

Call for Consultancy

UNESCO Bangkok

Evaluation expert for the final evaluation of the project

“Promoting intercultural dialogue and a culture of peace in Southeast Asia through shared histories” (2014-2019)

Duration:	From 1 October to 30 November 2019 (tentatively)
Duty station:	Home, with travel to Bangkok (Thailand), Phnom Penh (Cambodia) and Ha Noi (Viet Nam) – to be confirmed
Type of contract:	Contract for Individual Specialist (consultant)
Deadline for submission:	20 September 2019, 5 p.m. Bangkok time

TERMS OF REFERENCE

Within the framework of project “Promoting intercultural dialogue and a culture of peace in Southeast Asia through shared histories”, funded by the Republic of Korea/UNESCO Funds-in-Trust, the Evaluation Expert will conduct the final external evaluation of the project, including an evaluation of the project’s outputs, outcomes, lessons learned and recommendations.

I. Background

The project stands on the belief that, in order to integrate and progress as one socio-cultural ASEAN community, Southeast Asian countries need to improve mutual understanding of one another, the perspective that has been prevented by nationalist or narrow way of teaching histories and social studies. It has been aspired that the millennials who are now students will have positively shaped attitudes towards each other, ensuring future intercultural dialogue and a sustainable culture of peace.

The project responds to ER8 (MLA 2) under Major Programme IV (Culture) to promote, demonstrate and strengthen enabling contribution of culture to the SDGs, in particular through its integration in country-level development frameworks, strategies and programmes, MLA 1 under Major Programme I (Education) to support Member States in the implementation of SCD4 (Quality Education), and ER2 (MLA 1) under Major Programme III (Social and Human Science) to strengthen national institutional and human capacities at all levels to generate, manage and apply knowledge, ethics and human rights frameworks. Financed with extra-budgetary fund by the Government of the Republic of Korea, this project is the first of its kind in Southeast Asia. UNESCO Bangkok has been the main implementing office, working closely with other field offices (Ha Noi, Jakarta and Phnom Penh), National Commissions for UNESCO and Ministries of Education in participating Southeast Asian countries. The main beneficiaries of this project are schools (teachers and students), Ministries of Education, and teacher training institutes.

UNESCO has worked with diverse groups of historians and educators, as well as relevant institutions to develop and disseminate innovative teaching and learning materials to promote intercultural dialogue in the region. These are collectively called, “The Shared Histories of Southeast Asia”. It is deemed to provide exemplary content and methodologies to teach histories from a sub-regional perspective to encourage mutual understanding. The teaching materials would help

students understand and confront perceptions currently reinforcing antagonism and negative stereotypes. They emphasize similarities, complementarities and mutual respect while also acknowledging differences.

Essentially, the following outputs have been expected:

- Teaching/learning materials corresponding to selected key topics in the pilot phase
- Additional teaching/learning materials developed in the expansion phase, along with translation of pilot materials into selected languages
- Development of a delivery platform for materials dissemination
- A corps of teachers trained in participating countries
- Exchange opportunities among participating schools

In terms of overall impact, the project is expected to create common intellectual ground among Southeast Asian peoples within the context of greater economic, social and cultural integration. It will assist teachers and encourage students throughout the sub-region to engage in dialogue and learn from and about each other.

The project was implemented from the beginning of 2014 and will be completed in 2019, in the following phases:

Preparatory phase (2014): involved high-level consultation meeting on Southeast Asian History, and the convening of the Technical Advisory Committee (TAC) consisting of historians and educators from many countries in Southeast Asia.

Pilot phase (2015-2017): involved endorsement by Ministries of Education in Southeast Asian countries, and pilot development and testing of the teaching and learning materials for selected key topics.

The project has been endorsed by Southeast Asian Ministers of Education Organization (SEAMEO) High Officials Meeting (2014), SEAMEO Council Conference (2015), ASEAN Senior Officials Meeting on Education (2016) and included in the ASEAN 5-year Work Plan on Education (2016-20). The endorsement has given a certain assurance that the project's outputs will receive buy-in from national governments of ASEAN countries, although in different degrees. Therefore, it is necessary that teachers in these countries is equipped with understanding and resource to access the shared histories concept and knowledge on how to best transmit the content in the materials to their students.

Guided by historians and educators from across Southeast Asia as part of a Technical Advisory Committee, four teaching units have been developed as follows:

- 1) **People and Places** examines the interaction between the peoples of Southeast Asia and their various environments across time and space.
- 2) **Early Centres of Power** attempts to move away from the history of individual kingdoms. Rather, it examines what these ancient polities shared with each other.
- 3) **Rice and Spice** are part of everyone's life in Southeast Asia. Most children consume them every day as their main staples. Yet, there is much more to them than their gastronomic value.
- 4) **Envisioning Southeast Asia** explores how, as a region, Southeast Asia has sought ways to interact with the world while at the same time creating common grounds for shared experiences.

Together the units will address political, social and cultural aspects of Southeast Asian shared histories. In 2016-17, the draft version of the materials has been piloted in selected primary schools in 7 countries, namely, Brunei Darussalam, Cambodia, Indonesia, Malaysia, Philippines, Thailand and Viet Nam. Feedbacks from teachers and students, challenges at school and national level have been identified and brought forward at the Third Sub-regional Meeting in October 2018, resulting in



an expert meeting to revise for the last time the teaching materials and develop teaching and learning guide in April 2019.

Expansion and roll-out phase (2018-2019): development of additional materials, roll-out in Southeast Asian schools and dissemination of the materials through other channels.

In this phase, UNESCO has encouraged new initiatives that bring the content of shared histories materials to interpret and use in other platforms and for other groups of audience.

In 2018, UNESCO Bangkok and Microsoft Thailand organized a Hackathon competition to bring in young developers and technology marketers to develop web and mobile applications on the topics in Southeast Asian Shared Histories materials. The results included 15 prototypes being presented, five of which were selected and funded to develop to the full version, and three later were awarded winners. The apps are now accessible via online game downloading platforms.

Also in 2018, UNESCO also collaborated with MMCA in the Republic of Korea to explore innovative and creative means for sharing the materials. The result was a contemporary art exhibition titled, "How Little You Know About Me". Two participating artists from Indonesia and the Republic of Korea exchanged stories about food from their childhood and created a recipe based on each other's story. The newly developed recipes reflect on commonalities they found within the process. The process was documented in the form of a culture programme book.

In 2019, a school-to-museum series of workshops and visits was initiated in Thailand in collaboration with Faculty of Education, Chulalongkorn University, and Museum Minds Consultancy. Teachers from ten schools and staff from five museums were brought together to co-create school excursion programmes to local museums that also benefit the understanding of history teaching at schools both according to formal education curricula and along the line of the Shared Histories teaching materials.

UNESCO has also experimented on communicating the concept of sharedness through history learning for young children (age 6-10 years old) through a series of children's pastime books co-developed with Sarakadee Publishing (Viriyah Business Co., Ltd.). Two volumes of the expected series of four volumes will be finalized in 2019, on topics of Rice (volume 1) and Spice (volume 2).

An online lesson repository has also been created to host the final materials for public access, targeting school teachers who are looking for teaching materials and methodologies for their classes. The online repository can be accessed at <http://sharedhistories.asia>

As per UNESCO's rules and regulations, a final evaluation of the project will be performed by an external assessor independent of UNESCO or Ministries of Education of the participating countries.

II. Purposes

The evaluation is an important and integral part of the project to assess its relevance and effectiveness in the context of UNESCO's intersectoral programme between Culture, Education and Social and Human Sciences. It is for senior and programme officers at UNESCO Offices in making future decisions, either for the next phase of the project in Southeast Asia or for replication in other sub-regions or clusters. Its findings will be presented at the Peace Conference in February 2020.

The purposes of this evaluation, therefore, are:

1. Assess the relevance, efficiency (including value for money) and effectiveness of the project outputs and outcomes in achieving the project's goal and objectives as outlined in the approved project documents. The project document and result framework (Annex A), progress reports (Annexes B-H) and meeting report (Annexes I-L) shall be used as essential tools for assessing the outputs and outcomes of the project;
2. Document lessons learnt and provide recommendations relevant to sustaining the impact of the project and responding to persisting and emerging needs in promoting shared histories education in the participating countries in Southeast Asia;
3. Advise more generally on future orientations of the next possible phase of the Shared Histories of Southeast Asia project.

III. Scope

This evaluation will consider project effectiveness, relevance, efficiency and sustainability. The following questions may guide the inquiry and may find different answers in the different countries:

Project effectiveness: immediate effects of project's outputs on the target groups and beyond:

- To which extent were the project's objectives reached? What were the major factors influencing the achievement or non-achievement of the objectives? A results framework is available in the project document as Annex A.
- To what extent have the project beneficiaries (teachers and students), Ministries of Education, and teacher training institutes) and responsible national counterparts been satisfied with the project? Has the project made a difference to their engagement in history teaching that emphasizes shared identities and peace?
- How effectively the project's public communication and visibility have been undertaken?
- How, if at all, does this project contribute to UNESCO's Global Priority Gender Equality?

Project relevance: alignment with UNESCO's priorities and policies

- To what extent are the objectives of the project still valid?
- Have the project's objectives addressed identified needs of the target groups in respect to history education? Were the activities adequately tailored to the needs identified for each target group? Did the activities and outputs address the problems identified?
- Is the project consistent with UNESCO's regular programme and medium-term strategy (C/5 and C/4)? Does it contribute to sustainable development goals? Does UNESCO have a comparative advantage in designing and implementing this project?
- From the evaluator's point of view, which are the main **strengths and weaknesses** of the project?
- Which **lessons** may be drawn from the project for future project to mainstream Shared Histories of Southeast Asia?

Project efficiency: use of resources to generate planned outputs

- Have **funds** been used in an efficient way? Could the activities have been delivered with fewer resources without reducing their quality and quantity? On the other hand, with the same budget, could more activities have been delivered without reducing their quality and quantity?
- Have UNESCO's organizational structure, managerial support and coordination mechanism adequately performed the function of delivery?
- Have the activities been delivered in a timely manner?

Sustainability of the results:

- What is the likelihood that the benefits from the programme will be maintained for a reasonable period after closure of the project? Has UNESCO designed methods/taken measures to ensure the sustainability of the programme?
- How developed is the national or institutional ownership to pursue the activities? Do the partner institutions have the capacity to maintain and expand the project's outcomes?

IV. Methodology

One International Expert Evaluator will conduct the evaluation.

An indication of the proposed methodology will be a part of the prospective consultant's technical proposal which will be further refined during the inception phase. The methodology may include:

- a) Conduct desk study to review all key relevant documents, including:
 - TOR of national pilot teams;
 - TOR of Technical Advisory Committee members;
 - Key reference documents (Annexes A-F)
- b) Conduct interviews: Develop and design method(s) to interview representative samples of the following stakeholders (virtual and face-to-face):
 - UNESCO offices in Bangkok, Jakarta, Phnom Penh and Ha Noi;
 - Local/national counterparts and stakeholders in the pilot countries (Brunei Darussalam, Cambodia, Indonesia, Malaysia, the Philippines, Thailand and Viet Nam);
 - Technical Advisory Committee members;
 - Authors of teaching units and teaching and learning guides.
- c) Observe the introduction of Teaching and Learning Guide and lesson plans of a unit at Sub-regional Training of Teacher Educators for Shared Histories of Southeast Asia in Bangkok.
- d) Attend additional video and teleconferences with UNESCO Bangkok and off-site experts, as appropriate and necessary.

Prior to the start of the on-site and online evaluation, UNESCO Bangkok shall provide the Evaluator with relevant background documents for her/his review. It is envisioned that the evaluator shall have reviewed all documents, prepared her/his inception report and work plan (in collaboration with UNESCO) prior to the start of the on-site evaluation process.

The Evaluator is foreseen to spend a total of 26 working days (5 days for review of background documents, 11 days for briefing and interviews, 10 days for report writing).

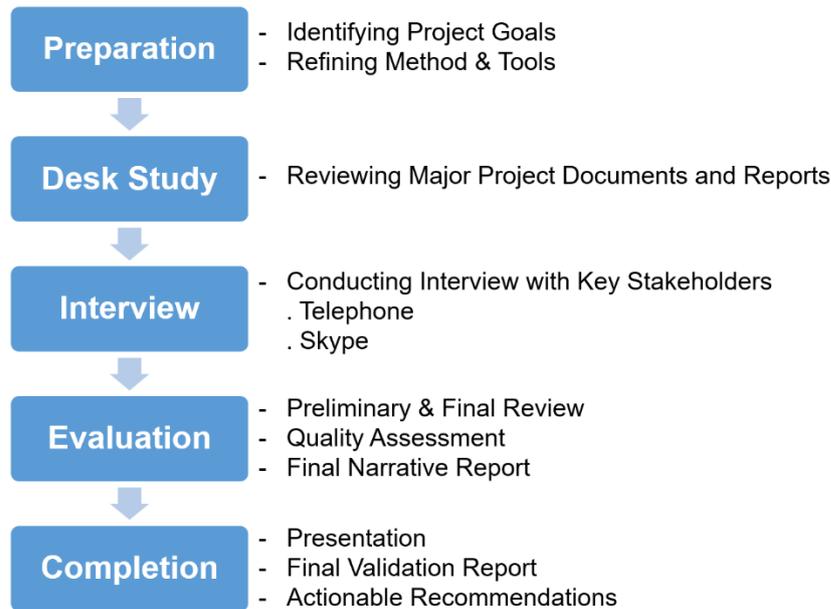


Figure 1: Evaluation Process

This evaluation follows the UNESCO RBM Guiding Principles (UNESCO, 2015).

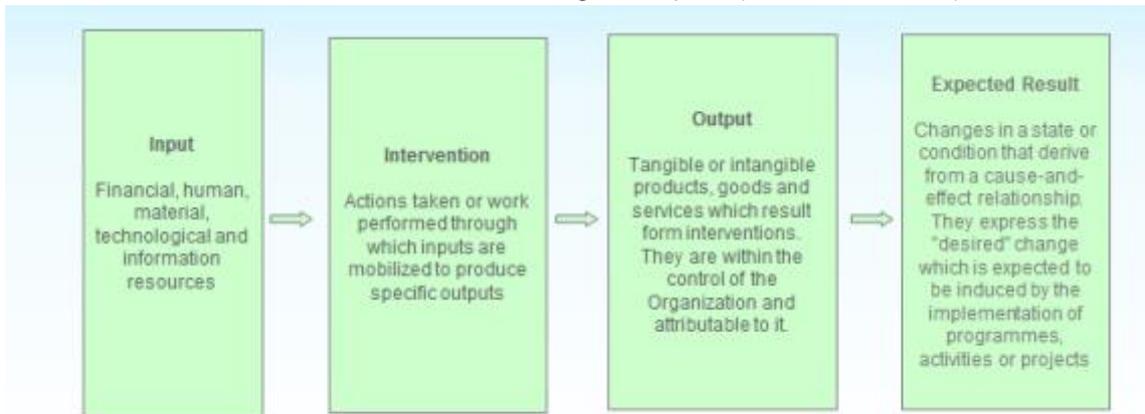


Figure 2: UNESCO RBM result chain

Source: Results-Based Programming, Management, Monitoring and Reporting (RBM) approach as applied at UNESCO: Guiding Principles (2015, p.33)

V. Roles and responsibilities

The Evaluator to conduct the evaluation will work closely with the designated UNESCO Field Offices and in coordination with the Chief of Culture Unit at UNESCO Bangkok. UNESCO Bangkok will oversee quality assuring the deliverables.

UNESCO Bangkok can provide documents, assist in setting up interviews and disseminating survey materials, if needed.

VI. Profile requirements

Compulsory qualifications:

- 1) Advanced university degree in education, social sciences, history education or related fields;
- 2) Minimum of 7 years of professional experience in results-based project evaluation;
- 3) Knowledge and experience in formulating indicators for monitoring implementation and results, and applying qualitative and quantitative data analysis techniques;
- 4) Familiarity with Southeast Asian social and cultural contexts;
- 5) Excellent analytical skills, as well as oral communication and report writing skills in English;
- 6) No previous involvement in the implementation of project activities under review.

Desired qualifications (optional):

- 7) Good competence in one of the related Southeast Asian languages (Bahasa, Khmer, Malay, Thai, Tagalog, Vietnamese) is an advantage;
- 8) Experiences in evaluating education/history education projects targeting secondary school level.

VII. Expected deliverables and schedule

The assignment is expected to take place in October and November 2019. The indicative timeline is as below.

- 1) Draft an inception paper with an evaluation framework, detailed methodology, methods/tools and analysis plan, evaluation report outline, possible references and workplan for the evaluation exercise (1-15 October 2019)
- 2) Conduct interviews through video or teleconference with UNESCO Bangkok and Jakarta, selected Technical Advisory Committee members and authors, and concerned counterparts and stakeholders (22-25 October 2019)
- 3) Undertake missions to Ha Noi, Phnom Penh and Bangkok (3-10 November 2019 including travelling time) to interview concerned counterparts and stakeholders and debrief preliminary findings with UNESCO Bangkok
- 4) Draft and finalize an evaluation report. **The Draft and Final Evaluation reports shall be written in English and comprise no more than 25 pages excluding annexes. Its structure should be as follows:**
 - a) Executive Summary
 - b) Project description
 - c) Evaluation purpose
 - d) Evaluation methodology
 - e) Findings
 - f) Conclusions
 - g) Recommendations
 - h) Annexes including TOR of the evaluator, list of interviewees, data collection instruments, key documents consulted.

Activity/Deliverable	Timeline
Launch of the evaluation	1 October 2019
Inception paper submitted	15 October 2019
Teleconference interviews	22-25 October 2019
Face-to-face interviews	1-8 November 2019
Debriefing session to present preliminary findings to UNESCO Bangkok	8 November 2019
Observe the Sub-regional Training of Teacher Educators for Shared Histories of Southeast Asia, Bangkok	9 November 2019
Draft evaluation report submitted	25 November 2019
Final evaluation report submitted	6 December 2019

Key referential documents (accessible through: <http://tiny.cc/annexSH>)

- Annex A: Project document and results framework
- Annex B: 1st Progress report (October 2015)
- Annex C: 2nd Progress report (October 2016)
- Annex D: 3rd Progress report (May 2017)
- Annex E: 4th Progress report (October 2017)
- Annex F: 5th Progress report (June 2018)
- Annex G: 6th Progress report (December 2018)
- Annex H: 7th Progress report (June 2019)
- Annex I: 1st Expert Meeting report (September 2013)
- Annex J: 2nd Expert Meeting report (September 2014)
- Annex K: 1st Sub-regional Meeting (July 2016)
- Annex L: 2nd Sub-regional Meeting (October 2018)
- Annex M: 3rd (TAC) Expert Meeting report (October 2018)
- Annex N: Final version of the teaching materials and Teaching and Learning Guide of the Shared Histories of Southeast Asia
- Annex O: The draft online repository of the teaching materials and Teaching and Learning Guide: <http://sharedhistories.asia>
- Annex P: MMCA-UNESCO Collaboration
- Annex Q: School-to-Museum programme by Museum Minds
- Annex R: Children's books: concepts and drafts
- Annex S: UNESCO-Microsoft mobile/web applications
- Annex T: Workshop on Contemporary Art in Southeast Asia at Bangkok International Performing Artist Meeting (BIPAM) (October 2019)
- Annex U: Project proposal by Ministry of Education of Brunei Darussalam
- Annex V: Background, agenda and list of participants for Sub-regional Training of Teacher Educators for Shared Histories of Southeast Asia

How to apply

Please send your proposal by 5 pm (Bangkok time) **20 September 2019** to culture.bgk@unesco.org

The proposal includes:

- CV;
- A letter highlighting your most relevant experiences for this assignment with the proposed methodology in brief to contribute/ build on to the project evaluation and how your expertise is suitable to the assignment;
- Sample of evaluation work;
- Expected remuneration (excluding travel, meals and accommodation costs which will be calculated according to UNESCO rules and regulations).

Only shortlisted candidates will be contacted.