



Funded by  
European Union  
Humanitarian Aid



**Save the Children**

**Terms of Reference  
For  
Final Evaluation  
Of  
the Action:  
Integrated Conflict, Child Protection, and  
Emergency Preparedness to protect children  
and their communities from violence during  
emergencies in Thailand's Southern Border  
Provinces**

March 2025

# 1. PROJECT SUMMARY

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<b>Type of evaluation</b>	External <b>Final evaluation</b>
<b>Name of the project</b>	Integrated Conflict, Child Protection, and Emergency Preparedness to protect children and their communities from violence during emergencies in Thailand's Southern Border Provinces (ECHO 2022-25)
<b>Project Start and End dates</b>	July 1,2022 – June 30, 2025
<b>Project duration</b>	3 years (36 months)
<b>Project locations:</b>	<ol style="list-style-type: none"><li>1. <i>Save the Children Thailand</i></li><li>2. <i>Luukrieang implementing areas: Purong, Thasap and Bangoi sinae sub-district in Yala province</i></li><li>3. <i>Nusantara implementing areas: Bacho, Patae and Krong Pinang sub-district in Yala province</i></li></ol>
<b>Thematic areas</b>	Child protection and Disaster Preparedness
<b>Sub themes</b>	-
<b>Donor</b>	European Union Humanitarian Aid (ECHO)
<b>Estimated beneficiaries</b>	59.161 (F=29.574; M= 29.587) (Disaster Risk Reduction / Disaster Preparedness Sector + Protection Sector)
<b>Overall objective of the project</b>	Ensuring the most marginalized girls, boys, including LGBTIQ+ children are safe from different hazards and risks, and protected from all forms of violence, abuse, neglect, exploitation before, during, and after disasters and other emergency situations.

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## 2. INTRODUCTION

This document outlines the Terms of Reference (ToR) for the Final Evaluation of the ECHO-funded Action, Integrated Conflict, Child Protection (CP), and Emergency Preparedness Plans (EPPs) to Protect Children and Their Communities from Violence During Emergencies in Thailand's Southern Border Provinces. It serves as a roadmap for the assessment, defining its scope, objectives, methodology, and expected outcomes. Additionally, it establishes accountability by clarifying roles, responsibilities, timelines, and deliverables to ensure an effective and efficient evaluation process.

The Action, implemented from July 1, 2022, to June 30, 2025, aims to strengthen regional, sub-national, and local capacities in developing and implementing disaster risk reduction (DRR) and EPPs, with a strong emphasis on CP. To assess the impact and effectiveness of the Action, Save the Children Thailand is commissioning an external Evaluation Team such as an individual, consultancy firm, organization, or institution to conduct the final evaluation in Thailand. To ensure objectivity and credibility, the selected Evaluation Team must have no prior involvement in the Action. The evaluation, scheduled between April and June 2025, will measure the extent to which the Action has achieved its intended outcomes. Further details, including the Action background, evaluation scope, key questions, methodology, reporting structure, governance, key deliverables, and timeline, are provided in the following sections.

## 3. BACKGROUND AND CONTEXT

Over the past 16 years, an estimated 7,294 people have been killed, 13,550 injured, and over 8,000 children left under the care of shelters or orphanages due to a conflict between ethno-nationalist insurgents and the Thai army in the Southern border Provinces of Yala, Pattani, Narathiwat and Songkhla in Southern Thailand. Despite a decrease in attacks in recent years, Yala remains under Emergency Decree and the presence of State security forces in public schools is a constant reminder of the conflict hazards that children face in their daily lives. Drivers of the conflict include perceived assimilation of the local Pattani-Malay culture under centralized State government policies and governance.

Children of different gender and age groups in Yala experience conflict in unique ways, with male children and adolescents, particularly those in religious schools, facing risks of recruitment by insurgency groups and harassment or detention by security forces. Female children and adolescents, on the other hand, are more vulnerable to harmful community practices such as Hukum Pakat, an informal conflict resolution mechanism that relies on religious laws and beliefs to settle disputes and maintain social cohesion. While intended to promote harmony, these practices often conflict with national laws and international human rights standards, particularly concerning CP and gender equality. One significant consequence is the perpetuation of child marriage and gender-based violence (SGBV), where decisions based on religious or customary laws may prioritize community consensus over the best interests of the child, undermining legal protections. Additionally, economic coping mechanisms contribute to sexual and gender-based violence (SGBV), isolation, and early marriage, further limiting opportunities for affected girls. Compounding these issues, Yala is prone to seasonal flooding and landslides, with over 62,000 households affected in late 2020.<sup>1</sup>

This 36-month initiative (July 1, 2022 – June 30, 2025) thus aims to strengthen emergency preparedness planning in Yala by integrating CP activities into DRR efforts, particularly in conflict-

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<sup>1</sup> Deep south watch: Situation report on Children in DST

affected areas. Through a child participatory approach, the Action ensures that emergency plans address the specific risks children face during crises, including armed conflict, natural disasters, and displacement. Implemented in collaboration with the Association of Children and Youth for Peace (Luukrieang) and Nusantara for Human Rights and Development (Nusantara), the initiative engages multiple stakeholders, including religious leaders, government authorities, teachers, and community members to enhance coordination and ensure that EPPs are both inclusive and contextually relevant. Key activities include training workshops on Child Protection in Emergencies (CPIE), EPP development, and the Comprehensive Safe School Framework, equipping communities with the knowledge and skills to safeguard children before, during, and after emergencies. Additionally, the Action incorporates conflict sensitivity analysis and studies on Grave Violations, ensuring that preparedness plans are designed to protect children from both environmental hazards and the long-term impacts of conflict related violence.

By integrating CP into DRR and emergency preparedness, the Action ensures that children's rights and safety remain central in crisis response mechanisms. This approach is reflected in initiatives like the successful implementation of updated EPPs in schools such as Baan Sokor, where preparedness measures played a crucial role in mitigating the impact of floods. The Action also strengthened engagement with religious leaders, reshaping their role in CP by fostering discussions on gender-specific vulnerabilities and community-based safety strategies. Operating at multiple levels, the Action collaborates with sub-national governments, local communities, and schools, as well as directly with children and youth. It engages with disaster management authorities and various service providers responsible for CP while also working closely with schools and education authorities to align efforts with the broader school safety initiatives supported across the ASEAN region.

## Brief program outline

The ECHO Action contributes to achieve the following specific objective and results:

Specific objective: CP measures are integrated in disaster risk reduction and emergency preparedness planning and decision-making at the local, national, and regional levels.

Result 1: ASEAN representatives and national policy makers use evidence and package of tools to improve existing emergency preparedness practice and plans with increased focus on CP.

Result 2: Existing EPPs and CP risks are updated to be more inclusive considering the multi-hazard and multi-sectoral approach, ensuring meaningful and ethical child participation in assessing, planning, implementing, monitoring and evaluating the EPPs.

Result 3: Communities' resilience is strengthened to respond to multi-hazard-driven protection risks.

## 4. SCOPE OF WORK

### 4.1 Scope of work

Save the Children plans to conduct an external final evaluation of the ECHO Action to generate evidence-based insights by identifying and documenting good practices, lessons learned, and both its intended and unintended impacts. The evaluation will assess the extent of change in the lives of targeted children, the quality of services provided, and related policy developments. Findings from this evaluation will inform recommendations for the Thai Government, partners, donors, and future strategies for Save the Children Thailand, ensuring improved program effectiveness. Additionally, the evaluation will provide actionable recommendations for management and program teams to support the design and implementation of future projects with similar objectives.

Objective of the evaluation:

- 1) Evaluate the Action's achievement using OECD/DAC Criteria. Provide evidence-based insights to measure progress against baseline benchmarks, identify gaps, and inform future strategies for replicating and scaling the Action's approach.
- 2) What positive and negative, primary and secondary long-term effects, directly or indirectly, intended or unintended can be attributed to the programme?
- 3) What mechanisms worked and can explain the achievement or non-achievement of the programme results? Which did not work and why?
- 4) Gathering evidence of successful implementation of the approaches used in the Action to support advocacy efforts aims at influencing local and national governments<sup>2</sup> in Thailand to replicate and strengthen CP preparedness and risk reduction measures.

The Evaluation Team will be required to undertake consultation with the Save the Children MEAL Technical Expert, REAL Coordinator, DRR Technical Advisor, and the CP Technical Advisor, at the commencement of the assignment in order to further refine the evaluation questions.

## 4.2 Stakeholders/audiences

The stakeholders listed in the tables below will be actively involved in the final evaluation either as participants providing insights or as key audiences for the findings. The final evaluation will engage the donor, implementing organizations, partners, government counterparts, community groups, and beneficiaries to assess the Action's impact, effectiveness, and sustainability. The key recommendations from the final evaluation will be shared with all relevant stakeholders to inform future programming, policy development, and strategic planning at local, national, and regional levels.

The main stakeholders/targeted participants are:

Stakeholder	Further information
Project donor	ECHO
Primary implementing organisation	Save the Children Thailand, ECHO Team
Implementing partners	Association of Children and Youth for the Peace (LuukRieang) Nusantara for Human Rights and Development (Nusantara)
Government counterparts	Department of children and Youth, Ministry of Social Development and Human Security Department of Disaster Prevention and Mitigation. Ministry of Interior. Thailand Office of the basic education commission Provincial Social Development and Human Security (MSDHS) Provincial of Department of Disaster Prevention and Mitigation Primary Educational Service Area office 1 and 2 Yala province

<sup>2</sup> Including Departments of Disaster Management, Department of Children and Youth, Ministries of education, Local Government Units (LGUs), etc.

Stakeholder	Further information
	Mental Health centre 12
Community groups	Community led CP in 6 sub districts Teachers and school staffs in 7 schools. Youth monitoring group
Beneficiaries	Children and adults involved in the Action and the evaluation <ul style="list-style-type: none"> <li>- Student in 7 schools</li> <li>- Children in 6 sub districts</li> <li>- Children and family who receive support from the case coordination</li> </ul>

### 4.3 Key Study Questions

The final evaluation aims to:

1. **Highligh Achievements** : Document effective strategies that integrated CP into DRR and EPP while addressing the needs of marginalized groups.
  - To what extent has the Action addressed the evolving needs of communities, particularly marginalized groups (e.g., LGBTQIA+ children, children with disabilities) in the context of ongoing conflict and disaster risks?
  - What tools and approaches have been developed to support CP in emergencies, and how have they contributed to system strengthening at national and provincial levels? How has the Action influenced policies, practices, and attitudes related to CP in emergencies at both national and community levels?
  - What are the intended or unintended effects of the programme, either positive or negative, direct or indirect?
2. **Analyzing Challenges**: Identify barriers and lessons to improve future interventions.
  - What factors contributed to or hindered the achievement of Action goals and outcomes? What lessons can be drawn from the Action’s experience in child participation, capacity-building, and policy integration?
  - What were the key barriers to integrating CP into DRR plans? What challenges emerged in engaging communities, schools, and local authorities in the Action’s implementation? Were there notable differences in the nature of these barriers between conflict-affected contexts and natural disaster settings?
  - How did the action perform in preparedness and response to flooding events which affected the project areas during implementation?
  - Identify key barriers encountered during the implementation of the Action particularly in conflict-affected and politically complex areas? How these challenges impacted the achievement of outcomes, and what strategies or adaptations were employed to overcome them?
  - What lessons can be drawn to inform more effective and context sensitive interventions in similar settings in the future?

- 3. Assessing Stakeholder Engagement:** Evaluate partnerships and community participation, including children's involvement in planning and decision-making.
  - How effectively has the Action engaged government organizations, partners, and target beneficiaries (community leaders, teachers, and youth groups) in relevant stages of implementation? How their engagement contributed to Action outcomes?
  - What role did children play in improving DRR plans, and how meaningful was their participation?
  
- 4. Evaluating Capacity Building Efforts:** Assess training outcomes for educators, civil society organizations (CSOs), and CP actors following Kirkpatrick module to refine future training approaches.
  - How effectively has the Action built the capacity of government officials, school administrators, teachers, and children? What were the most impactful training programs and tools developed, and how have they been applied in practice?
  - What skills have CP actors gained to prevent and respond to risks in conflict-affected and disaster-prone contexts, were there any difference in these two contexts?
  
- 5. Ensuring Sustainability and Replicability:** Explore strategies to scale and sustain successful practices locally and regionally.
  - To what extent can Action activities, models, and results be sustained or replicated after the Action end date? What strategies have been put in place to ensure the continuity and scale-up of CP in DRR efforts?
  - What role do government agencies, local organizations, and schools play in ensuring long-term sustainability? How has the Action ensured that emergency and DRR plans include CP actions and SGBV prevention?
  
- 6. Efficiency:** Assess the Action's cost-effectiveness and resource utilization.
  - Were objectives of the Action achieved within the planned timeframe and budget?
  - Were activities of the Action cost-efficient, and were alternative approaches considered?
  
- 7. Cross-Cutting Issues: Mainstreaming of protection, gender and inclusion:** Assess the extent to which gender, inclusion, and child safeguarding were integrated into Action design and implementation.
  - How effectively has the Action addressed gender gaps and the needs of vulnerable groups, including girls, boys, LGBTQIA+ children, and children with disabilities? What CP measures were implemented, including safe school facilities and safeguarding policies?
  - How effective was the Action's accountability mechanism in ensuring meaningful participation and inclusion of marginalized groups?

## 5. EVALUATION METHODOLOGY

### 5.1 Evaluation Design

This evaluation will employ a mixed-methods approach, incorporating both qualitative and quantitative data collection and analysis methods to address the evaluation criteria. Participatory methods will be included where possible to ensure diverse perspectives, especially from children and marginalized groups are captured. The methodology will include:

- Review of Action documents, including previous evaluations, interim reports, project implementation plans, and the logframe.
- Semi-structured interviews with key stakeholders such as provincial disaster management authorities, CP agencies, Action partner organizations, and the Save the Children project team.
- Focus group discussions (FGDs) with school children, teachers, community-led CP committees, and other relevant stakeholders.
- Survey questionnaires with a representative sample of school children and youth to allow for generalizable findings.
- Observations of project sites to assess implementation quality.
- Review of monitoring data of the Action for validation and triangulation of findings.

**The evaluation design must include (but not limited to) 2 days lessons learned workshop** with key stakeholder (Section 4.2) to gather success story and analyze what worked well and what did not. The finding from the lessons learned workshop will be use as part of project evaluation. More detail about the workshop shall be refined with ECHO project team and Technical Experts at inception phase.

### 5.2 Sampling

The evaluation will focus on targeted areas in Yala province and purposive sampling will be used to select a representative sample of diverse participants (outlined in the table below), while ensuring representation across age, gender, disability status, and location.

Target Population	Female	Male	Total
School Children (survey & FGDs)	1,040	963	2,003
Youth (survey & FGDs)	19	32	51
Key Stakeholders (interviews & FGDs)	82	112	194
Partners/CSOs (interviews & document review)	10	8	18

The Evaluation Team is expected to propose appropriate sample strategy and sample size that fit with the evaluation design in the proposal.

### 5.3 Data Collection Activities

All primary data collected must be disaggregated by sex, age, disability status, and location and ensure the inclusion of children's perspectives.

- Quantitative data: Surveys will be conducted with a representative sample of school children and youth to ensure generalizable results.

- Qualitative data: FGDs and interviews will target school children, teachers, community leaders, government officials, partner organizations, and Save the Children staff.
- Document review: The Evaluation Team will have access to relevant Action documents to contextualize findings.

Save the Children will not provide enumerators to assist with primary data collection, this will be the responsibility of the Evaluation Team. Qualified translators must be included as needed. It will be a requirement of the Evaluation Team to source additional external data sources to add value to the study, such as government administrative data. The Evaluation Team should also indicate how data triangulation will be realised. Data triangulation is required, and external data sources must be leveraged to enhance analysis.

## 5.4 Ethical considerations

It is expected that this evaluation will be:

- **Child-friendly and participatory.** Children should be meaningfully involved in the evaluation as a holistic process and not only as informants. Refer to the Practice Standards in Children's Participation ([International Save the Children Alliance 2005](#)); and Global Indicator technical guidance (Save the Children M&E handouts Package, Volume 2).
- **Inclusive.** Ensure that children from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities (and if needed their caregivers) and children who may be excluded or discriminated against in their community.
- **Ethical:** The evaluation must be guided by the following ethical considerations:
  - Child safeguarding – demonstrating the highest standards of behaviour towards children
  - Sensitive – to child rights, gender, inclusion and cultural contexts
  - Openness - of information given, to the highest possible degree to all involved parties
  - Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.
  - Public access - to the results when there are not special considerations against this
  - Broad participation - the relevant parties should be involved where possible
  - Reliability and independence - the evaluation should be conducted so that findings and conclusions are correct and trustworthy

It is expected that:

- Data collection methods will be age and gender appropriate.
- Evaluation activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- The Evaluation team will adhere to the Save the Children Child Safeguarding, Data protection and Privacy policies that are required throughout all Action activities.
- The study must obtain ethical approval from Save the Children.

## 6. EXPECTED DELIVERABLES

The evaluation deliverables and due dates (subject to the commencement date of the evaluation) are outlined below. The lead evaluation team will inform the ECHO Project Coordinator immediately of any risks or issues that may impact on their ability to provide the deliverables by these due dates. The start date is subject to ECHO approval of the TOR.

<b>Deliverable</b>	<b>Due Date</b>
The Evaluation Team is <b>contracted</b> and commences work	June 2025
<b>Kick off meeting</b> between Evaluation Team, Save the Children and partners to provide more information on the Action and clarify the TOR and briefing on safeguarding policy.	(After sign contract) June 2025
<b>Phase 1: Inception Phase</b>	
<p>The Evaluation Team will conduct <b>initial desk research and tool review</b> and develop and submit the <b>Inception report that</b> will include:</p> <ul style="list-style-type: none"> <li>▪ evaluation objectives and key evaluation questions</li> <li>▪ description of the methodology, data sources, draft data collection tools (preferably against the key evaluation questions and selected indicators for baseline assessment) and sampling considerations</li> <li>▪ caveats and limitations of evaluation</li> <li>▪ key deliverables, milestones and timelines</li> <li>▪ Lesson Learn workshop activity design</li> <li>▪ risk and issue management plan</li> <li>▪ a stakeholder communication and engagement plan</li> <li>▪ consultation protocols for consulting with children and other vulnerable groups (if applicable)</li> <li>▪ Logistical or other support required from Save the Children</li> </ul> <p>Once the report is finalised and accepted, the Evaluation Team must submit a request for any change in strategy or approach to the Save the Children CP Technical Advisor and ECHO project Coordinator</p>	To be submitted within 15 days after signed contract (by 2 <sup>nd</sup> Week of July)
<b>Ongoing Desk Research</b> of Action documents and secondary sources	On-going (June-July)
<b>Feedback by Save the Children</b>	Within 5 working days after receiving the inception report
<b>Save the Children Approval of Inception Report and data collection tools</b>	3 <sup>rd</sup> week of July
<b>Ethical approval gained</b>	4 <sup>th</sup> week of July
<b>Phase 2: Data Collection and Analysis</b>	
The Evaluation Team will conduct a <b>2-days Lessons Learnt Workshop</b>	August

Deliverable	Due Date
<p>The Evaluation Team will conduct:</p> <ul style="list-style-type: none"> <li>• <b>Field work plan and logistical arrangements</b></li> <li>• <b>Translation of tools</b></li> <li>• <b>Data collection</b> through their enumerators</li> <li>• <b>Data analysis</b></li> </ul>	<p>1<sup>st</sup> week of August to 3<sup>rd</sup> week of August</p>
<p><b>Phase 3: Reporting</b></p>	
<p><b>Preliminary findings presentation from the Evaluation Team and verification workshop</b> with partners</p> <ul style="list-style-type: none"> <li>▪ Summary of interim findings</li> <li>▪ Any emerging program issues or risks (if applicable)</li> <li>▪ Key tasks for the next stage of the evaluation and any proposed refinements or changes to methodology (if applicable)</li> </ul>	<p>Mid-September (1 day)</p>
<p><b>Draft Evaluation Report* from the Evaluation Team</b> including the following elements:</p> <ul style="list-style-type: none"> <li>▪ Executive summary</li> <li>▪ Background description of the Program and context relevant to the evaluation</li> <li>▪ Scope and focus of the evaluation</li> <li>▪ Overview of the evaluation methodology and data collection methods, including an evaluation matrix</li> <li>▪ Findings aligned to each of the key evaluation questions</li> <li>▪ Consolidate and document good practices and lessons learned from intended impact and unintended consequences of the Action interventions (From lesson learn workshop)</li> <li>▪ Specific caveats or methodological limitations of the evaluation</li> <li>▪ Conclusions outlining implications of the findings or learnings</li> <li>▪ Recommendations</li> <li>▪ Annexes (Project logframe, Evaluation TOR, Inception Report, Study schedule, List of people involved)</li> </ul> <p>The report should be approximately 30 pages with executive summary.</p>	<p>3<sup>rd</sup> week of September 2025</p>
<p><b>Review and feedback by DG ECHO and Save the Children</b></p>	<p>Within 5 working days after receiving the inception report</p>
<p><b>Approval by Save the Children</b></p>	

Deliverable	Due Date
<b>Final Evaluation Report*</b> with submission of <b>data and analysis</b> incorporating feedback from consultation on the Draft Evaluation Report	4 <sup>th</sup> week of September
<b>Knowledge translation materials:</b> <ul style="list-style-type: none"> <li>▪ PowerPoint presentation of evaluation findings</li> <li>▪ Evidence to Action Brief in Thai and English</li> </ul>	4 <sup>th</sup> week of September

\*All reports are to use the Save the Children Evaluation report template. Please also refer to Save the Children technical writing guide.

\*\* The Evidence to Action Brief is a 2-4-page summary of the full report and will be created using the Save the Children Evidence to Action Brief template.

All documents are to be produced in MS Word format and provided electronically by email to the Save the Children ECHO Project Coordinator, MEAL Technical Expert, CP Technical Advisor. Copies of all PowerPoint presentations used to facilitate briefings for the Action should also be provided to Save the Children in editable digital format.

## 7. REPORTING AND GOVERNANCE

The Evaluation Team will report to the Save the Children ECHO Project Coordinator. Additional technical advice will be provided by the Save the Children CP Technical Advisor, MEAL Coordinator and technical team from Save the Children Netherlands. Save the Children should approve all plans and documents developed by the Evaluation Team.

The Evaluation Team is to provide reporting against the project plan. The following regular reporting and quality review processes will also be used:

- Regular email at least once a week to the Save the Children ECHO Project Coordinator documenting progress, any emerging issues to be resolved and planned activities for the following week.

At the end of the field visit, the Evaluation Team will hold a meeting with the project team and project partners to discuss the preliminary findings of the evaluation exercise.

A draft report should be submitted for feedback and comments. The report should be written in English and approximately 30 pages with executive summary (appendices not included). The final evaluation report will comprise the following contents:

- Table of Contents
- List of Acronyms
- List of Tables
- Executive Summary
- Background and context
- Introduction
- Literature Review
- Scope of Evaluation
- Evaluation Design and Methodology
- Data analysis
- Key Findings
- Key success stories and lessons learned from the Action (from Lesson Learned workshop)
- Conclusions and Recommendations

- Annexes
  - Evaluation TOR
  - Inception report including workplan and budget
  - Project Logical framework
  - Evaluation matrix and tools
  - List of people involved – including list of key informants interviewed
  - Raw data

The Evaluation Team will revise the report according to the agreed feedback and comments. The final report will be assessed against Save the Children’s Evaluation Report Scoring checklist (Annex II). The Save the Children MEAL Coordinator and Technical Advisors will review and sign-off for final submission to the Program Director, who will be accountable for approving the Final Evaluation.

## 8. EVALUATION MANAGEMENT

What	Who is responsible	By when	Who else is involved
Evaluation tender submissions	ECHO Project Coordinator (Save the Children)	2 <sup>nd</sup> week of June 2025	Procurement teams (Save the Children).
Tender review and selection of Evaluation Team	ECHO Project Coordinator (Save the Children)	3 <sup>rd</sup> week of June 2025	Procurement teams; Finance; CP Technical Advisor, MEAL Advisor (Save the Children).
<b>Inception report with data collection tools informed by desk review</b>	Evaluation Team	2 <sup>nd</sup> week of July 2025	ECHO Project Coordinator; CP Technical Advisor, REL Coordinator, MEAL Advisor (Save the Children).
Review of inception report	ECHO Project Coordinator (Save the Children)	3 <sup>rd</sup> week of July 2025	CP Technical Advisor, REL Coordinator, MEAL Advisors (Save the Children, including Netherlands MEAL Advisor and Programme Manager).
Ethic approval	REL Coordinator (Save the Children)	4 <sup>th</sup> week of July 2025	MEAL Advisor and ECHO Project Coordination (Save the Children), Evaluation Team.
<b>Logistical arrangements</b>	Evaluation Team with support from Save the Children ECHO Project Officers	1 <sup>st</sup> week of August 2025	Pattani Senior Field Co./Logistics team (Save the Children)
Action lessons learned workshop	ECHO Project Coordinator (Save the Children) and Evaluation Team	During August 2025 (date to be confirm with stakeholder)	Technical Advisors, MEAL officer (Save the Children)

<b>What</b>	<b>Who is responsible</b>	<b>By when</b>	<b>Who else is involved</b>
<b>Data collection</b>	Evaluation Team with their enumerators	1 <sup>st</sup> week to 3 <sup>rd</sup> week of August 2025	N/A
<b>Data management and analysis</b> (coding, transcriptions, data cleaning, integration and analysis)	Evaluation Team	4 <sup>th</sup> week of August 2025	N/A
<b>Validation of evaluation findings and recommendations</b>	Evaluation Team	1st week to 2 <sup>nd</sup> week of September 2025	ECHO Project Coordinator, MEAL team, Technical advisor (Save the Children), Project partner
<b>First draft of the Final evaluation report</b>	Evaluation Team	2 <sup>nd</sup> week of September 2025	
Review of first draft report	ECHO Project Coordinator (Save the Children)	3 <sup>rd</sup> week of September 2025	CP Technical Advisor, MEAL Technical Expert, REL Coordinator (Save the Children including Netherlands MEAL Advisor and Programme Manager).
<b>Final evaluation report and submission of data and analyses</b>	Evaluation Team	4 <sup>th</sup> week of September 2025	N/A
<b>Knowledge translation materials</b>	Evaluation Team	End of September 2025	N/A
Project team meeting to develop Evaluation Response Plan	ECHO Project Coordinator (Save the Children)	End of September 2025	Technical advisors, MEAL Advisor, REL Coordinator (Save the Children)
Evaluation final report (together with response plan) posted on Resource Center	REL Coordinator (Save the Children)	End of September 2025	ECHO Project Coordinator, Technical Advisors (Save the Children)

Save the Children stakeholders to be involved in the evaluation are the ECHO Project Team MEAL Coordinator; and CP Technical Advisor.

External stakeholders to be consulted for key informant interviews and data validation meeting include representatives from the following partners and local authorities: Association of Children and Youth for the Peace (LuukRieang), Nusantara for Human Rights and Development, MSDHS, DDPM, PESAO, Mental health centre<sup>12</sup>, The ECHO project team will work closely with the Evaluation Team to identify key representatives and coordinating the key informant interviews and data validation meeting as appropriate.

## 9. EVALUATION TEAM

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

- Masters' degree in Social sciences, education, international relation or relevant area to the ECHO Action.
- Proven experience designing and conducting high quality project evaluations based on OEDC-DAC evaluation criteria
- Proven ability and track record conducting ethical and inclusive research with vulnerable populations while ensuring rigorous ethics, integrity, and safeguarding especially in migrant setting;
- Thai or international Evaluation Team who has experience to work in Thailand
- Ability to work independently and meet tight deadlines
- Language proficiencies required include: English, Thai, Pattani malay ; kindly include a clear plan for language proficiencies in the Evaluation Team and/or translators included
- Flexibility to travel to remote areas

There is a high expectation that:

- Members (or a proportion) of the Evaluation Team have a track record of working together.
- A team leader will be appointed who has the seniority and experience in leading complex evaluation assignments, and who has the ability and standing to lead a team toward a common goal.
- The Evaluation Team has the ability to commit to the terms of the assignment, and have adequate and available skilled resources to dedicate to this evaluation over the period.
- The Evaluation Team has a strong track record of working flexibly to accommodate changes as the assignment is implemented.

Applications for the consultancy should include:

- Expression of interest: stating candidate skill and experience suitable for the consultancy (max 1 page)
- Technical and financial proposal: Outline of evaluation framework and methods, proposed timeframe, work plan and budget (max 4 pages; applications over limit will be automatically excluded).
- CV of proposed individual/s and one piece of evidence of similar evaluation carried out previously

## 10. ANNEXES

Annex 1: Save the Children International Ethical guidelines

Annex 2: Save the Children International Evaluation Report Scoring

Annex 3: Save the Children International Child safeguarding policy

TOR prepared by:	
TOR approved by:	
Date of sign off:	

## SELECTION CRITERIA

### Essential criteria

#### Understanding of requirements and proposal

- 1) Demonstrate your understanding of the study requirements and provide your proposal for how you would approach the research/evaluation. Your proposal will be assessed on whether the approach and methodology are robust, appropriate (actionable, sensitive, responsible) and indicates that it will achieve the study requirements.
- 2) Demonstrate your understanding of the deliverables and activities to be implemented, by:
  - a) Describing your proposed approach to project management and track record of delivering on time and on budget.
  - b) Providing a project plan with indicative timeline and defined roles and responsibilities of team members.

### Capability criteria

#### Demonstrated Experience

- 1) Demonstrate your experience and track record in conducting large scale impact/outcome evaluation using mixed-methods (qualitative and quantitative data collection and analysis)
- 2) Demonstrate your experience and track record in conducting research and/or evaluation in the field of education, particularly in relation to refugee education.
- 3) Demonstrate your experience and track record of leading research, evaluations or consultancy work in Thailand that is sensitive to the local context and culture, particularly child rights, gender equality, ethnicity, religion and minority groups.
- 4) Demonstrate your experience and track record in conducting ethical, inclusive and participatory research and/or evaluations involving: a) children and b) marginalised, deprived and/or vulnerable groups

#### Bidder capacity

- 1) Describe the Project lead's coordination experience in leading consultancy work, research and/or evaluations of similar scale, and managing a team of diverse team of specialists.
- 2) Nominate the key personnel and resource pool who will perform the work in relation to this contract. Your response will be assessed on whether the skills and experience of key personnel adequately covers all areas of expertise and experience required, and your combined team resources (number of members) as required to implement the activities within the set timeframe. Please indicate the 'personnel type' for each key personnel using the types outlined in the table below for the next question.

## **Financial criteria**

The proposed plan with detailed schedule and budget (consultancy fee, expenses, and translation costs) will be used for the purposes of assessing cost effectiveness, as well as managing and negotiating the agreed cost of deliverables, or agreed scope variations if required.