



## ToR external evaluation

<b>Country:</b>	Thailand
<b>Project:</b>	533011 Digitalized Mother Tongue-Based Multilingual Education Teacher Training (D-MTB-MLE-TT)
<b>Commissioned by:</b>	Pestalozzi Children's Foundation

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### List of Abbreviations

CMRU	Chiang Mai Rajabhat University
FAL	Foundation for Applied Linguistics
MOOC	Massive Open Online Course
MTBMLE	Mother Tongue Based Multilingual Education
OECD-DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
PCF	Pestalozzi Children's Foundation
ToR	Terms of Reference

## 1 Background information and context

**Foundation for Applied Linguistics (FAL)** is the local partner of the **Pestalozzi Children’s Foundation (PCF)** and has implemented initiatives to address language barriers faced by ethnolinguistic-minority children in Thailand’s public-school system. From 2007 to 2017 the partnership promoted Mother-Tongue-Based Multilingual Education (MTB-MLE).

### Phase I (July 2020 – June 2023)

To scale up this work, Phase I converted the face-to-face MTB-MLE teacher-training programme into a suite of Massive Open Online Courses (MOOCs) developed with **Chiang Mai Rajabhat University (CMRU)**.

- **Six online courses** now cover both pedagogy and the creation of instructional and graded-reading materials.
- **139 teachers** (113 women, 26 men) completed the digital courses and/or the MTB-MLE YouTube tutorials, improving classroom instruction for **2 002 pupils** (934 girls, 1 068 boys).
- **627 preservice teachers** (564 women, 63 men) — many holding government “Home-Grown Teacher” scholarships — enrolled in the MTB-MLE MOOC.
- The project also delivered on-site coaching and monitoring in **14 schools**.

Phase I demonstrably raised girls’ and boys’ competencies in their mother tongue and in Thai (English proficiency as a third language remains a target for improvement).

### Phase II (July 2024 – December 2025)

The second phase is addressing remaining challenges through four interconnected work streams:

1. **Teacher capacity-building:** expand and deepen MTB-MLE professional development.
2. **Materials development:** create, revise and disseminate high-quality multilingual teaching and learning resources.
3. **Technology-enhanced literacy:** roll out a game-based Mother-Tongue Literacy App, a Thai Reading & Writing App and an English-learning app to foster multilingual literacy.
4. **Community engagement:** launch community-led initiatives that promote MTB-MLE, gender awareness and local ownership.

All activities will be implemented in **50 project schools** across Chiang Mai Province (Education Service Areas 2 – 6).

Trained field staff provide on-going support to teachers and parents in implementing gender-responsive MTB-MLE activities. They also help them use the new language-learning applications, promote reading initiatives and track children’s progress. An internal and external monitoring system is being established to measure the effectiveness of MTB-MLE implementation in schools.

Digital self-learning materials in ethnic minority mother tongues, Thai and English have already been developed and are available to girls and boys both online and offline. Field staff regularly follow up with children and parents to capture feedback, encourage participation and feed insights into the project’s evaluation cycle, ensuring that materials, tools and approaches are continually refined.

## 2 Purpose of the evaluation

The purpose of this project evaluation is to assess the results of the second phase of the Digital Mother Tongue-Based Multilingual Education Teacher Training (D-MTB-MLE-TT) project, with a focus on the effectiveness and relevance of both planned and implemented interventions. The evaluation aims to determine how well the project has strengthened teachers’ capacity to deliver inclusive, quality multilingual education for ethnolinguistic minority children across 50 schools, using tools such as the CMRU MOOCs, YouTube, TikTok, and Bloom-based materials. It will also examine changes in students’ Thai and mother tongue language competencies, the project’s relevance to the current and future needs of ethnic girls and boys, and the extent to which gender and inclusion have been addressed. The evaluation will draw out good practices and key lessons learned to inform future improvements, sustainability planning, and the potential replication or scale-up of effective MTB-MLE approaches in similar settings. ( the 2<sup>nd</sup> phase implementation: July 2023 – December 2025)

## 3 Scope and focus of the evaluation

The scope of this evaluation is to assess the relevance, effectiveness, efficiency, sustainability and management of the second phase of the D-MTB-MLE-TT project in accordance with the OECD-DAC definitions<sup>1</sup>. The evaluation will cover interventions implemented in the 50 target schools and their surrounding communities in Chiang Mai Province. The evaluation period will span from 1 August to 15 October 2025 and will include both desk review and field-based data collection in selected project sites.

<sup>1</sup> Glossary of Key Terms in Evaluation and Results Based Management, <http://www.oecd.org/dac/evaluation/2754804.pdf>

### 3.1 Evaluation questions

Key questions for the project end phase I Evaluation:

1. Effectiveness of D-MTB-MLE-TT CMRU MOOCs  
<https://cmrumooc.teachable.com//products?sortKey=name&sortDirection=asc&page=1&courseCategory=%E0%B8%97%E0%B8%A7%E0%B8%B4%E0%B8%A0%E0%B8%B2%E0%B8%A9%E0%B8%B2>
  - 1.1. To what extent has the D-MTB-MLE-TT contributed to improving teachers' capacity to deliver quality education for ethnolinguistic minority children (50 schools, 4 types/approaches of MLE application).
  - 1.2. To what extent has other related MLE media (DMTBMLE-Thai FAL youtube channel, Thaifalmtbmle Tiktok, 'MTB-MLE Giant Book' in Bloom) contributed to help teachers in applying MTB-MLE approach.
2. To what extent has the teacher training and coaching improved teachers' competencies in MTB-MLE, compared to what they would have been without the intervention
3. To what extent is the project relevant to the needs of the different ethnic girls and boys in the target schools and communities in Chiang Mai Province, at present and in the future (for the next 3-5 years).
4. As a result of the project, do students have improved Thai and Mother Tongue Language skills competency?
5. Are gender issues emerging within the project?
6. Identify good practices and extract lessons learned to inform future improvements and provide recommendations in terms of relevance, effectiveness, efficiency, and sustainability and possibility of replication and expansion elsewhere - for schools that will apply MTBMLE/MLE approaches for improving girls and boys' language competencies

### 3.2 Evaluation methods

A specific and detailed assessment design should be presented to PCF by the evaluation team based on the following mixed methods of information gathering (the list below is for reference only):

- a. Interviews with key informants
- b. Focus group discussions with project's participants (e.g. teachers, parents, children (boys and girls of different ages))
- c. Desk review of project documentation (project planning documents (e.g. log frame), monitoring system, monitoring report, project report) including financial records
- d. Participant observation
- e. Survey
- f. Etc.

## 4 Schedule and Deliverables

Steps	Details	Until when
1.	Submission of proposal	18 July 2025
2.	Selection of the candidates	23 July 2025
3.	Signing the contract and finalising the ToR	30 July 2025
4.	Desk reviews and tools development	15 August 2025
5.	Field data collection (15Aug-15Sept)	15 September 2025
6.	Draft evaluation report	30 September 2025
7.	Present draft report at partners meeting (7-9 Oct)	09 October 2025
8.	Final Report	15 October 2025

### 4.1 Structure and length of the final report

The final evaluation report should be submitted in English. It should not be longer than 30 pages (excluding annexes and executive summary). The final evaluation should contain an executive summary of no more than 5 pages that includes a brief description of the project/programme, its context and current situation, the purpose of the evaluation, 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 evaluation consists of the external review consultant/team (including English/Thai translator/assistant if needed) and the support team. The project evaluation support team are from the current project staff and PCF THA staff. The partner organization (FAL) is responsible to support the external evaluation consultant/team in organizing, scheduling meetings with key informants, participants for the review activities. The project team will be responsible for interpretation in local ethnic languages as needed during the evaluation process.

## 6 Competency profile of the evaluator(s)

- The lead evaluator or the evaluation team is expected to have the following of competencies:
- Background in basic education
- Experiences in Result-Based Management, Monitoring and Evaluation (RBM M&E)
- Digitalized Education
- Human Rights Based Approach in development Cooperation
- Understanding of Child Centre Approach
- Be sensitive to gender and indigenous cultures, multilingual, multicultural and multi-religious communities
- Be familiar with the Thai education system and MTB-MLE
- Be familiar or have experience in ethnology or ethnographic anthropology and sensitivity and participatory development of vulnerable populations.

## 7 Budget

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): translation, session with partners, transportation etc.

## 8 Guiding principles and values

The evaluation team should adhere to the United Nations evaluation norms and standards and ethical guidelines for evaluation<sup>2</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, if the consultants or team uncover evidence of wrongdoing, such cases must be reported discreetly to the appropriate investigative body.

## 9 Annexe

1. Project description
2. Logframe
3. Project monitoring system
4. Project Semi-Annual and Annual Report

**Note: To request Annexes or more information, please send e-mail to [r.ananyavong@pestalozzi.ch](mailto:r.ananyavong@pestalozzi.ch) (Rattanaporn Ananyavong) or Tel 0818150307**

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<sup>2</sup> <http://www.unevaluation.org/document/detail/1914>, consulted on 23.10.2016

**Interested candidates, please submit your proposal and detailed budget to Ms. Rattaporn Ananyavong at [r.ananyavong@pestalozzi.ch](mailto:r.ananyavong@pestalozzi.ch) The deadline for submission is 18 July 2025 at 17:00 PM.**