



## FO ToR Project External Evaluation

<b>Country:</b>	Thailand
<b>Project:</b>	533015 KNMLE project
<b>Commissioned by:</b>	Pestalozzi Children's Foundation

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### List of Abbreviations

KnED	Karenni Education Department
BMN & BMS	Ban Mai Nai Soi camp Site1 & Ban Maesurin camp Site 2
ECD	Early Childhood Development
JRS	Jesuit Refugee Service
KnED	Karenni Education Department
KECD	Karen Education and Culture Development
KNWO	Karenni Women's Organization
Mol	Ministry of Interior
STF	SEH-TEH Foundation (also previously known as Karenni Education Department and Network.
MTB-MLE	Mother Tongue-Based Multilingual Education
PCF	Pestalozzi Children's Foundation
ToR	Terms of Reference
WEAVE	Women's Education for Advancement and Empowerment

## 1 Background information and context

The Karenni Mother Tongue-Based Multilingual Education (KN-MTBMLE) Project is a multi-year initiative supporting equitable access to quality education for Karenni children in refugee camps, ensuring that teaching and learning are responsive to their language needs and relevant to their cultural identities. The first *Karenni Initiative Towards MTB-MLE (2018–2021)* was managed and implemented by the WEAVE Foundation in close collaboration with the Karenni Women's Organization (KNWO), with KNWO responsible for kindergarten 1 and the Karenni Education Department (KnED) responsible for kindergarten 2 as part of the wider basic education system (KG2–G6). This first phase introduced Kayah-based MTB-MLE in one camp and strengthened early childhood learning through teacher training and foundational mother-tongue teaching and learning materials.

This first phase of the KNMLE project cooperation with JRS aims to support 2,307 children (1,130 girls and 1,177 boys), managed and implemented by Jesuit Refugee Service (JRS) in close collaboration with KnED, expanding the initiative to two refugee camps (Site 1 and Site 2) and introducing both Kayah and Paku (Sgaw Karen) MTB-MLE for children from Kindergarten to Grade 2. Students in Grades 3–6 may also benefit indirectly, as some trained teachers teach across multiple grade levels. For Site 2, KnED is working alongside the Karen Education and Culture Development (KECD) Furthermore, KnED collaborates with the Seh Theh Foundation (STF), implementer of MTB-MLE in Karenni State, on materials development. Importantly, the development of the Karenni Language-in-Education Policy, the Kayah and Paku MTB-MLE curriculum frameworks, and the language progression plan lays the foundation for a coherent and inclusive language policy environment. Once fully implemented, it will allow all children across the camps to benefit either directly or indirectly. Although the outputs refer broadly to KG -G6, the expansion of full MTB-MLE to Grades 4–6 could be anticipated as a potential direction for a future 2nd phase, depending on the findings and recommendations generated by this external evaluation. The evaluation will therefore assess progress toward intended results, the extent to which the project has reached its target groups, and the effectiveness and sustainability of the systemic foundations established in this phase.

## 2 Purpose of the evaluation (review).

The purpose of the project review is to evaluate the project results and draw lessons learned from the 2nd phase of the project including the planned and implemented interventions; and use the lessons for the potential planning of a 2nd phase.

## 3 Scope and focus of the evaluation (review).

The review of the project aims to assess the relevance, effectiveness, efficiency, sustainability of the second phase of the project.

### 3.1 Project review questions

Key questions for the project review:

Relevance and design:

1. To what extent is the project relevant to the current and emerging educational needs of the Karenni community, and how well does it respond to future needs over the next 3–5 years?
2. To what extent have teachers been able to apply MTB-MLE and child-centred approaches (CCA) in their classrooms? What factors enable or constrain effective practice?
3. How effectively do project staff, trainers, and the MTB-MLE team provide coaching, classroom demonstrations, and feedback to support teachers in applying MTB-MLE with CCA?
4. How effectively are the MTB-MLE instructional materials and supplementary reading materials used in the classroom, and how do they contribute to student engagement and learning?
5. How can existing MTB-MLE materials in Kayah and Paku (Sgaw Karen) and materials from Myanmar, Thailand, and worldwide adapted or used to support efficient, cost-effective, and culturally appropriate expansion or scaling, including consideration of dialect differences?
6. What are the current assessment practices (who administers them, how often, and in what ways), and what are their strengths and limitations in supporting holistic child development and MTB-MLE learning?
7. Should existing assessment practices be continued, adapted, or discontinued, and are new assessment tools or approaches needed to monitor student progress more effectively?

8. How and to what extent is gender integrated into the project's design, implementation, teacher support, monitoring, and community engagement? What improvements are needed to strengthen gender responsiveness?
9. What are the attitudes of parents, caregivers, and community members toward the project, and how do these attitudes influence children's participation and learning?
10. How has the project contributed to strengthening the capacities of KnED, teachers, and MTB-MLE teams to implement, monitor, and sustain MTB-MLE? What additional capacity-building is required?
11. To what extent are the Karenni Language-in-Education Policy, curriculum frameworks, and language progression plan understood and used by relevant stakeholders, and what support is needed for full adoption and implementation?
12. Which components of the project show strong potential for sustainability, and what areas require further development to support a potential third phase, including possible expansion of MTB-MLE to Grades 4–6?
13. What priority recommendations emerge to guide future planning, improve classroom practice, strengthen coaching systems, and ensure long-term impact?

### 3.2 Project review methods

Review methods:

(Refer to the external consultant's review proposal to PCF).

## 4 Schedule and Deliverables

Septs	What	No later than...
1.	Submission of project review proposal draft	22 Jan 2026
2.	Selection of the candidates	23 Jan 2026
3.	Signing the contract and finalising the ToR	26 January 2026
4.	Organising the data collection (schedule and development of tools)	February 2026
5.	Desk Review & Data collection, Field work	February 2026
6.	Draft project review report	02 March 2026
7.	Presentation of the final project review report and discussion of next steps with PCF/ partners/stakeholders	06 March 2026
8.	Final Report	15 March 2026

### 4.1 Structure and length of the final report

The report for the project review:

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

## 5 Role and responsibilities

The human resource of this project review consists of the external review consultant/team (including translator/assistant) and the support team. The project review support team are from the current project staff and PCF THA staff. The following individuals will be requested to provide assistance to the project review consultant/team, serving as support team: JRS- KNMLE project staff including MTB-MLE Team of KnED, PCF

(C-rep, EO, FAO). The partner organization (JRS) is responsible to support the external review consultant/team in organizing, scheduling meetings with key informants, participants for the review activities (in coordination with other partners such as KNWO, KnED, etc).

## **6 Competency profile of the evaluator(s) and feasibility study team.**

The consultant should have the following qualifications: experienced in result based management monitoring and evaluation (RBM M&E), Mother Tongue Based Multilingual Education, Human Rights Based Approach in development Cooperation, an understanding of Child Centre Approach, sensitive to gender and indigenous cultures, and familiar with education in emergency situation.

## **7 Budget**

Budget for project review:

A detailed budget should be included in the proposal and specify how many person-days are given for studying the documentation, execution (field visits), reporting etc.

Other expenses to be calculated include (if relevant): session with partners, transportation etc. will be arranged by PCF THA Staff

## **8 Guiding principles and values**

The evaluation team should adhere to the United Nations evaluation norms and standards and ethical guidelines for evaluation<sup>1</sup>.

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, the consultant and study team must adhere to child safeguard policy of PCF and partner.

## **9 Annexe**

The following documents will be provided to the project review consultant:

Project description, logframe, project monitoring system report, annual reports, and other relevant documents as needed.

**Interested candidates, please submit your proposal and detailed budget to Ms. Rattanaporn Ananyavong at [r.ananyavong@pestalozzi.ch](mailto:r.ananyavong@pestalozzi.ch) The deadline for submission is 22 January 2026 at 17:00 PM.**

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<sup>1</sup> <http://www.unevaluation.org/document/detail/1914>, consulted on 23.10.2016