



“Access to Quality Education for Crisis-Affected Children in Rakhine State, Myanmar”

Services Required: Consultancy Service for the Impact Evaluation of the Project

Budget Heading: Assessment, Monitoring & Evaluation

1. Background

Rakhine State is characterized by complex humanitarian needs and challenges in the context of armed conflicts, displacement, ethnic violence, statelessness, trafficking, repressive policies, and systematic discrimination, as well as reoccurring natural disasters. The combination of protracted displacement, isolation, systematic deprivation of rights, and lack of access to livelihoods opportunities, and quality basic services (such as health and education) keep those living in the camps almost completely dependent on humanitarian assistance to meet basic needs. Conditions in the camp are overcrowded and unsafe, but Muslims IDPs have no option to return to their places of origin or relocate elsewhere. This protracted displacement amplifies such risks as SGBV, human trafficking/irregular migration, family separation, physical insecurity, and severe psychological distress. In this context, women and girls face particular challenges accessing services due to movement restrictions, low levels of literacy, language barriers, and a lack of awareness regarding their rights and entitlements.

The Lutheran World Federation (LWF) Myanmar is implementing “**Access to Quality Education for Crisis-Affected Children in Rakhine State, Myanmar,**” a project funded by Church of Sweden (CoS)/Radio Aid (RA) since 2017- 2018 academic year in 8 protracted Muslim IDP camps of Sittwe and Pauktaw townships and one relocated village in Min Gan of Sittwe township and 4 villages in Mrauk-U township. Key activities of the project include infrastructure support to Temporary Learning Spaces (TLS), Government Formal Schools (GFS), and Child Friendly Spaces (CFS), payment of incentive salaries to volunteer teachers and CFS animators, distribution of student and teacher kits, provision of scholarships for post-primary students, and training and awareness raising for teachers, CFS animators, PTAs and the wider community. Up to Phase 5 of the project in June 2022, the project has reached 20,939 KG students at TLS, 3,450 Grade 1 students TLS, 2,079 tuition students, 1,775 students at government formal schools, and 1,294 children at CFS, including 597 KG teachers, tuition tutors, and CFS animators.

2. Rationale

The evaluation will represent 5 phases of the project (including some periods of 6th phase) from June 2017 to June 2023. No project specific evaluation of “**Access to Quality Education for Crisis-Affected Children in Rakhine State, Myanmar**” has been carried out before. However, it had been evaluated partly as a project that complemented a larger education project funded by the EU, “**Education for Change: Education Assistance to Children in Rakhine State (2018- 2022).**”

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The evaluation is intended to determine the impact of the project “**Access to Quality Education for Crisis-Affected Children in Rakhine State, Myanmar**” and adopt OECD DAC to assess the **relevance, coherence, effectiveness, efficiency, impact, and sustainability** of the project interventions. It will also identify important lessons and draw recommendations for future education interventions. As for the crosscutting themes, the gender and disability and inclusion analysis will be incorporated to determine if/how the project addressed gender equity and inclusion for the children with disabilities (CWD) and lessons for the future.

Project Goal, Objectives, and Outcomes:

Overall goal: Internally displaced children have access to quality education in Rakhine State

Objectives:

1. Crisis-affected girls and boys have improved access to safe, quality and inclusive learning opportunities in a safe and secure learning environment that promotes the protection and well-being of learners.
2. Teachers and learning personnel (formal / non-formal) have improved capacity to provide quality and inclusive education opportunities to all crisis-educated girls and boys.

Key Outputs:

Output 1.1: Children have access to quality teaching and learning Output

2.1:

- Teachers and children know how to address protection risks in the camps
- Improved psychosocial wellbeing of teachers and students

Output 2.2: IDP Children have access to alternative education

Output 2.3: Teachers, children and communities are better informed about gender inclusive education

3. Objectives of the assignment

The purpose of the evaluation is to assess the **relevance, coherence, effectiveness, efficiency, impact, and sustainability** of the project interventions. It will also identify important lessons and draw recommendations for future education interventions. It will evaluate the way that the project has responded to various crises and operational constraints, including COVID-19 and the February 2021 military coup. Furthermore, the evaluation will also explore the gender and disability and inclusion dimensions to determine if/how the project addressed gender equity and inclusion for the children with disabilities and lessons for the future.

4. Intended users

The report will be used by LWF Myanmar and donors as benchmark information for evaluating project performance, measuring project achievements at the results levels, and using as a reference for next grant proposals.

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5. Methodology

The following process is proposed for the evaluation, but activities are not limited to these.

Preparatory phase: The preparatory phase includes; i) desk review of relevant project documents; ii) start-up meetings between the consultant and relevant LWF Myanmar team members; iii) design and finalization of questionnaire, field work plan (if relevant) and methodology, and iv) meeting with LWF Myanmar to validate proposed approach.

Field work / data gathering: The consultant(s) will carry out interviews and focus group discussions with project beneficiaries and stakeholders and collecting case study data. This may take place in person, but given the ongoing access challenges in Rakhine State, remote data collection and interviews may be considered, and could be supported logistically by LWF Myanmar. The consultant(s) will present preliminary findings, conclusions, and recommendations to the project stakeholders to obtain their feedback at the end of the data-gathering phase.

Analysis and write-up: The team will compile, consolidate, and analyze relevant primary and secondary information/data (qualitative and quantitative), draw key findings and provide recommendations. A draft report will be shared to LWF Myanmar for comments and feedback. The lead consultant will submit a final report to LWF Myanmar after incorporating the feedback and comments.

The consultant(s) will be free to expand the scope, criteria, questions and issues mentioned in the sections above, as well as develop their own evaluation tools and framework, within the time and resources available. The team shall provide a detailed methodology (e.g. checklist, questionnaires, matrix etc.) including proposed sample size, sample locations and action plan before commencement of the work for discussion. Final methodology and work plan shall be agreed by LWF Myanmar.

6. Timeframe

The final report shall be completed and presented in the last week of Dec 2022. LWF Myanmar is flexible on whether the work is carried out by one or more consultants, within the overall budget for the evaluation, provided that a clear justification and division of labour is proposed.

7. Deliverables

- a) Evaluation framework, methodology, tools, and work plan (finalized in consultation with LWF Myanmar)
- b) Draft report, including representative case studies for each key activities
- c) PowerPoint presentation of the key findings for project progress and validation workshop
- d) Final report (incorporating inputs from LWF Myanmar)

The Final Evaluation Report should include:

- a) Sample evidence for fulfilling the objectives mentioned in this ToR.

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- b) Quantitative and qualitative substantiation of the findings, including data tables and case studies
- c) At least six representative case studies of beneficiaries and stakeholders
- d) Supporting data and analysis should be annexed to the report when considered important to complement the main report.
- e) Limitations, challenges, lessons learnt during the evaluation and recommendations for future improvement

The report shall be written in simple English language and must be comprehensive. References shall be cited after each important facts and figures, and any findings should be supported by evidence.

Two copies of the final report, as well as an electronic version, should be submitted to LWF Myanmar. The final report should be professionally edited, incorporating any comments, corrections or feedback. Any supporting raw data collected should also be submitted to LWF Myanmar.

8. Budget

The consultant shall submit a total budget with detailed breakdown, including all applicable taxes, at the time of submission. The budget should cover consultant(s) fees, plus relevant travel and accommodation costs and other applicable budget lines, the amount of which will be agreed between LWF Myanmar and the consultant.

9. Copyright

Copyright for all the documents of this assignment will remain with LWF Myanmar.

10. Evaluation team and expertise

The team shall comprise a senior professional, with more than five years of experience in final evaluations and assessments, and M&E of humanitarian projects, who will have responsibility to submit the draft and final reports on the basis of the findings of the assignment.

The consultants are expected to have the following qualifications and experience: • Minimum Masters' Degree in a humanitarian and/or development field, or in education, from any reputable academic institution.

- Experience and expertise in carrying out baseline/end line/final evaluation surveys of the humanitarian and/or development projects, qualitative and quantitative research; clear understanding on the research methodology and experiences on using different social research tools and techniques.
- Experience and knowledge of Rakhine State, Myanmar, would be a distinct advantage.

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11. Focal persons

The National Education Specialist will provide technical guidance whereas Education Officer will be the focal person for the assignment to extend needy operational support. The Rakhine Area Coordinator and Country Programme Coordinator will provide advisory support.

12. Lol submissions

The submission should address the expertise required in this TOR and include:

- Curriculum vitae of consultant, highlighting relevant qualifications, work experience and knowledge of working in similar field.
- A summary (including outcomes) of similar assignments undertaken previously
- Profile of the organization (in case of consultancy firm)
- Government registration (if applicable)
- A letter of interest stating eligibility for the assignment
- 3 references
- Statement of "no conflict of interest", or briefly explaining the nature of any past, current, or potential conflict.
- Narrative technical proposal including brief statement on proposed study methodology and work plan
- Budget proposal with itemized proposed budget including all applicable Government taxes
- The applications/proposal shall be submitted and sent to the email address: procurement.myanmar@lutheranworld.org
- The deadline for the submission of the applications is **6 November 2022, 5:00PM(MST)**.
- LWF Myanmar reserves the right to accept or reject any or all proposals and applications.