

Terms of Reference for BEST VI Mid-term Evaluation

1. Background and Context

The Basic Education Support Towards Transition (BEST) Phase VI project builds upon the successes and lessons from previous project phases while adapting to new challenges in an evolving landscape. Under BEST V (March 2020 – February 2023), refugee children and their families faced significant disruptions to education due to COVID-19-related school closures and restrictions on movement. Furthermore, in February 2021, Myanmar’s military coup dismantled the ongoing peace process between the previous government and ethnic armed groups (EAGs), including the Karen National Union (KNU) and the Karenni National Progressive Party (KNPP). These groups are directly affiliated with community-based organisations (CBOs) such as the Karen Refugee Committee (KRC) and the Karenni Refugee Committee (KnRC), which oversee education governance in the nine refugee camps in Thailand. The evolving political situation has heightened uncertainty for refugee communities, reinforcing the need for a resilient, inclusive, and quality education system within the camps.

BEST VI is implemented through a consortium of partners, including Save the Children Thailand (SCT), Jesuit Refugee Service (JRS), Adventist Development and Relief Agency (ADRA), Karen Refugee Committee Education Entity (KRCEE), Office of Karen Education Entity (OCEE), Karenni Education Department (KnED). The goal of TPD is to enhance teacher’s knowledge and skills, improve the quality of classroom teaching and learning, and ultimately strengthen students learning outcomes. The design of TPD interventions and the content of teacher trainings are informed by the Karen Refugee Teacher Competency Framework for the seven KRC-administered camps and the KnED Teacher Competency Framework for the two KnRC-administered camps. Both frameworks outline the essential competencies required for teachers working in the refugee camp context along the Thai-Myanmar border.

A Teacher Competency Assessment conducted in 2018 (RESILIENCE: A Comprehensive Evaluation of Teacher Competencies and Professional Development in Two Temporary Shelters on the Thai-Myanmar Border, 2018) revealed that teachers generally felt that professional development had significantly improved their teaching practices. They reported that training helped them enhance their subject-specific knowledge, confidence in writing lesson plans, classroom management strategies, ability to explain lesson topics, and capacity to create and use teaching and learning materials. Additionally, they developed skills in diverse teaching strategies, including the use of games, activities, and songs, and techniques to encourage student-led questioning based on readings. Beyond the assessment, the project has also monitored core teacher competencies through Classroom Support activities, where Resident

Teacher Trainers (RTTs) observe and assess teachers' core competencies from their teaching practices.

This mid-term evaluation is expected to take place from April – June 2025, providing insights to strengthen project interventions within refugee camps.

Purpose, Objectives and Scope

This mid-term evaluation, expected to be conducted in Year 3 of the BEST VI project, aims to assess refugee teacher competencies and the effectiveness of the TPD intervention. The study will also analyse trends in teacher competencies using data from 2018 to 2024 (according to the available data) while incorporating new data collected in 2025 through this consultancy. Additionally, it will identify gaps and areas for improvement. The findings will be used to inform coaching strategies and guide the adaptation of teacher training models, ensuring greater quality, relevance, and impact. It is intended that the mid-term evaluation will provide:

- 1) An analysis of teacher competency trends and pattern using existing data from 2018) to 2024 along with new data collected in 2025 (BEST VI) to assess overall progress and identify gaps.
- 2) An evaluation of the effectiveness of the TPD interventions under BEST VI.
- 3) Recommendations to improve project TPD implementation quality including teacher competencies, teacher trainings, classroom support activities, classroom teaching practices, and action plan for SCT.

The study team will be required to undertake consultation with the SCT's Refugee Education and Protection Programme Coordinator, Education Technical Advisors and MEAL at the commencement of the project to further refine the Study questions.

Scope: This midterm evaluation focuses on BEST VI intervention and implementation related to teacher development. The consultant will lead in the design of the midterm evaluation methodology, sampling, data collection, data analysis, and reporting in consultation with SCT. The primary beneficiaries are children, teachers, head teachers, the teacher resident trainers, and OCEE staff. The study will cover 4 refugee camps under both KRC and KnRC administrations, located in Mae Hong Son, Tak, and Kanchanaburi provinces. Due to the remote locations and challenging travel conditions, fieldwork will require careful logistical planning. Additionally, access to camps is restricted, requiring official authorisation from the Ministry of Interior (Mol) with advance notification. The study is expected to be conducted between April – June 2025.

Key Study Questions

Teacher Competencies Assessment

- *To what extent do the refugee teachers in KRC and KnRC administered camps demonstrate the teacher competencies? (disaggregation by teaching experiences, genders, camp administrations)*
- *To what % of observed teachers in targeted schools demonstrate increased basic proficiency levels in core competencies. (SDG 4.c.1)? (disaggregated by camp, school, type of teacher, sex, disability)*
- *To what extent do the head teachers contribute to the teacher development and roles in the TPD?*

- *What trends or patterns can be observed in teacher competencies based on available data from 2018 to 2024, and the new data collected in 2025? (Disaggregated by teaching experience, gender, and camp administration.)*
- *To how extent is teacher competency module is contextualised and relevant to the camp-based school setting?*

Implementation/Process

- *To what extent quality is the implementation of Save the Children's Teacher Professional Development intervention?*
- *What were the barriers and facilitators in implementing the Teacher Development Modules?*
- *How effectively did staff, partners, and stakeholders collaborate in delivering teacher development interventions?*
- *How can the implementation of the program be improved in terms of coordination and sustainability?*

Effectiveness

- *What unintended outcomes (positive or negative) have emerged from the intervention?*
- *How well does the intervention respond to identified needs and priorities of refugee teachers? Was it appropriately adapted to the local context and target population?*
- *To what extent do gender equality, disability, and social inclusion (GEDSI) factors influence teacher competencies, and how GEDSI-sensitive are the Teacher Development Modules?*

The consultant is expected to propose an appropriate sampling strategy that aligns with the study methodology, scope, and objectives. This strategy should ensure representativeness and reliability while considering logistical feasibility in the selected refugee camps. During the inception phase, the consultant will further refine the sampling approach, incorporating feedback from project stakeholders and ensuring it aligns with data collection methods.

Data collection will take place in four selected refugee camps: **Tham Hin, Mae La, Mae La Oon, and Ban Mai Nai Soi**. The detailed target populations please reach to Sarnsuwan, Porntip <porntip.sarnsuwan@savethechildren.org>

Expected Deliverables

The deliverables and tentative timeline are outlined below. The study team lead, and SC study Project Manager will agree on final milestones and deadlines at the inception phase.

- Inception Report
- Details on the methodology, critical tasks, anticipated outputs, date- bound timelines, resourceneeds, and responsible person(s).
- Kick off meeting and final debrief with key BEST-PREP VI staff and stakeholders.
- Presentation of final report to all stakeholders.

- Final mid-term evaluation Report, including a list and breakdown of interviewees and focus group participants, findings, recommendations and copies of all tools. Excluding the Cover Page, Table of Contents and Annexes, the report should be a maximum of about 40 pages, single-spaced and in Times New Roman 12 pt font, and be formatted
- Electronic versions of the raw data of collected, information on and contact details for all respondents and all SPSS/Excel files

Qualification and expertise

To be considered, the research team members together must have demonstrated skills, expertise and experience in:

- Proven experience conducting high quality project evaluation, please provide a CV(s) of lead consultant(s) and team (if any)
- Masters' degree in a relevant area
- Thai or international
- Proven track record or expertise conducting evaluations in refugee settings preferred
- Ability to work independently and meet tight deadlines
- Language proficiencies required include: English, Sgaw Karen, Karenni, and Burmese; kindly include a clear plan for language proficiencies in the team and/or translators included in the team
- Flexibility to travel to remote areas

How to apply

We invite interested candidates to submit an application for the consultancy should include:

Applications should be sent by email to the following email address: Request full TOR or more information at <porntip.sarnsuwan@savethechildren.org> and Submission through Admin.thailand@savethechildren.org

Deadline

The deadline for submission is 8 April 2025.