

TERMS OF REFERENCE:

Consultancy to Conduct End-Project Evaluation of “Sustaining Education for Burmese Refugees and IDPs Phase II”

1. Context

Myanmar has endured decades of conflict since the 1980s. Since the establishment of the Karenni National Education Department (KnED) in 1997, Jesuit Refugee Service (JRS) has worked alongside KnED and refugee communities in Thailand to address the educational needs of those most affected. Over the years, JRS has continuously evaluated and adapted its services, methodologies, and pedagogy to respond to evolving requirements and the needs of vulnerable communities. In Myanmar, JRS partners with local organizations to support the education of internally displaced persons (IDPs).

In 2023, JRS, with the support of Caritas Australia, has implemented the “Sustaining Education for Burmese Refugees and IDPs Phase II”. This multi-year education project initiated in Kayah State, Myanmar, and in Ban Mai Nai Soi (BMN) and Ban Mai Surin (BMS) refugee camps in Mae Hong Son seeks to strengthen and expand educational services, enabling conflict-affected communities to build a foundation for a more secure future. The project design incorporated lessons from previous evaluations, leading to several key adjustments such as expansion of education to include Grades 11 and 12 in BMN and BMS camps, introduction of a Mother Tongue-Based Multilingual Education (MTB-MLE) approach for Grades 1–6, and enhancement of education quality through curriculum development, teacher training, and greater parental involvement.

As the project nears completion, JRS seeks an external evaluation to assess its results and impact on the communities it serves. Due to travel restrictions in Myanmar, the evaluation will be conducted in person only in the two camps in Mae Hong Son, while impacts in Myanmar will be assessed remotely through desk reviews and online interviews.

2. Objectives of the evaluation and job description

This external evaluation aims to (1) examine projects achievements, processes and community engagement, addressing the DAC Evaluation Questions: Relevance, Effectiveness, Efficiency, Impact, and Sustainability; (2) facilitate reflection and extract learnings for JRS and the projects multi-stakeholders; and (3) generate recommendations for future adaptations and improvements, on the foundation of strengths and capacity of JRS, partners and communities that are served in the project.

JRS is looking for an evaluator who will be:

- Lead the evaluation design and implementation guided by the project’s design ensuring clear linkages between outcomes, and impact. Oversee and carry out data collection, validation, and analysis to measure progress.
- Develop and operationalize an evaluation framework and data collection instruments to systematically assess attainment of outputs across the set target areas of work. Ensure the use of mixed-use methodologies to assess both quantitative performance metrics and qualitative dimensions of change.
- Provide technical and methodological leadership in assessing the effectiveness, efficiency, and coherence of project implementation across all components such as Teaching Training and Capacity Strengthening, Grade 11 and 12 expansion, Inclusive Education, and Mother Tongue Based-Multilingual Education (MTB-MLE). Examine coordination mechanisms among project partners and key stakeholders.

- Generate credible, evidence-based findings and learning products to demonstrate progress toward intermediate and long-term outcomes. Provide actionable recommendations for improvements and adaptations to succeeding phase/s of the project.
- Prepare a comprehensive written evaluation report summarizing findings, analysis, and recommendations, with a clear assessment of the project’s impact on the JRS and participating communities.

3. Scope of work and suggested methodology

This evaluation will focus on the following:

- **Time Period:** July 2023 to December 2025, covering the first 2.5 years of the project implementation. The evaluator will coordinate with JRS Asia Pacific team to arrange field travel and related arrangements.
- **Geographic Area:** 2 Refugee camps in Mae Hong Son (Ban Mai Nai Soi/BMN and Ban Mai Surin/BMS) in Thailand through desk review and primary data collection. Kayah State in Myanmar through online interviews and/or focus group discussions and desk review.
- **Project Components:** The evaluation will cover key activities of the project and will take a comprehensive view of the project’s implementation and outcomes.
- **Participants:** Feedback will be collected from JRS Thailand and JRS Myanmar project team members, and project participants from the communities involved, as well as local partner organizations.

The evaluation will also consider any constraints, including access limitations, timing of community activities, and participant availability, while clearly noting any activities or issues outside the scope of this evaluation. For the project evaluation concerning Myanmar, the data collection will be done virtually and through desk review, while on the side of Thailand in Mae Hong Son, it is expected that the evaluator will conduct data collection in person.

The evaluation will adopt a mixed-methods approach, integrating qualitative and quantitative data collection and analysis techniques. The evaluator will recommend the most appropriate methods based on the evaluation objectives, project context, and available resources.

Suggested methods may include:

- Key informant interviews with community members, local leaders, and government actors
- Focus group discussions
- Review of secondary data from project reports, local services, and policy documents
- Direct observation (field notes, photographs, videos)
- Participatory techniques such as storytelling, and photo-sharing

4. Chronogram

The evaluation is expected to be conducted between **February and March 2026**, and the final report must be submitted no later than **15 March 2026**. The table below provides an indicative allocation of working days for the evaluation based on standard activities. Once the contract has been awarded to the selected evaluator or evaluation team, a detailed evaluation plan and work schedule will be finalized collaboratively.

Activity	Description	Deliverables	Time frame
Desk assessment and planning	Familiarisation with program documentation, development of an	Evaluation plan, including methods, data security/confidentiality provisions, detailed schedule.	5 days

	evaluation plan in consultation with evaluation users.		
Data collection, analysis and sensemaking	Engagement of relevant stakeholders; visit to program sites (Mae Hong Son); data collection, analysis, and facilitation activities as planned.	Informed consent forms, if applicable.	7-10 days
Development of Interim report and sharing of findings	Sharing preliminary findings, interpretation, and recommendations with evaluation users (online or face-to-face); facilitating feedback collection.	Slide deck presentation, including preliminary findings and recommendations.	5 days
Final draft and sharing of findings	Addressing feedback, developing final report draft, engaging with primary evaluation users to support evaluation use.	Slide deck presentation, including final findings and recommendations. Draft final evaluation report	3 days
Final report submission	Addressing feedback and finalising report.	Final evaluation report.	2 days

The consultancy period will total 25 working days.

5. Reporting line

The consultant will report to the JRS Asia Pacific team, primarily with the Regional Program Officer and/or the Deputy Regional Director.

6. Requirements and qualifications

The successful candidate should have the following qualifications:

- Demonstrated experience in conducting evaluations, using a mixed method (qualitative and quantitative).
- Either work experience or knowledge and understanding of the historical, political, social, and cultural context of the countries where the program/project is implemented.
- Intercultural competence, as the ability to respectfully and effectively communicate and work with people from diverse cultural backgrounds.
- Strong interpersonal and facilitation skills.
- Knowledge and experience in applying principles of Equity, Inclusion, Safeguarding and Protection in working with vulnerable people and communities including of relevant sector standards.
- Knowledge or experience in the sectors of Education, especially in the context of displacement is preferred.
- Language proficiency in English. Ability to speak Burmese language is a plus but not required.
- Experience in using participatory frameworks and methodologies that are closely aligned with the principles and approaches required for this evaluation will be highly regarded. In particular: Participatory Evaluation, Participatory Rural Appraisal (PRA) or Participatory Learning and Action (PLA), Most Significant Change, Outcome Harvesting, Contribution Analysis, Gender-Responsive Evaluation, Assets-Based Community Development (ABCD) Evaluation, Culturally Responsive Evaluation, Indigenous Evaluation, Empowerment Evaluation, Transformative Evaluation, and Appreciative Inquiry.

- Preference will be given to in-country evaluators and those with experience with DFAT-funded projects or Australian NGO Cooperation Program (ANCP).

The successful candidate must be able to:

- Undertake travel to project locations, mainly in Mae Hong Son, Thailand.
- Provide necessary equipment, including a personal laptop and any other materials required to effectively conduct data collection, analysis, and reporting.
- Adhere to JRS Code of Conduct, confidentiality agreements, and any other organizational policies to ensure the ethical, professional, and secure handling of all project information.
- Demonstrate flexibility to work in diverse field settings, coordinate with local partners, and adapt to logistical or contextual challenges during the evaluation process.
- Follow safety guidelines and organizational protocols during travel and fieldwork, ensuring responsible engagement with project participants and stakeholders.

JRS will provide logistical support, assistance in interview appointments, and interpreter services, among other things. The candidate must state any special requests or requirements during the application.

7. Sending an application

All applications must be sent to recruit.jrsapr@gmail.com, cc: susphase2eval@gmail.com with all the documents below by **10 February 2026, 17:00** (Bangkok time). Please include your last name and “**SUS Project Evaluator**” in the subject line. The position will be left open until filled. Incomplete applications or applications sent to another email will not be considered.

Applicants are requested to submit the following:

- Curriculum Vitae: CVs for all proposed team members (max 4 pages each), specifically addressing the required qualifications and providing 2–3 professional referees.
- Technical Proposal: Not exceeding 6 pages, detailing the proposed methodology, expertise, and implementation timeline.
- Financial Proposal: A comprehensive breakdown of fees and all travel-related costs, with a total ceiling of THB 150,000.
- Evidence of Prior Work: Copies of previous evaluation reports.

JRS advocates for equal opportunity and promotes a diversified and inspiring working environment. Therefore, qualified candidates of ethnic minorities and women are strongly encouraged to apply.

Only short-listed candidates will be contacted.

ANNEX I PROJECT DESCRIPTION

Education is a basic human right. This project aims to assist the Karenni National Education Department (KnED) in Thailand and Seh Theh Foundation (STF) in Myanmar to implement their education programs for refugees and IDPs, by helping them to improve and expand educational and education-related services and activities, thereby aiding the communities affected by conflict build a solid foundation for their own future.

JRS intends to do this by continuing to work hand-in-hand with these implementing partners in Thailand and Myanmar, and including crucially the refugee and IDP communities, to bring critical resources – via funding from Caritas Australia – to bare, resources that otherwise are not readily available, but nonetheless are much needed. Equally important, JRS works with KnED to develop curriculum and cater for the basic needs of all those directly involved in education so that they can remain focused on and receptive to teaching and learning.

Ultimately, the end goal of JRS is to see KnED/STF and the communities have in place an education system that can self-sustain, be effective in producing an educated citizenry, and is adaptable to changing needs. To do this, we work with our implementing partners and key stakeholders to build their capacity and support their efforts to teach and learn.

Sustaining Education for Burmese Refugees Phase II Project Objective: Refugee and IDP communities have a more effective basic education service than before (prior to academic year 2023 – 2024).

Long-term Impact:

The key stakeholders would like to see, as the end of project outcome (EPO), improved conditions for teachers and students in school so that they can focus more on teaching and learning, respectively. This will be measured via the following (proxy) indicators:

- EPO #1: Percentage of teachers with passing performance rating $\geq 70\%$
- EPO #2: The number of teachers trained in order to improve learning outcomes (E.03) = 216
- EPO #3: Teacher retention rate $\geq 65\%$
- EPO #4: Student dropout rate $\leq 5\%$

NB1: KnED is the refugee-run organization reporting to the political entity KnPP (Karenni National Progressive Party) and is responsible for providing education to all Karenni refugees in Thailand.

NB2: STF is the organizational name of KnED as registered inside Myanmar since 2013. In addition to taking responsibility for providing education to Karenni IDPs, they also assist other IDPs in Kayah State.

ANNEX II KEY EVALUATION QUESTIONS

The following Key Evaluation Questions (KEQs) must be answered through this evaluation in alignment with the priorities of the key stakeholders and evaluation purpose. Cross-cutting issues, including Gender Equity, Disability Inclusion, Climate Justice, Safeguarding, should be considered when responding to each KEQ, where appropriate.

- **Relevance:** (1) To what extent does the program/project respond to the current priorities, aspirations, and needs of participating communities and stakeholders, considering the local context? (2) How has the program remained relevant in changing political, social, and environmental contexts? (important for high-risk contexts)
- **Efficiency:** (1) How effectively have resources been used to deliver results, and what does this reveal about the program/project's value for participants and communities?
- **Effectiveness:** (1) To what extent has the program/project achieved its intended outputs and outcomes, and how have these results varied across different groups or contexts? (2) How did the program/project adapt to feedback, changing contexts or learning during implementation?

- **Sustainability:** (1) How likely are the program's outcomes to be sustained beyond its duration, and what factors support or hinder this sustainability?
- **Locally Led & Asset Based Community Development:** (1) To what extent has the program/project been locally led and built upon existing community assets, capacities, and knowledge including traditional and indigenous knowledge?
- **Impact:** (1) How has the program/project contributed to transformational change in the lives of individuals, and communities?

References:

As it is a project funded by the Australian Department of Foreign Affairs and Trade (DFAT), please note that the terms of reference for this evaluation are aligned to DFAT's Design, Monitoring, Evaluation, and Learning Standards (<https://www.dfat.gov.au/sites/default/files/dfat-design-monitoring-evaluation-learning-standards.pdf>), the Australian NGO Cooperation program (ANCP) Monitoring, Evaluation, and Learning Framework (<https://www.dfat.gov.au/sites/default/files/anpc-monit-eval-and-learning-framework.pdf>).