

**Terms of Reference
For
Final Evaluation**

Literacy Empowerment Alliance for a Resilient
New-Generation (LEARN) project

March 2026



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2. PROJECT SUMMARY

Type of evaluation	Project Final Evaluation
Name of the project	Literacy Empowerment Alliance for a Resilient New-Generation (LEARN)
Project Start and End dates	1 July 2023 – 30 June 2026
Project duration	36 months
Project locations:	Pattani-Malay communities in Raman District, Yala Province, Thailand.
Thematic areas	Education
Sub themes	Early Childhood Care and Development (ECCD)
Donor	Save the Children Hong Kong
Estimated beneficiaries	<ul style="list-style-type: none"> • 1,500 children (724 girls, 776 boys) aged 3-5 years old from 700 households in 21 communities with no ECD centres; • 490 female caregivers; 210 male caregivers; • 81 ECD and kindergarten educators (57 women, 24 men); • 42 community and religious leaders (8 women, 34 men); • 9 youth volunteers (5 women, 4 men); • 9 health workers (5 women, 4 men); • and at least 39 government officers (20 women, 19 men)
Overall objective of the project	To improve the child developmental outcomes of Pattani-Malay young girls, boys, and vulnerable groups such as children with disabilities (CwDs) and non-binary children aged 3-5 years by strengthening nurturing, caregiving, executive function, inclusive, gender responsive, protective and high-quality preschool education programs at learning centres and in homes in Raman District, Yala Province.

3. INTRODUCTION

The LEARN project aims to build on Save the Children Thailand's (SCT) work in Thailand's southernmost provinces by strengthening the nurturing caregiving, executive function, and high-quality preschool education programs at home and centres for vulnerable and conflict-affected ethnic minority Pattani-Malay boys and girls (ages 3-5) living in Raman District, Yala Province. In collaboration with educators, parents, community leaders, CSOs, and government partners, the LEARN project will produce several key outcomes, including 1) increasing home, community and ECD centre environments through the development of more age-appropriate and gender-sensitive inclusive supplementary materials; 2) improving the availability and presence of qualified and competent ECD teachers, caregivers, mothers and fathers, and other education staff; 3) strengthening community-led engagements to support a conducive learning environment for literacy and early child development through youth empowerment and integrated knowledge building; and 4) strengthening the ECD system for Pattani-Malay girls and boys through advocacy at the national and provincial levels.

LEARN project aims to reach 1,500 children (724 girls, 776 boys) ages 3-5 years old from 700 households in 21 Pattani-Malay ethnic minority communities with no ECD centres in Raman District, Yala Province. These communities have experienced multiple consequences of conflict, such as stigmatisation, perceived threat to local identities and language, stress, low socio-economic status, and exposure to violence. By working with communities, educators, parents and caregivers, the project will reach the most vulnerable and conflict-affected girls and boys in this area, particularly ethnic minorities.

To assess the impact and effectiveness of the intervention, SCT 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 March to June 2026 will measure the extent to which the Action has achieved its intended outcomes. Further details, including the projects background, evaluation scope, key questions, intended methodology, reporting and governance, key deliverables and timeframes for its implementation are provided in the sections that follow.

4. BACKGROUND AND CONTEXT

The Deep South of Thailand (DST), consisting of the conflict-affected southernmost border provinces of Pattani, Yala, and Narathiwat, ranks among the poorest in the country. This has had a direct impact on the learning outcomes of girls, boys, and vulnerable groups such as CwDs and non-binary children, ages 3-4, who often fall far below the national average when it comes to literacy and numeracy (MICS 2019). The lack of accessible early childhood development (ECD) centres, as well as their sub-standard quality, have only served to compound these problems. As of 2022, there are a total of 19,750 ECD centres in Thailand under the Department of Local Administration of which only 617 of these centres are located in Pattani, Narathiwat, Yala and the four southern districts of Songkhla Province (ECD Services UNICEF 2019).

The Literacy Empowerment Alliance for a Resilient New Generation (LEARN) project aims to improve the child developmental outcomes of ethnic minority Pattani-Malay young girls, boys, and vulnerable groups such as children with disabilities (CwDs) and non-binary children ages 3-5 who live in Raman District, Yala Province, by implementing the Ready to Learn and Enabling Teachers common approaches. In order to gain the commitment and support of government officials and local stakeholders, this comprehensive proposed intervention involves a coalition of stakeholders, including mothers and fathers, teachers and school staff, religious leaders, community members, and local authorities. It aims to advocate for sustainability through ongoing reflection and learning sharing. The project will be carried out over a 36-month timeframe.

Save the Children Thailand provide technical expertise, provide oversight of the project, and work in cooperation with two key partners who have knowledge of the local area and expertise on the delivery of the project activities. These key partners include: Yala Rajabhat University (YRU), who was a strategic partner during the EPLR Project and has expertise in ECD Curriculums and training for ECD teachers, as well as experience working with and conducting research on local communities. YRU will play a key role in delivering technical ECD-related activities and facilitate and coordinate with Facilitate and coordinate with the provincial, district and sub-district government bodies; and

Network of Women Against Violence in Southern Thailand (N-Wave), a local CSO who has expertise in working with local communities and is an active player in advocating for and supporting vulnerable women and women rights in conflict-affected areas. N-Wave is a driver of change in supporting the empowerment of women in the Islamic Committee to ensure women's rights and access to needed support are met. Their role will be to support Teen Mom Network and implementation of the Kursus Training. The project will also work closely with local administration offices, the Yala Provincial Education Service Area Office (PESAO), and District Education Service Office, which are the key government authorities overlooking ECD initiatives in Yala. They will be key players in the endorsement and the continuity of project activities and thus, will be involved and consulted for the duration of the project. The project will also work with the Regional Public Health Promotion Centre 12 Yala, who will play a key role in mobilizing the community. The Health Promotion Officers will play a key role as a Youth Literacy Champion (YLC), as well as providing coaching to the N-Wave team in rolling out the adapted Kursus Curriculum.

The midline evaluation shows an increase in overall IDELA scores for both intervention and control groups from baseline to midline, with a more significant improvement among children in the intervention group. This indicates a positive impact of the LEARN program over time, particularly in the emergent literacy and language competency domain and the emergent numeracy competency domain, with a slight improvement in the social-emotional development domain.

In the domain of emergent literacy and language competency, there was a notable increase in the emergent literacy score from baseline to midline, with substantial gains observed among the intervention group in letter identification and listening and oral comprehension skills. Additionally, a marginal improvement was also observed in print awareness among the intervention group.

In the domain of emergent numeracy competency, there was also a significant increase in the score from baseline to midline. The intervention group demonstrated significant gains in measurement and comparison, number identification, shape identification, and one-to-one correspondence skills compared to the control group.

In the domain of socio-emotional development, a slight increase was also observed from baseline to midline. However, the overall score differences between intervention and control groups were statistically insignificant. The intervention group demonstrated a significant improvement in the self-awareness aspect but a marginal improvement in the emotional awareness and emotional regulation aspects compared to the control group.

In the domain of socio-emotional development, a slight increase was observed from baseline to midline, though overall differences between groups were statistically insignificant. The intervention group showed significant improvement in self-awareness and marginal gains in emotional awareness and regulation compared to the control group.

The project encompasses four specific objectives including:

- 1.) *Increasing children and families' access to ECD materials in home, community and ECD center environments through the development of more age-appropriate and gender-sensitive and inclusive supplementary materials.*

2.) *Improving quality of ECD by knowledge increase and skills development for caregivers, parents, teachers and Provincial Education Service Area Office (PESAO) staff, and*

3.) *Strengthening community-led engagements to support a gender-responsive, inclusive, protective, and conducive learning environment for literacy and early child development through empowerment of young women and men and integrated knowledge building.*

4.) *Strengthening the ECD system for Pattani-Malay girls and boys through advocacy at the national and provincial levels*

Through these four objectives, the LEARN project targets to reach 1,500 children (724 girls, 776 boys) ages 3-5 years old from 500 households in 21 Pattani-Malay ethnic minority administrative villages (moobans) with no ECD centres in nine selected sub-districts (tambons) in Raman District, Yala Province. Throughout the project duration, the targeted population will get a range of intervention advantages, and the effectiveness of these benefits will be assessed by an impact evaluation study.

SCT had conducted baseline study in November 2023 which establish baseline value for key project indicators. The result from baseline will be used to compare with the values from endline to show the impact that the project can achieved.

5. SCOPE OF STUDY

5.1 Purpose, Objectives and Scope

This final evaluation will be conducted at the last phase of its implementation. It will build upon the baseline assessment (2024) and midterm evaluation (2025) that were previously conducted. This evaluation will be conducted by an external consultant. The primary purpose of this evaluation is to generate evidence on the impact of key outcomes by comparing endline results with the baseline results, and to assess the project overall effectiveness based on the OECD-DAC criteria. The findings will contribute to education programme learning and provide actionable recommendations to inform programme management, replication, and scale-up.

Objective of the study:

Type of Evaluation	Overarching objectives/questions
Implementation/ Process	<ul style="list-style-type: none"> ▪ How well was the program/project implemented? (see key study questions regarding fidelity and process) ▪ Did the program/project reach its intended target populations? (see secondary questions regarding reach and uptake) ▪ Did program/project beneficiaries have a positive experience with the program? (see key study questions regarding satisfaction and experience)
Outcome	<ul style="list-style-type: none"> ▪ Did the program/project achieve its intended outcomes? (see key study questions regarding impact, effectiveness and sustainability) ▪ How and why did the intervention make a difference?

Impact	<ul style="list-style-type: none"> ▪ What positive and negative, primary and secondary long-term effects, directly or indirectly, intended or unintended can be attributed to the programme? [DAC definition]
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The evaluation team will be required to undertake consultation with the SCT LEARN Project Coordinator, Education Technical Expert and MEAL at the commencement of the study to further refine the Study questions.

Scope: The consultant will lead in the design of the Final Evaluation methodology, sampling, desk review, field data collection, data analysis, and reporting. The target location for data collection will be in Raman District, Yala Province. The final evaluation will evaluate the project's implementation and interventions in the target locations against the OECD/DAC criteria and designated evaluation questions, focusing on harvesting the endline values for logframe indicators, projects achievements and challenges, effectiveness, outcomes, and impact. The findings will generate lessons learned and evidence to inform future programme design and opportunities for scale-up or replication. Scheduled between March 2026 and June 2026, the evaluation will engage ECD children and parents in Yala, together with relevant adult stakeholders such as teachers, community members, local authorities and government agencies, reflecting the project's total reach of 2,170 individuals Intended Audience and Use of the Study

Primary intended audience of the study are:

Stakeholder	Further information
Project donor	SC Hong Kong
Primary implementing organisation	Save the Children Thailand: Project implementation team; SPQI; New Business Development; ACCM.
Implementing partners	Network of Women Against Violence in Southern Thailand and Yala Rajabhat University
Government stakeholders	Primary Education Service Area Office Yala 1 Regional Health Promotion Centre 12 Yala Islamic Council of Yala province
Beneficiaries	Direct beneficiaries: 1,500 children (724 girls, 776 boys) aged 3-5 years old from 700 households in 21 communities with no ECD centres; 490 female caregivers; 210 male caregivers; 81 ECD and kindergarten educators (57 women, 24 men); 42 community and religious leaders (8 women, 34 men); 9 youth volunteers (5 women, 4 men); 9 health workers (5 women, 4 men); and at least 39 government officers (20 women, 19 men)
International development/humanitarian research community	Save the Children Association, Save the Children International

The study team will be required to propose how the primary audience will be involved throughout the evaluation process and how evaluation findings will be shared with each of the different stakeholders in the table above, particularly outlining how reporting back to communities, beneficiaries and children will be conducted in an accessible and child friendly manner.

5.2 Key Study Questions

Criteria	Key Study Questions	Process	Outcome	Impact
Acceptability and appropriateness	<ul style="list-style-type: none"> Is the intended program/project acceptable to the local community and stakeholders? Will they be willing to participate and engage? 	X		
Child participation	<ul style="list-style-type: none"> How were children supported to meaningfully participate across the programme/project cycle? 	X	X	X
Effectiveness*	<ul style="list-style-type: none"> Did the program/project achieve its intended outcomes? Are there any differences in outcomes achieved by different groups? Were there any unintended outcomes? Are the objectives of the program/project being achieved? How big is the effectiveness or impact of the project compared to the objectives planned? 		X	X
Equity and equality	<ul style="list-style-type: none"> Is there evidence that the intervention reduces inequality and marginalization for specific groups? 		X	X
Fidelity	<ul style="list-style-type: none"> Did implementation meet quality standards / best practice? 	X	X	X
Impact*	<ul style="list-style-type: none"> What is the impact or effect of the programme or project in proportion to the overall situation of the target group or those effected? What are the intended or unintended effects of the programme, either positive or negative, direct or indirect? 			X
Inclusion	<ul style="list-style-type: none"> How did the program/project consider inclusion of vulnerable groups in the design and its implementation of activities? 	X	X	X
Process	<ul style="list-style-type: none"> How well did staff/partnerships work together? 	X	X	

Criteria	Key Study Questions	Process	Outcome	Impact
Reach and uptake	<ul style="list-style-type: none"> Did the program/project reach its intended target populations? Why/why not? 	X	X	X
Relevance*	<ul style="list-style-type: none"> How was learning and evidence was used throughout the program cycle to adapt and ensure the project remained relevant? 	X	X	X
Replicability and scale	<ul style="list-style-type: none"> Can the program/project be scaled up at cost? And how much does it would cost? <i>Can we replicate this modality? Which components are already functioning effectively, and which ones still need further testing or adjustment?</i> 		X	X
Satisfaction and experience	<ul style="list-style-type: none"> Did program beneficiaries feel the services they received were acceptable, appropriate, and suited to their needs? 	X	X	
Sustainability*	<ul style="list-style-type: none"> Are the positive effects or impacts sustainable? <i>How is the fund raising activity contributing to sustainability of the project?</i> 		X	X
Gender sensitivity	<ul style="list-style-type: none"> What are the gender gaps that the program/project addressed and what remaining aspects need to be considered further? 	X	X	X

6. STUDY METHODOLOGY

6.1 Study Design

The consultant expected to design appropriate study methodology that respond to study objective and scope. The following is the outline of a suggested process; however, it is expected that this will be further refined by the consultant during the inception phase. The Final Evaluation shall be undertaken based on the Save the Children Thailand requirements and must be in line with Save the Children's ethical guideline.

The evaluation consultant will propose the study design either the experimental, quasi-experimental or non-experimental design with mixed qualitative and quantitative methods, and appropriate sampling approaches during inception report. The consultant will ensure Children and Youth participatory approaches in designing or developing in the study methodology.

The methodology will include a review of project documents such as **proposals, logframe, annual reports**, monitoring data, learning reports, and previous studies (Baseline Assessment, and Midterm Evaluation on the children's learning and development), as well as findings and lessons that reflect the perspectives of children and key stakeholders.

6.2 Sampling

The evaluation consultant is recommended to propose a sampling strategy that is appropriate to the study design, following the guidance below. While alignment with baseline studies is suggested, it is not mandatory; however, coherence will strengthen fair and accurate comparability across study phases. The sampling should also follow the disaggregation required by the logframe indicators to ensure comprehensive coverage of the data. Research in any discipline requires adherence to the principles of the Scientific Method, verifiability, *predictability*, *falsifiability*, and *fairness*. To meet these principles, applicants must describe the sampling process in sufficient detail, including the sampling method and sample size calculation (at a minimum the n and N values), to allow for peer review within Save the Children and to ensure the study can be replicated and its results verified. The sampling method to be used for qualitative and quantitative approaches will be:

Probability sampling methods:

- *Simple random sampling*
- *Systematic sampling*
- *Stratified sampling*
- *Clustered sampling*

Non-probability sampling methods:

- *Voluntary sampling*
- *Convenience sampling*
- *Quota sampling*
- *Purposive sampling*
- *Snowball sampling*

6.3 Data Sources and Data Collection Methods / Tools

All primary data collected during the study must facilitate disaggregation by gender, age, disability, and location and other attributes required in the logframe. Existing baseline and midterm data collection tool will be consulted to develop final evaluation tools. Child-friendly data collection tool must be adapted for data collection with children and youth. Data collected during baseline and midterm will be used to compare finding from final evaluation. Secondary data sources from government health service household survey UNICEF MICS report, EPLR Endline assessment report, and other relevant resources can potentially be utilised to provide the context/background information and proxy of several endline indicators. A range of project documentation will be used to provides information about program implementation.

Save the Children will not provide enumerators to assist with primary data collection. The team should also indicate how data triangulation will be realised. The Final Evaluation data collection will gather using the paper-based tools or digitalised format, the verified tools are SCI-KOBO Toolbox, MS Forms and

Monkey Surveys. Any personally identifiable information (PII) will be stored separately from this survey tool.

The study team is required to adhere to the Save the Children Child Safeguarding; Protection from Sexual Exploitation and Abuse; Anti-Harassment, Intimidation and Bullying; and Data Protection and Privacy policies throughout all project activities.

6.4 Ethical Considerations

It is expected that this study will be:

- **Child participatory.** *Where appropriate and safe, children should be supported to participate in the evaluation process beyond simply being respondents. Opportunities for collaborative participation could include involving children in determining success criteria against which the project could be evaluated, supporting children to collect some of the data required for the evaluation themselves, or involving children in the validation of findings. Any child participation, whether consultative, collaborative or child-led, must abide by the [9 Basic Requirements for meaningful and ethical child participation](#).*
- **Inclusive.** *Ensure that children from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.*
- **Ethical:** *The study must be guided by the following ethical considerations:*
 - *Safeguarding – demonstrating the highest standards of behaviour towards children and adults.*
 - *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.¹*
 - *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 study 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.*
- *Study activities will provide a safe, creative space where children feel that their thoughts and ideas are important.*
- *A risk assessment will be conducted that includes any risks related to children, young people's, or adult's participation.*
- *A referral mechanism will be in place in case any child safeguarding or protection issues arise.*
- *Informed consent will be used where possible.*
- *The evaluation team will obtain human ethics consideration approval from Save the Children's Research Ethics Committee with the facilitation provided by SCT*

¹ If any Consultancy Service Provider, Freelancer or Contingent worker will have direct contact with children and/or vulnerable adults and/or beneficiaries and/or have access to any sensitive data on safeguarding and/or children and/or beneficiaries, it is the responsibility of the person receiving the consulting service to contact the local HR team and child safeguarding focal point to ensure vetting checks and on-boarding are conducted in line with statutory requirements, local policies and best practices guidance.

6.5 Known limitations

The following limitations that have been observed in the previous project implementation include:

1. *LEARN project will be implemented in conflict-affected communities that might have experienced long-term psychological harm, trauma, stress, and livelihood scarcity. As a result, their priorities would be to be a resilient family rather than receiving support in caring for their children. Furthermore, the children might have faced developmental difficulties that might have impacted the results.*
2. *Data deviation may occur due to the language barrier, as the questionnaires and tools were developed in English, which will translate into Thai and be assessed or communicated in Pattani-Malay during data collection.*
3. *Different Background experience of Data Enumerators may cause the data deviation.*
4. *Limitation of data collection timeline that may overlap with special occasions in the community or long holiday.*
5. *Some of the primary caregivers may not live with children in the community and other family members may have limited on language barrier.*
6. *Some children may experience more than one project activity.*

7. EXPECTED DELIVERABLES

The study 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.

7.1 Tentative Evaluation Timeline

Deliverables/Timeframe	March				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Selection of consultant	█	█	█	█												
Contracting and onboarding consultants					█											
Inception report and tools submission					█	█										
Review of inception and tools						█										
Finalised protocols and tools						█	█									
Ethics submission						█	█	█								
Field data collection									█	█	█	█				
Data analysis													█	█		
Draft report													█	█		
Review of Draft report													█	█		
Data validation workshop													█			
Final Report submission															█	█
Evidence to Action brief submission															█	█

7.2 Detailed Deliverables

Deliverable / Milestones	Timeline
The study Team is contracted and commences work	April
<p>The study team will submit an inception report* in line with the provided template, including:</p> <ul style="list-style-type: none"> ▪ <i>Study objectives, scope, and key study questions</i> ▪ <i>description of the methodology, including design, data collection methods, sampling strategy, data sources, and study matrix against the key study questions</i> ▪ <i>data analysis and reporting plan</i> ▪ <i>caveats and limitations of the study</i> ▪ <i>risks and mitigation plan</i> ▪ <i>ethical considerations including details on consent</i> ▪ <i>Stakeholder and children communication and engagement plan</i> ▪ <i>key deliverables, responsibilities, and timelines</i> ▪ <i>resource requirements</i> ▪ <i>data collection tools (in line with the study matrix)</i> ▪ <i>Once the report is finalized and accepted, the evaluator/researcher study team must submit a request for any change in strategy or approach to the study manager or the steering committee.</i> 	April
<p>Ethics submission:</p> <p>Should approval from a Human Research Ethics Committee be required, an ethics submission should include:</p> <ul style="list-style-type: none"> ▪ <i>study protocols (participant recruitment, data security and storage, consent and confidentiality etc.)</i> ▪ <i>considerations for consulting with children and other vulnerable groups</i> ▪ <i>participant information statement and consent forms</i> 	April
<p>Final data collection tools (in the report language):</p> <ul style="list-style-type: none"> ▪ <i>Survey instrument</i> ▪ <i>Data collection mechanism</i> ▪ <i>Data Collection Training</i> 	May
<p>A Study Report* (Draft Version - template available if useful though external actors may want to use theirs) including the following elements:</p> <ul style="list-style-type: none"> ▪ <i>Executive summary</i> ▪ <i>Background description of the Program and context relevant to the Study</i> ▪ <i>Scope and focus of the study</i> ▪ <i>Overview of the study methodology and data collection methods, including a Study matrix</i> ▪ <i>Findings aligned to each of the key Study questions</i> ▪ <i>Specific caveats or methodological limitations of the evaluation</i> 	May

<ul style="list-style-type: none"> ▪ <i>Conclusions outlining implications of the findings or learnings</i> ▪ <i>Recommendations</i> ▪ <i>Annexes (Project logframe, study ToR, Inception Report, Study schedule, List of people involved)</i> <p>A consolidated set of feedback from key stakeholders will be provided by Save The Children within 2 weeks of the submission of the draft report.</p>	
Data collection completed -	May
<p>Clean Data and Data analyses including all encrypted raw data, databases and analysis outputs (bivariate analysis), including:</p> <ul style="list-style-type: none"> ▪ <i>Tabulation of the frequency and percentage of covariate, output and outcome variables</i> ▪ <i>Bi-variate analysis table with Pearson Chi-Sq indicator for statistical significance analysis</i> ▪ <i>Data triangulation & integration (baseline and endline)</i> 	June
Final Study Report* incorporating feedback from consultation on the Draft Study Report	June
<p>Knowledge translation materials:</p> <ul style="list-style-type: none"> ▪ <i>PowerPoint presentation of Study findings</i> ▪ <i>Evidence to Action Brief**</i> 	June

*All reports are to use the Save the Children [Final Study Report template](#) [unless another format is required by the project donor or used by partner who did the research/assessment/evaluation]. Please also refer to Save the Children technical writing guide.

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

All documents are to be produced in MS Word format and provided electronically by email to the SC Evaluation Project Manager. Copies of all PowerPoint presentations used to facilitate briefings for the project should also be provided to Save the Children in editable digital format.

8. REPORTING AND GOVERNANCE

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

- *Verbal reporting each bi-weekly to the Project Coordinator, MEAL Technical advisor, and Education Technical advisor by outlining progress made.*
- *A written Progress Report (1-page) by email to the Save the Children study Project Coordinator every month, documenting progress, any emerging issues to be resolved and planned activities for the next month.*

9. STUDY TEAM AND SELECTION CRITERIA

Interested consultants will be required to submit an Expression of Interest in line with the provided template, which should demonstrate adherence to the following requirements.

Understanding of Requirements and Experience

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

- *Designing and conducting project evaluation study using experimental/ quasi-experimental/ other design.*
- *Conducting studies in the field of Education particularly in relation to Early childhood development.*
- *Leading socio-economic research, evaluations or consultancy work in Deep south Thailand that is sensitive to the local context and culture.*
- *Conducting ethical and inclusive studies involving children and child participatory techniques*
- *Conducting ethical and inclusive studies involving marginalised, deprived and/or vulnerable groups in culturally appropriate and sensitive ways*
- *Managing and coordinating a range of government, non-government, community groups and academic stakeholders*
- *Experience conducting study in humanitarian contexts*
- *Sound and proven experience in conducting evaluations based on OECD-DAC evaluation criteria, particularly utilisation and learning focused evaluations*
- *Extensive experience of theories of change and how they can be used to carry out evaluations*
- *Strong written and verbal skills in communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills)*
- *A track record of open, collaborative working with clients*

There is a high expectation that:

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

Financial Proposal

Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but quality of the service and reasonableness of the proposed costs. Proposals shall include personnel allocation (role / number of days / daily rates / taxes), as well as any other applicable costs.

10. SCHEDULE OF PAYMENT

The total budget available for this evaluation, including all professional fees, travel, accommodation, data collection, hiring and training for enumerators, applicable taxes is expected to fall within the proposed budget. Proposals should provide a clear financial breakdown.

The following payments will be made to the consultant using and agreed mode of payment

- Upon approval of inception report and tools: [30%]
- Upon completion reflection workshop, submission of First Draft reflection report and study Report: [40%]
- Upon approval of final study report: [30%]

11. HOW TO APPLY

If interested in applying for this study, please submit the required documents at arif.leh@savethechildren.org including;

- 1) Technical proposal indicating the understanding of the study and proposed methodology
- 2) Financial proposal
- 3) CVs of the study team

ToR prepared by:	teerasan.thamayot@savethechildren.org REL Coordinator
ToR approved by:	matumon.katerenchuk@savethechildren.org Education Technical Expert
Date of sign off:	

Who can I contact if I have a question or comment about this document?

Please contact the Evidence Quality and Innovation TWG at EQITWG@savethechildren.org, as well as SCI Centre Evidence and Learning Team at CentreEvidenceandLearning@savethechildren.org