Terms of Reference for
CINTALAM Project
Midterm Evaluation
September 2025

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2. PROJECT SUMMARY

Type of study	**Midterm Evaluation**
Name of the project	Creating an INclusive and TrAnsformative youth-Led climate Action Movement (CINTALAM)
Project Start and End dates	01 February 2024 – 31 January 2027
Project duration	36 months
Project locations:	Pattani, Yala, Narathiwat, and Songkhla Provinces in Thailand
Thematic areas	Child rights governance, Child poverty
Sub themes	Climate change and Green Jobs
Donor	INTPA - International Partnerships (European Commission) Neighbourhood, Development and International Cooperation Instrument (NDICI) - Thematic programme for Civil Society Organisations - Thailand - EuropeAid/176695/DD/ACT/TH "Enhancing CSOs' Contribution to Governance and Development Processes"
Estimated beneficiaries	The action targets 40 staff (22F, 18M) from 20 organisations – CSOs/CBOs/including 3 Local authorities (LAs); 800 youth (450F, 350M) from 8 local youth groups; and 360 school-aged children (180B,180G) from 12 schools Final beneficiaries will be 191, 797 people, consisting of 55, 621 children (28,366 girls 27,254 boys) and 136, 175 adults (69,449 female, 66,726 male)
Overall objective of the project	To enhance resilience, adaption, and mitigation capacity in the three southern border provinces of Thailand to address climate change and environmental degradation.

3. INTRODUCTION

This document provides Terms of Reference for the commissioning of an external Evaluation Team such as an individual, consultancy firm, organization, or institution, to conduct the external midterm evaluation of the CINTALAM project. The midterm evaluation aims to assess the project's progress and achievements, challenges, and effectiveness alignment with objectives. The outcome of this evaluation will serve as evidence-based insights that will inform project adjustments, improvements, and decision making, and to uphold accountability to children and local communities.

Funded by the European Union - Neighbourhood, Development and International Cooperation Instrument (NDICI), the ***Creating an INclusive and TrAnsformative Youth-Led Climate Action Movement*** **(CINTALAM)** project spans three years from 01 February 2024 to 31 January 2027. The project aims to enhance resilience, adaptation, and mitigation capacity among young people, local communities, and civil society organisations (CSOs) in the three Southern Border Provinces of Thailand (Pattani, Yala, Narathiwat) and four districts of Songkhla, through strengthening the capacity and engaging with CSOs and diverse young people in the region through gender-responsive collaborative actions to address climate change and other environmental challenges.

The project experienced delays during the early phase of implementation - Year 1 and the first half of Year 2. These delays affected the execution of key planned activities and deliverables. However, the implementation has been delivered with consolidated results and indicator progress. The findings from this midline evaluation will inform and guide necessary adjustments and modifications to the project—particularly in terms of the quality of activities and implementation strategies—to ensure the project can meet its set indicators and commitments.

This external midterm evaluation is scheduled to take place from November 2025 to February 2026. The following sections outline the background of the project, scope of the study, key evaluation questions, intended methodology, reporting and governance structures, key deliverables, and the timeframe for implementation.

4. BACKGROUND AND CONTEXT

Creating an INclusive and TrAnsformative youth-Led climate Action Movement (CINTALAM), *'Cinta Alam'* meaning '*love for nature'* in the local Kelantan-Pattani Malay language, has been designed by Save the Children (SC) and co-applicant Green South Foundation (GSF) using a participatory approach with CSOs, children and youth (inclusive of those with diverse SOGIESC), and other relevant stakeholders in the Deep South of Thailand (DST). Activities have been developed in collaboration with these stakeholders to enhance the capacity of CSOs to empower children and youth in the region to take meaningful climate action.

The overall objective is to contribute to an enabling environment for localised, sustainable, and gender-sensitive youth-led climate and environmental action in DST. At the specific objective level, CINTALAM will improve the capacity of CSOs and youth to raise awareness on climate change issues and take relevant and gender-responsive action to mitigate and adapt to the effects of climate change within their communities.

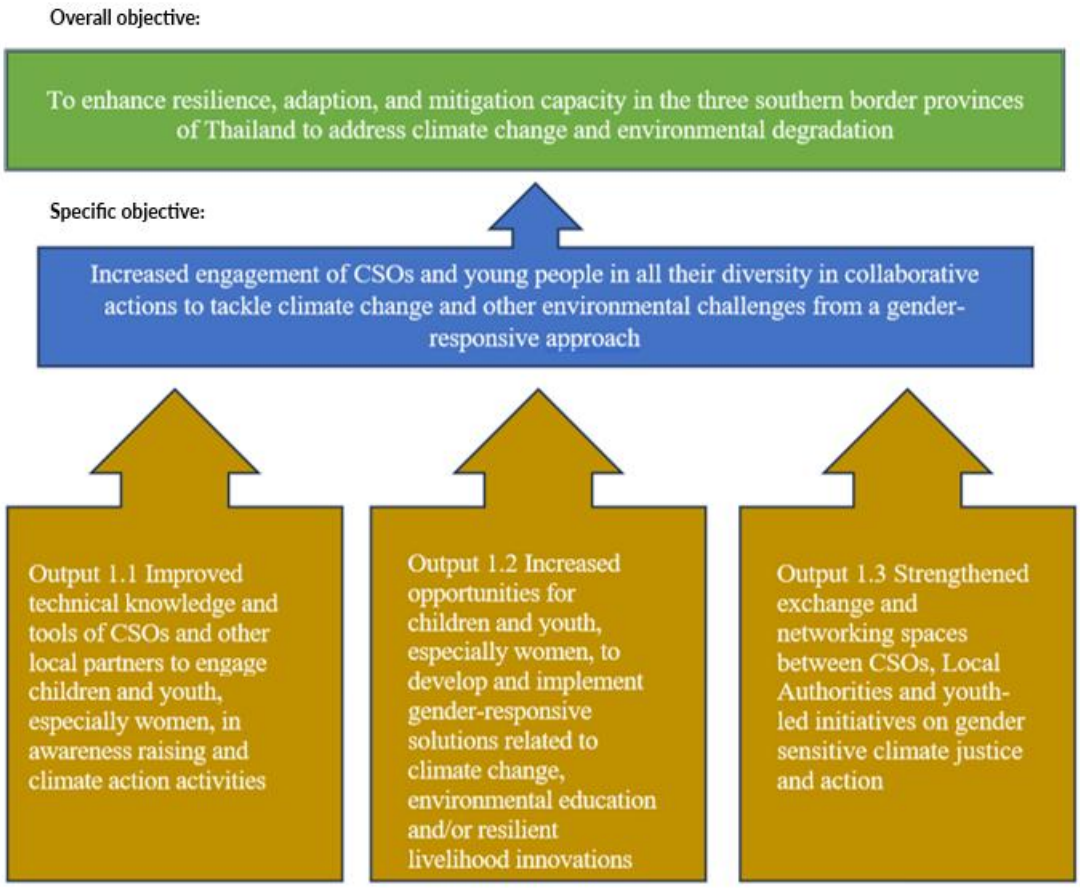
The project aims to achieve the three following outputs:

Output 1 focuses on strengthening CSOs' climate change and environmental technical knowledge and management capacities. The purpose of the activities under output 1 is to prepare CSOs to lead the activities planned under the subsequent outputs. Part of this preparation include establishing a Steering Committee to help guide the Financial Support to Third Parties (FSTP) selection process and recruiting CSOs interested in being involved with the project to conduct self-capacity assessments to determine training needs and introducing them to the FSTP program to set up a coaching plan to ensure the interested CSOs are supported to submit proposals for FSTP funding and be EU-compliant. Activities under this output include trainings to CSOs in organisational, thematic, and technical areas, as well as on youth empowerment, training youth on awareness-raising and advocacy, and on specific SC initiatives to feed into activities under Outputs 2 and 3 including Youth Innovation Labs (YIL), Generation Hope, and Red Alert. SC adapts existing SC's YIL training manuals to the DST context. CSOs will also receive guidance, materials, and communication tools for increasing the quality and reach of awareness-raising and campaigning activities.

Output 2, children and youth are empowered and supported by CSOs and LAs to develop sustainable and gender-responsive solutions to climate change and environmental problems and implement localised climate initiatives and actions in their communities. Building upon the preparations and capacity building conducted under Output 1, the activities under Output 2, selected CSOs, CBOs, and LAs use their new knowledge and tools to develop and implement youth-led localised and gender responsive initiatives. The FSTP programme is launched and CSOs, CBOs, LAs and relevant youth-led groups are supported to submit proposals. The Steering Committee established under Output 1 helped providing guidance, determine selection criteria and review and grantees were selected according to those criteria. SC has dispersed grants and provide support to grantees at every stage of the process. The selected activities for funding include those related to climate change and environmental education for children, building skills for green jobs and developing innovative solutions to encourage climate resilient livelihoods and building skills for awareness-raising and campaigning among children and youth.

Output 3, CSOs, CBOs, and LAs are supported to empower youth groups to voice concerns, raise concerns, raise awareness, and promote collaborative initiatives on gender sensitive climate justice and action in DST and also at the national level. CSOs and youth benefitting from Outputs 1 and 2 will be supported by GSF to initiate communication channels with government authorities, other CSO climate actors, and other youths taking action on climate change through the establishment of Generation Hope DST and Red Alert which will include youth-led climate discussion forums and dialogues and meetings to bring stakeholders together to share experiences from FSTP activities under Output 2, determine policy recommendations based on the lessons learned during project implementation, and in general, foster greater coordination and connection.

This is reflected in the project's theory of change:



5. SCOPE OF EVALUATION

5.1 Purpose, Objectives and Scope

This evaluation is being conducted at the halfway of activity implementation of the CINTALAM project, building upon the baseline evaluation previously conducted in 2024/25. The purpose of this mid-term evaluation is to assess the progress, quality, and effectiveness of the project to-date with reference to OECD/ODC criteria (details in section 5.3). Specifically, the study seeks to examine how well the project has been implemented, the extent to which it is reaching and benefiting the intended target populations, and whether its approaches are generating positive and negative experiences, as well as intended and unintended early outcomes for beneficiaries. The evaluation will measure progress against baseline benchmarks, and provide actionable recommendations based on key findings to inform course corrections, strengthen implementation strategies, and support evidence-based decision-making for the remainder of the project to support and empower civil society as climate actors. The main objectives of the evaluation are:

- *To provide evidence-based insights to measure progress of the project in relation to its design, objectives, and its contribution to relevant SDGs, horizontal issues such as gender, youth engagements, human rights, people with disabilities, and visibility of the European Union.*

- *to determine whether the project is effectively reaching and benefiting its intended target populations, including marginalized groups.*
- *to identify early outcomes and lessons learned that can guide improvements for the remaining implementation period and inform future programming*

The evaluation team will be required to undertake consultation with the SC's program and technical teams at the commencement of the project in order to further refine the Evaluation questions.

Scope:

The midline evaluation should cover all components and activities conducted from January 2024 to November 2025. The project engages five target stakeholders include CSOs, CBOs, the local authorities, youth network members, and children and youth aged 18-35 in Pattani, Yala, and Narathiwat and four districts of Songkhla province. Approximately 191,797 people, consisting of 55, 621 children (28,366 girls and 27,254 boys) and 136,175 adults (69,449 female, 66,726 male) will benefit from the action in the long-term. Project activities are being implemented by Save the Children Thailand and the Green South Foundation. The project also provisions 16 sub-grantees which are local CBOs/CSOs. The target communities are located in both urban and suburban areas, with a strong focus on maintaining safety. Therefore, it is important to develop a well-organized logistics plan and a flexible, secure approach to collecting field data.

5.2 Intended Audience and Use of the Evaluation

Primary intended audience of the evaluation are:

Stakeholder	Further information
Project donor	INTPA - International Partnerships (European Commission)
Primary implementing organisation	Save the Children Thailand
Implementing partners	Green South Foundation (GSF) 16 local CBOs sub-grantees: - *Trash Hero Pattani* - *The Looker* - *Child and Youth Leaders Group of Bangoi Subdistrict* - *Concur Community Enterprise* - *Nara Bahagia* - *Saiburi River Basin Association* - *The Patani Resource* - *Intellectual of Bannangstar* - *Wanita For Change – WTC* - *Patani Graduate Network* - *Pattani River Protection Network* - *Rak Tha Kamcham Group* - *Natural Living and Community Learning Center*

	- *Child and Youth Council of Khok Khian Subdistrict* - *The sea walk* - *Center for Islamic and Cultural Research Coordination*
Government stakeholders	Local administration offices
Community groups	Local administration offices
Beneficiaries	Community leaders, youths in target communities
International development/humanitarian research community	n/a

The findings of the midline evaluation will be used for programme delivery improvement and adaptation, and accountability to children, local communities, and EU-INTPA. The evaluation 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.

5.3 Key Evaluation Questions

Criteria	Key Evaluation Questions	Formative	Process	Outcome	Impact	Economic
Relevance*	▪ *Does the intervention respond to clearly identified needs and priorities of the project participants, and was it appropriately adapted to the local context?* ▪ *To what extent was the intervention aligned with national priorities and relevant SDGs (especially SDG 4, 5, 7, 12 and 13)?*	X	X	X	X	

Coherence*	▪ *Does the intervention support beneficial synergies and linkages with other interventions carried out by Save the Children, government, and other relevant actors in Thailand's Deep South and nationwide?*	**X**	**X**	**X**	**X**	
Effectiveness*	▪ *Did the program/project achieve its intended outcomes?* ▪ *Are there any differences in outcomes achieved by different groups?*			X	X	
Efficiency*	▪ *Were objectives achieved on time? (and budget)* ▪ *Were activities cost-efficient? (What was the cost of delivering outputs? How were cost drivers managed?)*		X	X		X
Impact*	▪ *Does the program/project contribute to reaching higher level objectives (preferably, overall objective)? Why/ why not?* ▪ *What are the intended or unintended effects of the programme, either positive or negative, direct or indirect?* ▪ *To what extent has the project enhanced visibility and recognition of the EU's support among target groups and stakeholders?*				X	
Sustainability*	▪ *How is the sustainability or permanence of the intervention and its effects to be assessed?*			**X**	**X**	
Process	▪ *How well did staff/partnerships work together?* ▪ *How can implementation of the program be improved in terms of coordination?*		X	X		

Gender and social inclusion	▪ *To what extent has the project addressed the different needs, priorities, and accessibility of boys and girls, men and women, people with disabilities, and other vulnerable groups, in its design and implementation?* ▪ *To what extent has the project empowered women and girls in its design and implementation?* ▪ *How were children supported to meaningfully participate across the programme/project cycle?*	X	X	X	X	

*OECD DAC Criteria

6. EVALUATION METHODOLOGY

6.1 Evaluation Design

The consultant is expected to propose the evaluation design that well addresses the evaluation objectives and ensures it captures robust learning from project implementation and the evaluation criteria.

It is expected that this evaluation will involve:

- *Mixed methods (qualitative and quantitative approaches)*
- *A desk review of relevant project documents (baseline evaluation, logframe, monitoring data, donor reports) to inform the design, sampling frame, and analysis*
- *Stratified random sampling for the quantitative component, with strata defined by gender and other key characteristics as outlined in the project logframe*

6.2 Sampling

It is recommended that the applicants propose a sampling strategy that ensures methodological rigour, coherence with the baseline evaluation, and alignment with the evaluation objectives. The sampling process must be described in sufficient detail to meet the principles of the scientific method which presents verifiability, predictability, replicability, and fairness.

Key expectations include:

- *The sampling must remain consistent with the baseline evaluation in order to allow fair and accurate midline-to-baseline indicator comparison, where applicable. Any deviation should be clearly justified*
- *The consultant should provide a clear explanation of the sampling method, including sample size calculation values (population size* N *and proposed sample size* n *at a minimum), as well as the assumed confidence level and margin of error.*

- *Quantitative Component: Stratified random sampling is encouraged, with strata defined by gender and other relevant characteristics from the project logframe.*
- *Qualitative Component: For focus group discussions, key informant interviews, and case studies, non-probability methods such as purposive or quota sampling may be used to ensure inclusion of diverse perspectives, particularly marginalised groups.*
- *The consultant should ensure that the sampling strategy can be independently reviewed and replicated, so that findings are robust and credible.*

The sampling strategy will be agreed and finalised with Save the Children's Technical Team during the inception phase.

6.3 Data Sources and Data Collection Methods / Tools

All primary data collected during the evaluation must facilitate disaggregation by gender, age, location and other characteristics suggested in the logframe. Save the Children will provide guidance on tools and classification schemes for this minimum dataset.

Existing Save the Children data sources that can be drawn on in the evaluation include:

- *Project Baseline evaluation (2025)*
- *GESI Assessment (2025)*
- *The Climate Crisis: Save the Children's Internal Child-Centred Framework for Action (2025)*
- *Save the Children's Global Advocacy Messages – Climate Crisis and Child Rights (2021)*
- *Save the Children's Programming in a Context of Increasing Climate-related Risk and Change: A climate risk-informed guide for all sectors (2024)*

Save the Children recommends mixed method of data collection methods on in the study that includes, for example, structural survey, questionnaire, key informant and group interview. Save the Children will not provide enumerators to assist with primary data collection. 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 team should also indicate how data triangulation will be realised.

A range of project documentation will be made available to the evaluation team that provides information about the design and implementation of the CINTALAM project. Documents include:

- *Project Proposal*
- *Project Logframe*
- *Project monitoring report/ progress report/ annual report*
- *List of project stakeholders, particularly implementing partners and sub-grantees*

The evaluation 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 evaluation 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 evaluation 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 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.*
- *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 be required to obtain approval from a Human Research Ethics Committee. Save the Children will provide assistance with this process. The consultant is required to ensure that the evaluation information, inception report, data collection tools, and all relevant documents are well prepared and aligned with the submission checklist provided by Save the Children.

[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

- Impacts of staff turnover on project continuity: The project has experienced long implementation delays and significant gaps in project coordinator position. There is also a lack of institutional memory regarding the project's evolution and progress.
- Security concerns in conflict areas: *The ongoing unrest in the southern border provinces requires careful security assessments before conducting field research. This limitation restricts access to certain areas, potentially leading to gaps in data collection from communities that are difficult to reach.*
- *Some target groups are not fluent in Thai, requiring interpreters to facilitate communication. Translation challenges can lead to potential misinterpretations of key concepts and loss of nuanced meaning, affecting the accuracy of data collection. In addition, new or modern terms—especially those related to climate change, governance, or development—can be difficult to translate into the local Patani-Melayu language, limiting shared understanding and reducing the clarity of key messages during interviews or group discussions*

7. EXPECTED DELIVERABLES

The midterm evaluation deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The evaluation team lead and the project coordinator will agree on final milestones and deadlines at the inception phase.

Deliverables and Tentative Timeline

Deliverable / Milestones	Timeline
The evaluation Team is contracted and commences work	November 2025
The evaluation Team will facilitate a **workshop** with the relevant stakeholders at the commencement of the project to develop the inception report.	The second week of November 2025
The evaluation Team will submit an **inception report*** in line with the provided template, including: ▪ *Evaluation objectives, scope and key evaluation questions* ▪ *description of the methodology, including design, data collection methods, sampling strategy, data sources, and study matrix against the key evaluation questions* ▪ *data analysis and reporting plan* ▪ *caveats and limitations of evaluation* ▪ *risks and mitigation plan* ▪ *ethical considerations including details on consent* ▪ *stakeholder and children communication and engagement plan* ▪ *key deliverables, responsibilities, and timelines* ▪ *resource requirements*	The third week of November 2025

▪ *data collection tools (in line with the evaluation matrix) [Indicate if there are any existing tools available or if there will be new ones developed, as well as include who is responsible for developing them]* Once the report is finalised and accepted, the evaluation team team must submit a request for any change in strategy or approach CINTALAM project coordinator	
Ethics submission: Should approval from a Human Research Ethics Committee be required, an ethics submission should include: ▪ *evaluation protocols (participant recruitment, data security and storage, consent and confidentiality etc.)* ▪ *considerations for consulting with children and other vulnerable groups (if applicable)* ▪ *participant information statement and consent forms*	The first week of December 2025
Final data collection tools (in the report language): ▪ *Survey instrument* ▪ *Data collection mechanism*	The first week of December
Evaluation team conduct the field data collection	The second week of December 2025 to the second week of January 2026
Data and analyses including all encrypted raw data, databases and analysis outputs	The first second of February 2026
An Interim Report including a summary of formative findings from the evaluation. The focus will be on: ▪ *Summary of interim findings* ▪ *Any emerging program issues or risks (if applicable)* ▪ *Any changes that have had to be made to theevaluation design (if applicable)* ▪ *Key tasks for the next stage of the evaluation and any proposed refinements or changes to methodology (if applicable)*	The second week of February 2026
A **Draft Study Report** including below elements: All reports are to use the Save the Children Final Evaluation Report template ▪ *Executive summary* ▪ *Background description of the Program and context relevant to the evaluation* ▪ *Scope and focus of the evaluation* ▪ *Overview of the evaluation methodology and data collection methods, including an evaluation nmatrix*	The second week of February 2026

▪ *Findings aligned to each of the key evaluation questions* ▪ *Specific caveats or methodological limitations of the evaluation* ▪ *Conclusions outlining implications of the findings or learnings* ▪ *Recommendations* ▪ *Annexes (Project logframe, study ToR, Inception Report, evaluation schedule, List of people involved)* 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.	
INTPA review	The fourth week of February 2026
Final Midterm Evaluation Report* incorporating feedback from consultation on the Draft Study Report	the first week of March 2026
Knowledge translation materials: ▪ *PowerPoint presentation of evaluation findings* ▪ *Evaluation Brief***	The first week of March 2026

*All reports are to use the Save the Children Final Study Report template Please also refer to Save the Children technical writing guide.

** The Evaluation Brief is a 2-4 pages summary of the full report and will be created using the Save the Children 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 evaluation team lead will report to the CINTALAM Project Coordinator. Save the Children through CINTALAM Project Coordinator should approve all plans and documents developed by theevaluation team, in suggestions of the Technical Experts where relevant.

The evaluation team lead is to provide reporting against the evaluation plan. A weekly email to CINTALAM Project Coordinator detailing the progress, any emerging issues to be resolved and planned activities for the following week should be made by the evaluation team lead.

A draft report should be submitted for feedback and comments. The report should be written in English. The final evaluation report will comprise the following contents:

- *Table of Contents*
- *List of Acronyms*
- *List of Tables*
- *Executive Summary*
- *Background and context*
- *Introduction*
- *Scope of Evaluation*

- *Evaluation Design and Methodology*
- *Data analysis*
- *Key Findings*
- *Conclusions and Recommendations*
- *Annexes*
- *The final TOR*
- *Inception report including workplan and budget*
- *Project Logical framework*
- *Evaluation matrix and tools*
- *List of people involved in the evaluation*
- *Raw data*

The evaluation team will revise the report according to the agreed feedback and comments from Save the Children and INTPA. The final report will be assessed against Save the Children's Evaluation Report Scoring Checklist. The MEAL Technical Expert and the Climate Change and Green Skills Technical Expert at Save the Children Thailand will review the report and provide sign-off of the evaluation.

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

- *Verbal reporting bi-weekly to the project coordinator and the technical team by outlining progress made over the past month.*

9. EVALUATION MANAGEMENT

Evaluation Tentative Timeline, with key deliverables in bold. The final timeline and deliverables will be agreed upon the inception phase.

What	Who is responsible	By when	Who else is involved
Evaluation tender submissions	CINTALAM project coordinator	September 2025	Procurement team
Tender review and selection of evaluation team	CINTALAM project coordinator	October 2025	Procurement teams; Finance; CC and GP Technical Advisor, MEAL Advisor
Inception report	CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor	the third week of November 2025	N/A
Review of inception report	CINTALAM project coordinator, CC and GP	The fourth week of	N/A

	Technical Advisor, MEAL Advisor	November 2025	
Development of Data collection tools	Evaluation Team	November 2025	MEAL Advisor
Ethics submission	Evaluation Team	December 2025	REL Coordinator, CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor
Logistical arrangements	Evaluation Team with support from CINTALAM Project Officers	November 2025 to February 2026	Logistic support team
Data collection	Evaluation Team	The second week of December 2025 to the second week of January 2026	N/A
Data management and analysis (coding, transcriptions, data cleaning, integration and analysis)	Evaluation Team	The second week of February 2026	N/A
First draft of the midterm evaluation report	Evaluation Team	The second week of February 2026	N/A
Review of first draft report	CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor	The third week of February 2026	N/A
Meeting with evaluators and evaluation team to finalize the report	Evaluation Team, CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor	The third week of February 2026	N/A
Validation of evaluation findings and recommendations	Evaluation Team	The fourth week of February 2026	Evaluation Team, CINTALAM project coordinator, CC and GP Technical

			Advisor, MEAL Advisor
INTPA review	Evaluation Team, CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor, AWARD	The fourth week of February 2026	Evaluation Team, CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor
Final midterm evaluation report and submission of data and analyses	Evaluation Team	the first week of March2026	CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor
Knowledge translation materials	Evaluation Team	the first week of March2026	N/A
Project team meeting to develop Evaluation Response Plan	CINTALAM project coordinator	March 2026	Technical advisors, MEAL Advisor, REL Coordinator
Midterm evaluation final report (together with response plan) posted on OneNet and reviewed (see page 1 above for platform links)	REL Coordinator (Save the Children)	March 2026	CINTALAM project coordinator, CC and GP Technical Advisor, MEAL Advisor

10. EVALUATION 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 evaluation team members together must have demonstrated skills, expertise and experience in:

- *Designing and conducting research or evaluations using quasi-experimental or non-experimental design, conducting the evaluations with the harvesting outcomes/impact approaches is an asset.*
- *Conducting studies in the field of climate change, climate education, environment, disaster risk reduction, particularly in relation to child participation, youth empowerment, climate and environment education, the social innovation.*

- *Leading socio-economic research, evaluations or consultancy work in the Deep South of Thailand that is sensitive to the local context and culture, particularly child rights, gender equality, ethnicity, religion and minority groups and/or other factors]*
- *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 studies and evaluations 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 evaluations 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 midterm evaluation 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.

11. SCHEDULE OF PAYMENT

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

- *Upon signing the contract: 30%*
- *Upon submission of inception report: 30%*
- *Upon approval of final midterm evaluation report: 40%*

12. HOW TO APPLY

If interested in applying for this evaluation, please refer to the Consultant EOI Form. Contact person for this evaluation is arif.leh@savethechildren.org

13. ANNEXES

Annex 1: Project Logframe

[To be provided]

Annex 2: List of project documents to be consulted

[To be provided]

Annex 3: SC Steering Committee Roles and Responsibilities

[To be provided]

Annex 4: SCI Evaluation Scoring for perspective consultants

Category	**Evaluation Quality Criteria** (used for internal scoring after completion)
Purpose, Design and Methods	1. Does the evaluation report clearly identify the evaluation's purpose (including its key objectives, questions and criteria) as set out in the evaluation's Terms of Reference (ToR)?
	2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (Do they provide valid, reliable and ethical data?)
	3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g. re gender, disability, socio-economic status, geographic location, cultural context, ethnicity)?
	4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation?
	5. Does the evaluation build on what is already known, for example existing tried and tested frameworks and tools, existing data/evidence, and previous lessons learned?
	6. Are the methods used to collect and analyse data and any limitations of the quality of the data and collection methodology explained and justified?
	7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically?
Analysis and Findings	8. If evaluating impact, is a point of comparison used to show that change has happened (eg. a baseline, a counterfactual, comparison with a similar group)?
	9. Is the explanation of how (e.g. theory of change, logframe, activities) the intervention contributes to change explored?
	10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives?
	11. Are alternative factors (eg. the contribution of other actors) considered to explain the observed result alongside an intervention's contribution?
	12. Are unintended and unexpected changes (positive or negative) identified and explained?

	13. Are the perspectives of children & communities included in the evidence, including the most deprived and marginalised? Note: For evaluations focused on young children, caregiver perspectives are adequate instead.
	14. Are the findings disaggregated according to sex, disability and other relevant social differences?
	15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented?
	16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions?
	17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (eg. communities, partners, Save the Children staff)?
Communication and Use	18. Is the analysis and interpretation of the data well communicated through accessible language and helpful visuals (diagrams, graphs, tables as needed)?
	19. Are references, annexes and links included that provide additional relevant data, analysis or references (including key documents and which individuals/stakeholders were involved)?
	20. Is there a clear plan for how to use the results, including recommendations that are 'SMART' (Specific, Measurable, Achievable, Relevant, Timebound) and directed toward the appropriate 'end users', a dissemination plan, and specific actions for implementing these recommendations?

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Date of sign off:	2 October 2025

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

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