

Community Agency for Rural Development

လူထုအကျိုးဆောင် ကျေးလက်ဖွံ့ဖြိုးရေးအဖွဲ့



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ရုံးချုပ်လိပ်စာ၊ အိမ်အမှတ် (၇၃၉-၇၄၁)၊ ပုဂံလမ်းသွယ် (၃)၊ ရပ်ကွက် (၁၂၃)၊ အရှေ့ဒဂုံ ၁၁၄၅၁၊ ရန်ကင်း။

CALL FOR APPLICATIONS: PROJECT EVALUATION CONSULTANT

Community Agency for Rural Development (CAD) is one of five Myanmar NGOs (Not-for-profit non-governmental organizations) established by few individual persons in Myanmar during 2000-2004 under the Burmese Military rule (State Law and Order Restoration Council) led by Senior General Than Shwe. CAD is a registered Myanmar NGO. Established in 2004, the charity has implemented a wide range of successful programs in WASH, agriculture development, food security and livelihoods, education, environment, health services, construction and rehabilitation of public infrastructures, research, capacity building. CAD has been implementing projects in Chin State, Sagaing and Mandalay Regions. Since April 2021, CAD has been supporting the displaced people of the targeted areas in their basic needs such as food, shelter, water and sanitation, medicines, clothes and mobile children education in their camps. Thanks to its national level registration certificate, CAD can access all the targeted areas.

TERMS OF REFERENCE:

PROJECT INDEPENDENT FINAL EVALUATION

Of the

“Improving Education Access for Children in Mi-E (Me-Aye) area,
Hakha Township, Chin state

Project Code	SOF 99400324 - 17015
Donor	Myanmar Education Consortium - MEC
Evaluation Report Deadline	February 29, 2024
Geographical Coverage	Mi-E (Me-Aye) Area, Hakha Township, Chin state
Evaluation Period	January 1 to February 15, 2024
Announced Date	December 7, 2023
Application Deadline	December 20, 2023

1. Background

This term of reference (TOR) is designed to conduct an independent final evaluation of the CAD Project known as “Improving Education Access for Children in Mi-E (Me-Aye) area, Hakha Township, Chin state, funded by Myanmar Education Consortium – MEC.

Due to the Myanmar political crisis, all teachers in the project areas refused to work in schools under the State Administration Council – SAC of the Myanmar Junta. Therefore all schools were closed and children lost their education in the Mi-E (Me Aye) area, situated in the eastern part of Hakha city and the area is composed of 25 villages between Hakha and Falam cities

and the students' data were already collected from all these 25 villages. Therefore CAD plans to open the closed schools in collaboration with respective Village Education Committee (VEC) and parents so that children/students will continue their educational pursuit without any barriers in time of emergencies.

The project main objectives are:

- a. Provide a variety of learning opportunities with a wide range of resources that are stimulating and challenging, and allow children to explore, problem solve and become independent learners.
- b. Improve physical and safety conditions of schools
- c. Provide qualified teachers to students for their continual learning in emergency
- d. Develop higher cognitive skills of students
- e. Provide essential things to students for their learning

2. Project rationale:

CAD believes that children's education is not only a fundamental right but also a basic need. Due to this conviction, we give this project title: "Improving Education Access for Children in Mi-E (Me Aye) area". The Hakha township is composed of (3) tribes which are Senthang tribe, Mi-E (Me Aye) tribe and Zokhua tribe.

Our Project goal is to provide the hardest to reach children with access to quality, accredited education and contribute to a coherent inclusive national education system. Our total targeted outreach number is 2500 children (1200 boys and 1300 girls). Due to the Myanmar political crisis, all teachers in the project areas refused to work in schools under the State Administration Council – SAC of the Myanmar Junta. Therefore all schools were closed and children lost their education in the Mi-E (Me Aye) area, situated in the eastern part of Hakha city and the area is composed of 25 villages between Hakha and Falam cities and the students' data were already collected from all these 25 villages. Therefore CAD plans to open the closed schools in collaboration with respective Village Education Committee (VEC) and parents so that children/students will continue their educational pursuit without any barriers in time of emergencies.

3. Purpose, scope and clients of the evaluation

3.1. Purpose The independent evaluation serves three main purposes:

- i. Give an independent assessment of level of achievement of objectives as set out in the project document; assess performance as per the foreseen targets and indicators of achievement at output level and indicative achievements of outcomes; strategies and implementation modalities chosen; partnership arrangements, constraints and opportunities
- ii. Provide recommendations to improve performance and strategies, institutional arrangements and partnership arrangements, and any other areas within which the evaluation team wish to make recommendation.

3.2. Scope of the evaluation

The scope of the evaluation covers the project period from April 2022 – March 2023. All geographical areas of the project will be covered. The evaluation will assess all below outputs produced since the beginning of the project and assess the level achievement of

the three immediate outcomes and will provide recommendations for future work in the area of social economy. The evaluation will integrate gender equality as a cross cutting concern throughout the methodology and deliverables of the evaluation. The evaluation will assess progress in capacitating both immediate and ultimate beneficiaries.

1.	Project Orientation to recruited staffs and project communities
2.	Providing caregivers, stationeries and teaching aids 15 nursery-schools
3.	Providing teachers and stationeries and teaching aids 25 village schools.
4.	Repairing schools' classrooms
5.	Repairing nursery's classrooms
6.	Providing stationeries to students
7.	Providing children receive dignity-kits and stationeries.
8.	Capacity Building of teachers
9.	Capacity Building of caregivers

3.3. Client of the evaluation

The primary clients of the evaluation include the constituents of CAD, project partners and stakeholders, the project management unit, the CAD Sub-Office in Hakha. The findings and recommendations of the evaluation will used as a **way forward and future improvement for project implementation.**

4. Evaluation Criteria

The evaluation will cover the following evaluation result-based criteria;

- i) relevance and strategic fit,
- ii) validity of design,
- iii) project progress and effectiveness,
- iv) efficiency of resource use,
- v) effectiveness of management arrangements and
- vi) impact orientation and sustainability.

The evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation criteria and the achievement of the outputs and outcomes/immediate objectives of the project using the logical framework indicators.

5. Key Evaluation Questions

The project should be assessed against six evaluation criteria. A number of questions have been developed for each set of criteria, as set out in the table below. The following key evaluation questions (second column; these are not extensive) are expected to be answered through this final evaluation:

Key evaluation questions

Evaluation criteria	Related key evaluation questions
a. Relevance and strategic fit	(1) Is the project directly supporting the national education priorities? (2) How appropriate is the intervention strategy at micro, macro and meso levels, and did it prove effective in meeting the project's objectives? (3) How relevant is the project for the intermediate and ultimate beneficiaries? (4) How the project is integrated in the broader national priorities set at national level?

b. Validity of design	<ul style="list-style-type: none"> (1) Was the design process adequate? (2) Is the project logical and coherent? (3) Do outputs causally link to the intended immediate outcomes/objectives? (4) How do the immediate objectives link to the broader development objective? (5) Did the project adequately consider the gender dimension of the planned interventions?
c. Project progress and effectiveness	<ul style="list-style-type: none"> (1) Were outputs produced and delivered so far as per the work plan? (2) Has the quantity and quality of these outputs been satisfactory? (3) How do the stakeholders perceive them? (4) Do the benefits accrue equally to men and women? (5) To what extent were the immediate objectives/outcomes achieved? (6) What is the stage of achievement of outcome level targets? What corrective action can be taken? (7) Are there any unintended results of the project?
d. Adequacy and efficiency of resource use,	<ul style="list-style-type: none"> (1) Are resources (human resources, time, expertise, funds etc.) allocated and used strategically to provide the necessary support and to achieve the broader project objectives? (2) Are the project's activities/operations in line with the schedule of activities as defined by the project team and work plans? (3) Are the disbursements and project expenditures in line with expected budgetary plans? If not, what were the bottlenecks encountered? Are they being used efficiently? (4) How efficient was the project in utilizing project resources to deliver the planned results? How efficient was the project in delivering on its outputs and objectives?
e. Effectiveness of management arrangements	<ul style="list-style-type: none"> (1) Is the management and governance arrangement of the project adequate? Is there a clear understanding of roles and responsibilities by all parties involved? (2) Was the project receiving adequate administrative, technical and - if needed - responsible technical units in HQ? (3) Is the project receiving adequate political, technical and administrative support from its village education committee (vec)? (4) Are the available technical and financial resources adequate to fulfil the project plans? (5) Have targets and indicators been sufficiently defined for the project? § How effectively the project management is monitoring project performance and results? Is a monitoring & evaluation system in place and how effective is it? Is relevant information systematically collected and collated? Is the data disaggregated by sex (and by other relevant characteristics if relevant)?
f. Sustainability and Impact orientation	<ul style="list-style-type: none"> (1) To what level are project interventions owned and sustained by business support structures, the immediate beneficiaries? (2) Did the project succeed in integrating its approach into the local institutions? (3) Were the project strategy and project management steering towards impact and sustainability?

6. Methodology to be followed

The evaluation will employ two methodologies: document reviews and key informant interviews with various stakeholders. The consultant will be expected to visit project sites.

i) Document review

The evaluator shall familiarize him/herself with the project through a review of relevant documents. These documents include inter alia: Project Document, progress reports, work plans, monitoring and evaluation tools, monitoring data and monitoring reports.

ii) Key Informant Interviews

- a. The evaluator shall carry out key informant interviews with the following stakeholders:
- b. During visits to project sites the evaluator will carry out key informant interviews with the following stakeholders
 - i. Interviews with relevant representatives of project partners.
 - ii. Group interviews with male and female ultimate beneficiaries
- c. Interviews/focus group discussions or group interviews to solicit feedback on opportunities and constraints to the delivery of project outputs and outcomes, as well as achievements thus far.
- d. Interviews/consultations will be conducted face-to-face or by telephone. The evaluation manager with the support of the project staff will arrange the interviews and where necessary provide a venue and communication facilities.
- e. A list of interview categories will be provided to the evaluator for selection. The sampling methodology will be decided by the evaluator.
- f. Where possible the evaluator will ensure the validity of findings by using good practices in eliminating bias.

7. Main deliverables

The evaluator will provide the following main outputs:

- ♣ An inception report
- ♣ A draft report for comment
- ♣ A final report (with lessons learned and good practices templates completed)
- ♣ An evaluation summary using the CAD Evaluation Summary template
- ♣ Signed code of conduct
- ♣ The evaluator will produce a concise final report reflecting the key evaluation questions.
- ♣ The maximum length of the final report should be about 30 pages long.
- ♣ The expected structure of the final report as per the proposed structure in the CAD evaluation guidelines is outlined below:
 - Cover page with key intervention and evaluation data
 - Executive Summary
 - Acronyms
 - Description of the Project
 - Purpose, scope and clients of evaluation
 - Methodology
 - Findings (organized by evaluation criteria)
 - Conclusions
 - Specific Recommendations (highlight to whom the recommendations are forwarded and the urgency of implementing the recommendations, etc.)
 - Lessons learned and good practices

The evaluator is required to append the following items:

- ♣ Terms of Reference
- ♣ Data collection instruments
- ♣ List of meetings / consultations attended
- ♣ List of persons or organisations interviewed
- ♣ List of documents / publications reviewed and cited
- ♣ Any further information the evaluator deems appropriate can also be added.

The evaluator shall submit a draft report to the Evaluation Officer no later than one week following completion of the evaluation mission. The Evaluation Officer will solicit and revert promptly with collective feedback from project staff and partners, including the Senior Management Team (SMT) in order for the evaluator to finalize the report.

Once the final report is submitted to the Evaluation Officer incorporating comments received, it was sent for final approval to the SMT before the final remuneration of the contract. All evaluation report submissions must include a MS Word and a PDF version.

8. Quality Assurance

The following will be undertaken to ensure adherence on evaluation standards:

- Inception meeting between the selected evaluation consultant and the CAD team (as mentioned above) to agree on the final ToR between CAD and the evaluation consultant;
- Management meeting between evaluator, the project team, and relevant other regional and country staff to ensure that all share a common understanding of the evaluation process and various roles and responsibilities;
- Review, revision, and acceptance of the inception report;
- During data collection, the CAD team will periodically check in with the evaluator to monitor how well data collection is going and discuss both methodological and practical solutions to any challenges to data collection as they arise;
- Review, revision and acceptance of the final report, evaluation brief and Management Follow up Response and recommendations.

9. Evaluation Workplan

The evaluation is planned to take place between January 1, and 29 February 2024. The estimated number of days for the evaluation is maximum 60 days. A precise timeline will be established with the selected evaluator in the inception report.

10. Evaluation Budget:

- Please propose your budget (your consultancy fees) for implementation of this call for application.

11. Requirements

Interested evaluation consultant should meet the following requirements:

Education:

- Master's degree in Development Studies, Project Planning and Management, Demography or Development Statistics or a related field from an accredited academic institution with five years of relevant professional experience; or University degree in the above fields with seven years of relevant professional experience.
- Applicants holding a specific evaluation training certification in addition to the above qualifications will be considered favourably.

Experience:

- At least five years' experience in evaluation in the context of international, community, social development, and at least three-year' experience with NGO projects.
- Experience in conducting participatory evaluations, gender and/or rights responsive evaluations, with practical experience in remote evaluation methods.
- Excellent knowledge of research methodology and quantitative and qualitative techniques.
- Experience is collecting and handling project evaluation data including production of data visualization.
- Strong conceptual understanding of the Project Cycle and the role of evaluation in the cycle.
- Strong analytical and report writing skills and abilities to present findings and practical recommendations.
- Excellent written and verbal communication skills in English.

12. How to apply

This application is open to individuals. Applications should contain the following:

- Expression of interest (no more than one page)
- CV
- A technical proposal (no more than four pages).
- Qualified and interested candidates are requested to send their offer to the following address: cad.director@gmail.com by 31.12.2023, referring to this advertisement.