USD\$ and free of all taxes. It will include the following elements:

- Overall price proposal; and
- Budget breakdown by type of activity/task and cost by category (incl. personnel costs, international flights, internal transportation, DSA, translation services, report editing, and overheads).

## 3. Evaluation criteria

A two-stage procedure will be utilized in evaluating the applications received in accordance with the below criteria. The technical proposal will be completed prior to any price proposals being compared. Submitted proposals will be assessed using a cumulative analysis method 70/30 (technical/commercial). The sum of technical and commercial must always equal 100 points. The minimum passing technical proposal score is 50.

The evaluation criteria for selecting the institution is as follows:

Technical evaluation (70 points)

Criteria	Points	Unit of Analysis
<b>Experience of firm/institution and key personnel in team: 40points</b>		
1. Range and depth of experience with similar projects (reference to similar contracts)	10	Demonstrable experience conducting similar research before
2. Company skills and experience	10	<b>The institution/firm must demonstrate:</b> <ul style="list-style-type: none"> <li>• At least 10 years of professional work experience in designing and implementing studies, research and evaluations in the field of education, child protection or other related discipline</li> <li>• At least 5 years of experience in the field of impact evaluation/ impact assessments using both qualitative and quantitative methodologies</li> <li>• Experience working in the Cambodian and/or Southeast Asian context is an advantage.</li> <li>• Experience working with international development organizations and/or government institutions is an asset.</li> <li>• The institution/firm must have full or partial presence in Cambodia, or sub-contract a team or relevant members of the team who have presence in Cambodia during the contracting period.</li> </ul>

		<ul style="list-style-type: none"> <li>The institution/firm must have the ability to work in Khmer and English, including conducting group discussions and interviews with government officials, parents and children.</li> </ul>
3. Team composition for development and implementation of project (relevant experience and skills)	20	<p><b><i>A team of national experts (2)</i></b></p> <p><u>Qualifications and Experience</u></p> <ul style="list-style-type: none"> <li>University degree in education, development economics, social sciences, international development or related technical field</li> <li>At least 5 years of experience in research and evaluations in the field of education, child protection or other related discipline</li> <li>At least 5 years of experience in research, evaluations and assessments using both qualitative and quantitative methodologies</li> <li>Experience in conducting qualitative and quantitative research in Cambodia is a required.</li> <li>Experience working with international development organizations and/or government institutions is an asset.</li> </ul> <p><u>Knowledge and Skills</u></p> <ul style="list-style-type: none"> <li>Understanding on key issues related to education, child protection and violence against children.</li> <li>Demonstrated experience in quantitative and qualitative research skills, especially in the field of impact estimation (qualitative and quantitative approaches)</li> <li>Strong statistical and analytical skills</li> <li>Good understanding of rights-based approaches to programming, including considerations on equity, gender equality, human rights and child protection</li> </ul> <p><u>Competencies</u></p> <ul style="list-style-type: none"> <li>Communication</li> <li>Working with people</li> <li>Drive for results</li> </ul> <p><u>Languages</u></p> <ul style="list-style-type: none"> <li>Fluency in oral and written communication in Khmer, including proven ability to collect data and conducting interviews with difference audience.</li> </ul>
Proposed methodology and approach: 30 points		
4. Relevance and quality of proposed methodology to	25	<ul style="list-style-type: none"> <li>Relevance, quality and originality of proposed methodology</li> </ul>

address all activities listed in the work assignment		<ul style="list-style-type: none"> <li>• Sampling design available and feasible</li> <li>• Description of methods proposed to measure impact (quasi-experimental approaches, as well as qualitative approaches)</li> <li>• Clear mention of how to estimate impact of positive discipline when coupled with positive parenting</li> <li>• Innovative design and approach incorporated into proposed concept</li> </ul>
5. Potential constraints considered	5	<ul style="list-style-type: none"> <li>• At least 2 constraints outlines</li> <li>• Description of the process and procedures to deal with/mitigate these constraints</li> </ul>
Total	Maximum 70	

### Cost evaluation (30 points)

Criteria	Points	Unit of Analysis
The maximum score assigned to the price proposal will be allocated to the lowest priced proposal. All other price proposals receive scores in inverse order.	30	
Total	Maximum 30	

## 9. Administrative Issues

**Confidentiality:** The documents produced during the period of this consultancy will be treated strictly confidential and the rights of distribution and/or publication shall solely reside with UNICEF.

**Work Arrangement:** The selected institution will be responsible for own workspace in Phnom Penh and equipment for all team members.

**Travel:** The bidders are required to include the cost of in-country travel in the financial proposal. Travel cost shall be calculated based on economy class travel, regardless of the length of travel. Costs for accommodation, meals and incidentals shall not exceed applicable daily subsistence allowance (DSA) rates, as promulgated by the International Civil Service Commission (ICSC).

The consultant is expected to budget all costs related to the evaluation, including costs for data collection, hiring of local partners and data collectors, as well as translation costs, ethical clearance cost, etc.

## 10. Project Management/Contract Supervisor and other stakeholders

The consultant will work under the supervision of the Child Protection Specialist with regular technical input from the Chief Child Protection as well as the Education Officer and Education Specialist and the Chief Education. Compliance with the ToR and timely delivery of the expected deliverables will be closely monitored. Upon the completion of work assignments, the supervisor will evaluate the consultant's work, certify relevant documents and process/follow-up on the payments.

## 11. Payment Schedule (Please link to deliverables to the extent possible):

Payments by UNICEF are delivery-based and triggered only by satisfactory submission of specified deliverables and accompanying invoices. No additional fees shall be paid to complete the assignment. Payment will be made upon delivery of all final products and full and satisfactory completion of the assignment. Delay to agreed timelines for deliverables must be kept minimal and may otherwise incur financial penalties.

The actual remuneration will be negotiated with the selected institution and payment schedule will be as follows:

<b><i>Deliverables</i></b>	<b><i>Payment (including business travel fee) be directly linked with satisfactory deliverables</i></b>	<b><i>Reporting Requirements for each deliverable</i></b>
1. Deliverable #1: Submission of the inception report and analytical desk review, PPT of inception report in English and Khmer	30 per cent of the total fee	Power Point presentation to be accompanied
2. Deliverable #2: Submission of the first draft report and summary PPT in English and Khmer	30 per cent of the total fee	Power Point presentation to be accompanied
3. Deliverable #3: Submission of the final report, five-pages executive summary / infographic and brief PowerPoint presentation in English and Khmer	40 per cent of the total fee	Power Point presentation to be accompanied

#### **A Note to the bidders:**

*\* The fees shall be calculated based on the days estimated to complete the assignment in the Terms of Reference and shall be considered the maximum compensation as part of a lump sum contract and agreed on a work plan for submission of deliverables. No additional fees shall be paid to complete the assignment. Payment will be made upon delivery of all final products and full and satisfactory completion of the assignment.*