

Terms of Reference for Multi-country Baseline, MEAL Framework, Interim and Final Evaluations, and Country-focused Impact Evaluation

**Building the Climate Resilience of
Children and Communities through the
Education Sector (BRACE) Project**

January 2026

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1. PROJECT SUMMARY

Type of study	Multi-component assignment: <ol style="list-style-type: none"> 1) Baseline assessment (3 countries) 2) Interim process and outcomes evaluation (3 countries) 3) Final outcomes evaluation (3 countries) 4) Impact evaluation (Cambodia) 5) Development of the BRACE Monitoring, Evaluation, Accountability, and Learning (MEAL) framework
Name of the project	Building the Climate Resilience of Children and Communities through the Education Sector (BRACE)
Project Start and End dates	November 2025 – November 2030
Project duration	Five years
Project locations:	Cambodia, South Sudan, Tonga
Thematic areas	Education, Climate Resilience
Donor	Green Climate Fund (GCF), with co-financing from the Global Partnership for Education (GPE), UNICEF, and the World Bank
GCF Accredited Entity	Save the Children Australia
Co-Executing Entities	SCI Cambodia; Royal Government of Cambodia, acting through the Ministry of Education, Youth and Sport (MoEYS); SCI South Sudan; SC Tonga Trust
Estimated beneficiaries	608,000 people benefiting directly and 8,600,000 benefiting indirectly. Including school children, their parents/caregivers, school staff, and school community members.
Overall objective of the project	Build safer and greener schools, embed climate change in school curricula; and ensure early warning systems reach schools and children when climate shocks arise.

2. INTRODUCTION

This document provides Terms of Reference for a six-year, multi-component assessment and evaluation assignment for the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE)¹ project across Cambodia, South Sudan, and Tonga.

BRACE is a five-year, multi-country initiative financed by the Green Climate Fund (GCF) and implemented by Save the Children in partnership with national education authorities and local stakeholders. The project will run from November 2025 to November 2030 and is designed to strengthen the resilience of education systems and communities to climate change impacts.

The BRACE project targets over 608,000 direct beneficiaries (students, teachers, school administrators, and community members) and an estimated 8.6 million indirect beneficiaries across Cambodia, South Sudan, and Tonga. These countries were selected due to their high vulnerability to climate-related hazards, such as floods, droughts, and cyclones, which disrupt education continuity and compromise child safety.

Save the Children is seeking a consultancy firm or consortium to carry out a series of assignments over the course of the six-year project, including:

- a baseline assessment in Year 1 (Feb 2026 – June/July 2026),
- a MEAL framework also Year 1,
- an interim process and outcomes evaluation in Year 2.5 (2028),
- a final outcomes evaluation in Year 5 (2030-2031), and
- an impact evaluation in Cambodia, to be finalised and delivered in Year 5 (2030-2031)

The project background and relevant outcomes, consultancy scope, methodological guidance, reporting and governance structure, key deliverables and timeframes are provided in the sections that follow.

2.1 Project Donor

The Green Climate Fund (GCF)² is the world's largest dedicated fund helping developing countries reduce their greenhouse gas emissions and enhance their ability to respond and adapt to climate change. The GCF aims to catalyse a flow of climate finance to invest in low-emission and climate-resilient development pathways, driving a paradigm shift in the global response to climate change. GCF activities are aligned with the priorities of developing countries through the principle of country ownership. The Fund pays particular attention to the needs of societies that are highly vulnerable to the effects of climate change, in particular, Least Developed Countries (LDCs), Small Island Developing States (SIDS), and African countries.

2.2 Executing Entities & Partners

Co-executing entities:

¹ BRACE project: <https://www.greenclimate.fund/project/fp274>

² Green Climate Fund: <https://www.greenclimate.fund/about>

- Save the Children Australia (SCA)
- Save the Children International in Cambodia (SCIKHM)
- Cambodia Ministry of Education, Youth and Sport (MoEYS)
- Save the Children International in South Sudan (SCISSD)
- Save the Children Tonga Trust (SCTON)

Implementing Partners:

- South Sudan Ministry of General Education and Instruction (MoGEI)
- Tonga Ministry of Education and Training (MET)
- Tonga, Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change, and Communications (MEIDECC)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)

3. BACKGROUND AND CONTEXT

3.1 Project Context

Under the SSP2-4.5 climate scenario, South Sudan, Cambodia, and Tonga face substantial challenges for school-age children, school infrastructure, and learning environments. These countries are exposed to extreme weather events, rising temperatures, and unpredictable rainfall, all of which threaten educational continuity and child well-being.

South Sudan is expected to experience increased rainfall extremes and flooding, particularly in central and northern regions, resulting in frequent school closures and unsafe learning conditions. Higher temperatures and extended heatwaves will further compromise student health, concentration, and attendance, while agricultural disruptions will intensify food insecurity and impact cognitive development.

Cambodia will encounter intensified monsoons and more frequent extreme rainfall, especially in southern and northeastern areas, heightening flood risks and sanitation challenges. Rising temperatures and prolonged heat will create adverse learning conditions, increasing absenteeism and reducing student focus. Additionally, shifting rainfall patterns and droughts during critical agricultural periods will strain food security, particularly in rural communities, affecting children's nutrition and academic performance.

Tonga's school infrastructure remains highly vulnerable to extreme rainfall events and tropical cyclones, which can damage buildings and disrupt access. While rainfall variability may cause localized droughts, the foremost concern is the rise in temperatures and extended warm spells, leading to heat-related illnesses and discomfort in classrooms. Limited access to cooling resources in remote areas and the ongoing threat of severe weather events contribute to increased absenteeism and potential school dropouts.

Across all three countries, climate-induced disruptions to infrastructure, health, and family livelihoods undermine learning continuity and quality. Shared vulnerabilities include flooding, extreme heat, and water and food insecurity, especially in rural areas where children often travel long distances to school. These impacts result in school dropouts, absenteeism among children and teachers, learning loss, gender-based violence, and physical damage to school facilities (including WASH systems). The links between climate hazards and educational impacts

are well-documented globally³, though localised, quantitative evidence is less common and often supplemented by qualitative insights from field consultations. Recent reports, such as those from the World Bank⁴ and Geneva Global Hub for Education in Emergencies⁵, highlight the urgent need for climate-resilient education systems to safeguard learning and child well-being in these vulnerable contexts.

3.2 Project Summary

The BRACE project is designed to address the intersection of climate change and education. It responds to the urgent need for climate-resilient education systems by integrating climate adaptation into national education policies and practices. BRACE aligns with the Comprehensive School Safety Framework (CSSF) and GCF's paradigm shift objectives, aiming to integrate climate resilience into education sector planning, infrastructure, and pedagogy.

The overall objective of BRACE is to build climate-smart education systems that ensure safe, inclusive, and continuous learning during and after climate shocks. This goal will be achieved through three interlinked components, each with an associated outcome:

1. **Component 1: Building Climate-Resilient School Infrastructure and Systems**
Outcome 1 – The education sector at national and sub-national levels in targeted countries is more resilient to the impacts of climate change.
2. **Component 2: Enhancing Access to Climate Finance for Education**
Outcome 2 – Education ministries of the target countries have improved access to climate finance to increase the resilience of the education sector to climate change.
3. **Component 3: Coordination and Knowledge Sharing on Climate and Education**
Outcome 3 – Education and climate stakeholders are connecting, coordinating, collaborating, and cross-learning for enhanced climate action in the education sector.

Key programming strategies include: retrofitting school facilities (including WASH and internet connectivity); implementing climate-related school safety plans; providing climate resilience kits; improving access to Early Warning Systems (EWS) and Climate Information Systems (CIS); embedding climate change resilience teaching and learning in national systems; developing climate change teaching and learning materials; strengthening capacities of teachers, school leaders, and the school community; strengthening institutional capacity for climate-responsive education planning and financing; and promoting cross-learning and South-South collaboration.

The project's goal statement is: **IF** the education stakeholders in climate-vulnerable countries are better informed of climate risks and adaptation options for the education sector, as well as have access to global knowledge, policy exchange and financing, and **IF** the target schools are teaching children about climate change and become safer and greener, **THEN** the school

³ UNICEF, January 2025. Learning Interrupted: Global Snapshot of Climate-related School Disruptions in 2024, Available [here](#).

⁴ World Bank, April 2024. The Impact of climate change on education and what to do about it. Available [here](#).

⁵ Geneva Global Hub for Education in Emergencies, 2024. 'Leveraging Education in Emergencies for Climate Action. Available [here](#).

systems of the target countries and beyond, including children and communities, become more resilient, **BECAUSE**, policies of the education sector becomes more responsive to climate change, there will be increased climate finance for the sector, Ministry of Education staff, students and communities will become more knowledgeable and engaged in climate adaptation actions and advocacy. The project's theory of change is summarised in Figure 1.

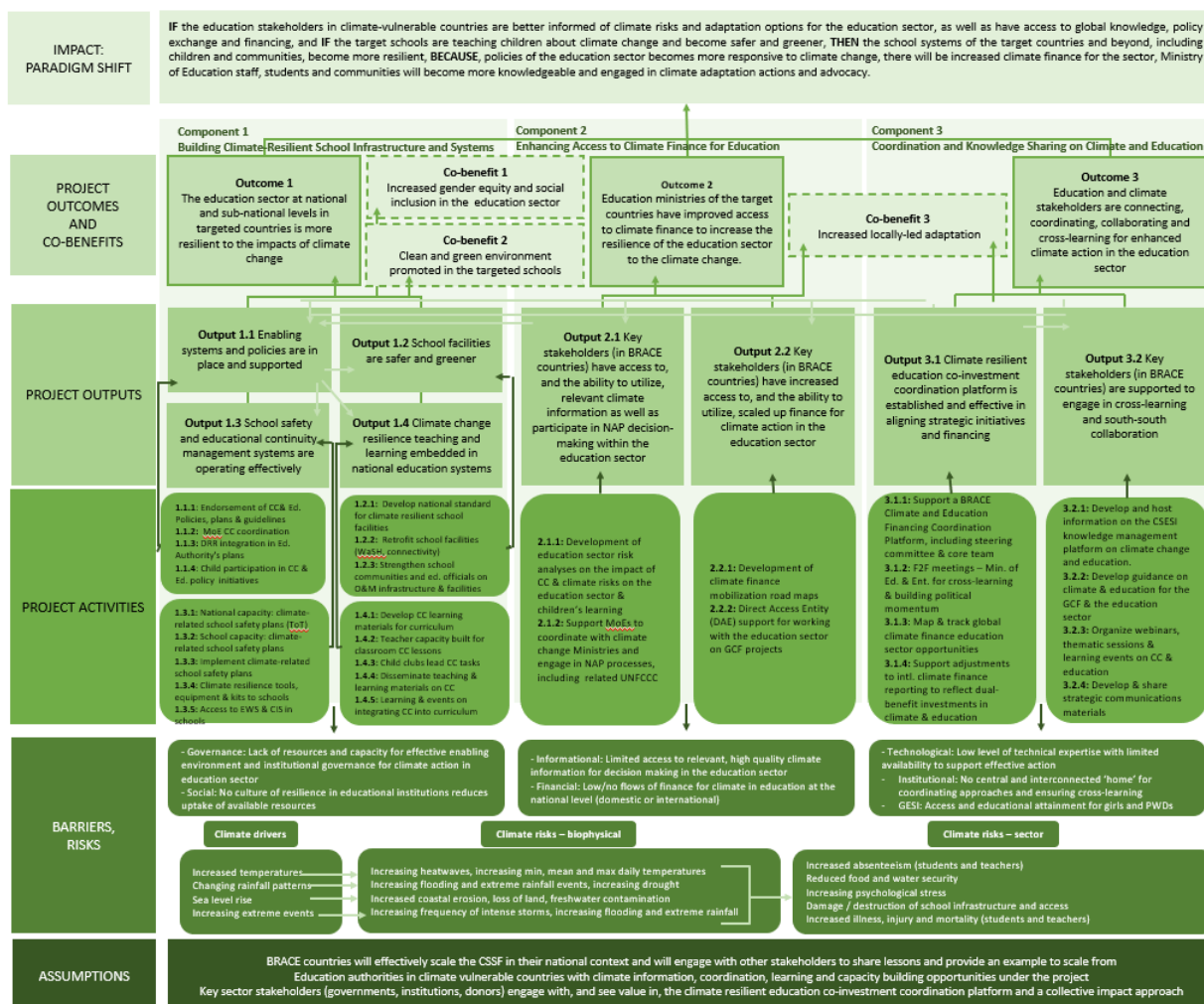


Figure 1. BRACE's Theory of Change.

3.3 Project Structure

Component 1

OUTCOME 1: The education sector at national and sub-national levels in targeted countries is more resilient to the impacts of climate change.

Output 1.1 Enabling systems and policies are in place and supported

- Activity 1.1.1 Facilitate preparation and endorsement of climate and education policies, plans, and guidelines
- Activity 1.1.2 Strengthen coordination on climate change within Ministries of Education and other relevant line ministries at national and sub-national level

- Activity 1.1.3 Facilitate integration of Disaster Risk Reduction (DRR) into existing and/or new plans with education authorities
- Activity 1.1.4 Support children to participate in climate change and education policy initiatives

Output 1.2 School facilities are safer and greener

- Activity 1.2.1 Develop a national standard for climate-resilient school facilities
- Activity 1.2.2 Retrofit school facilities, including WASH and internet connectivity, to strengthen climate resilience
- Activity 1.2.3 Strengthen school communities and education officials to operate and maintain school infrastructure and facilities

Output 1.3 School safety and educational continuity management systems are operating effectively

- Activity 1.3.1 Build capacity of national and sub-national education officials to be master trainers on climate-related school safety
- Activity 1.3.2 Build knowledge and capacity of school management, teachers, and children to prepare climate-related school safety plans
- Activity 1.3.3 Implement school-level climate-related school safety plans.
- Activity 1.3.4 Provide climate resilience tools, equipment and kits to schools.
- Activity 1.3.5 Strengthen access to and use of Early Warning Systems (EWS) and Climate Information Systems (CIS) in schools.

Output 1.4: Climate change resilience teaching and learning embedded in national systems

- Activity 1.4.1 Develop teaching and learning materials on climate change ready to implement through national, non-formal, and informal curriculum
- Activity 1.4.2 Build knowledge and capacity of teachers and education managers to implement climate change lessons inside the classroom
- Activity 1.4.3 Strengthen capacity of child clubs to lead climate change initiatives in their school and community
- Activity 1.4.4 Disseminate climate change teaching and learning materials through Ministry of Education e-learning and other platforms
- Activity 1.4.5 Prepare learning documents and hold events with Ministries of Education and other partners to share experience of integrating climate change into the curriculum

Component 2

OUTCOME 2: Education ministries of the target countries have improved access to climate finance to increase the resilience of the education sector to climate change

Output 2.1 Key stakeholders (in BRACE countries) have access to, and the ability to interpret and utilize relevant climate information as well as participate in decision-making and influence national adaptation planning processes including within the education sector

- Activity 2.1.1: Development of education sector risk analyses on the impact of climate change and climate risks on the education sector and children's learning

- Activity 2.1.2: Support Ministries of Education to coordinate with climate change Ministries and engage in NAP processes, including those that may feed into global decisions such as those of the UNFCCC.

Output 2.2 Key stakeholders (in BRACE countries) have increased access to, and the ability to utilize, scaled up finance for climate action in the education sector to replicate and scale BRACE to a greater percentage of the country

- Activity 2.2.1: Development of climate finance mobilization road maps
- Activity 2.2.2: Direct Access Entity (DAE) support for working with the education sector on GCF projects

Component 3

OUTCOME 3: Education and climate stakeholders globally are connecting, coordinating, collaborating and cross-learning for enhanced climate action in the education sector

Output 3.1: Climate resilient education co-investment platform is established and effective in aligning strategic initiatives and financing

- Activity 3.1.1: Support a BRACE Climate and Education Financing Coordination Platform, including steering committee and core team
- Activity 3.1.2: Face-to-Face meetings between Ministries of Education and Environment for cross-learning and building political momentum
- Activity 3.1.3 Map and track global climate finance opportunities in the education sector
- Activity 3.1.4: Support adjustments to international climate finance reporting to reflect dual-benefit investments in climate and education

Output 3.2: Key stakeholders are supported to engage in peer learning and exchange through south-south collaboration

- Activity 3.2.1: Develop and host information on the CSESI knowledge management platform on climate change and education for improved evidence and learning
- Activity 3.2.2: Develop guidance on climate and education for the GCF and the global education sector
- Activity 3.2.3: Organize webinars, thematic sessions and learning events on climate change and education
- Activity 3.2.4: Develop and share strategic communications materials

3.4 Project Reach

The BRACE project will directly support **850 schools** across Cambodia, South Sudan, and Tonga. This figure reflects the maximum number of schools reached by at least one output under Component 1, as specified in Table 1.

Table 1. Total number of schools targeted by BRACE by country and output.

Country	Output 1.2	Output 1.3	Output 1.4	Maximum total number of schools
Cambodia	40	240	240	240

South Sudan	30	75	510	510
Tonga	7	100	50	100
Total	77	415	800	850

Direct beneficiaries are expected to total **608,193 people**, disaggregated as shown in Table 2. This includes children, school staff, government officials, and community members who are expected to directly experience adaptation benefits resulting from their engagement in BRACE-supported activities.

Table 2. Total direct beneficiaries for the project, disaggregated by country, gender and type.

Country	Direct beneficiaries														
	Children			School Staff			Government			Community			Overall		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
Cambodia	202,176	186,419	388,595	1,001	1,319	2,320	217	212	429	600	600	1,200	203,994	188,550	392,544
South Sudan	84,100	93,218	177,318	1,211	807	2,018	202	201	403	10,967	10,869	21,836	96,480	105,095	201,575
Tonga	6,215	5,806	12,021	75	75	150	202	201	403	750	750	1,500	7,242	6,832	14,074
Total	292,491	285,443	577,934	2,287	2,201	4,488	621	614	1,235	12,317	12,219	24,536	307,716	300,477	608,193

Indirect beneficiaries are expected to total **8,640,844 people**, disaggregated as shown in Table 3. This includes children, school staff, and community members who don't receive targeted support, but are likely to see adaptation benefits and enhanced resilience from structural changes attributed to BRACE activities (e.g., policy changes, subnational and school-based early warning system, emergency preparedness and contingency plans introduced by BRACE).

Table 3. Total indirect beneficiaries for the project, disaggregated by country, gender and type.

Country	Indirect beneficiaries								
	Children			Community			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Cambodia	2,069,272	1,962,128	4,031,400	0	0	0	2,069,272	1,962,128	4,031,400
South Sudan	2,286,341	2,286,341	4,572,682	0	0	0	2,286,341	2,286,341	4,572,682
Tonga	0	0	0	18,381	18,381	36,762	18,381	18,381	36,762
Total	4,355,613	4,248,469	8,604,082	18,381	18,381	36,762	4,373,994	4,266,850	8,640,844

3.5 Key Project Outcomes

As per the GCF definition, an **adaptation benefit** is an outcome derived from a GCF-funded intervention which aims to increase resilience or reduce vulnerability⁶ of a specific target system (e.g., communities, ecosystems, local economy) against the adverse effects of climate change when compared to a baseline scenario.

The BRACE project activities are expected to result in a range of direct adaptation benefits accruing to target beneficiaries, as described below.

⁶ For definitions of resilience and vulnerability, please refer to the IPCC AR6 WG2 Technical Summary – Box TS.1. Available [here](#)

OUTCOME 1: The education sector at national and sub-national levels in targeted countries is more resilient to the impacts of climate change.

- Increased safety of children, educational personnel and caregivers in and around school to climate-related impacts (Output 1.2, 1.3 and 1.4)
 - Decrease or no increase in school closures or disruptions due to extreme climate events
 - Increased availability of climate-resilient, accessible, and gender specific WASH facilities in schools
- Students, school personnel, government and community at large are better prepared to tackle climate change vulnerability due to information received from the early warnings and climate information system (Output 1.3)
 - Increase in locally led climate resilience actions taken by schools and communities, including children [aligned to SC Global Indicator]
 - Teachers and children have access to a climate-responsive school curriculum

OUTCOME 2: Education ministries of the target countries have improved access to climate finance to increase the resilience of the education sector to climate change.

- Enhanced integration of actions targeting the education sector in national and subnational adaptation planning (Output 1.1 and 2.1)
- Enhanced access to climate finance to support more resilient education systems (Output 2.2)

OUTCOME 3: Education and climate stakeholders globally are connecting, coordinating, collaborating and cross-learning for enhanced climate action in the education sector

- Enhanced access to and exchange of knowledge on climate change resilience in the education sector (Output 3.1 and 3.2)
 - Increased participation of children and young people in national and local climate decision-making and planning

4. SCOPE OF CONSULTANCY

4.1 Purpose, Objectives and Scope

Purpose

The purpose of this consultancy is to design and implement a multi-country, multi-component assessment and evaluation process for the BRACE project, ensuring robust evidence generation for adaptive management, accountability, and learning across the three BRACE countries.

Objectives

The main objectives of this consultancy are described under five components:

Baseline (Year 1)

- Establish baseline values for all relevant indicators in the BRACE logical framework, including those related to the Gender Action Plan and the BRACE impact evaluation.
- Provide harmonised, disaggregated data across Cambodia, South Sudan, and Tonga to support both country-level and cross-country analysis.
- Offer insights into current knowledge, attitudes, and practices (KAP) among children, teachers, education officials, and community members that may shape the effectiveness of BRACE interventions.

MEAL Framework (Year 1)

- Design and deliver a BRACE MEAL Framework that is usable by Ministry partners and Save the Children teams across Cambodia, South Sudan and Tonga, aligned to the BRACE logical framework, GCF IRMF, and planned evaluations.
- Ensure a harmonised cross-country framework with common definitions for MEAL data collection and use, including data flows, tools, and routines, including child-friendly feedback loops and space for country adaptations.
- Finalise strategies and methods to be included in the Indicator Performance Indicator Reference Sheets (PIRS), develop a cross-country data collection tool matrix and instrument pack, and relevant training manuals for MEAL staff, with translation to local languages as required.

Interim Process and Early Outcomes Evaluation (Year 3)

- Evaluate implementation fidelity and progress toward intended outcomes.
- Validate monitoring data and identify differential results across gender, age, disability, and location.
- Provide actionable recommendations for course correction and adaptive management.
- Conduct independent, scorecard-based assessments of paradigm shift and enabling environment, in line with GCF guidance.

Final Outcomes Evaluation (Year 5)

- Design a mixed-methods evaluation based on the BRACE logical framework.
- Independently assess the extent to which the intended outcomes were achieved and contributed to the higher-level goal of climate-resilient education systems.
- Document lessons learned and best practices to inform future programming and policy.
- Conduct independent, scorecard-based assessments of paradigm shift and enabling environment, in line with GCF guidance.

Impact Evaluation (IE)

- Year 1: Design and establish the baseline requirements for an impact evaluation, preferably with an experimental or quasi-experimental design (e.g., matched difference-in-differences).
- Year 1: Document the counterfactual strategy, power and sampling calculations, and relevant checks (e.g. validity, balance, heterogeneity), develop a pre-analysis plan, and resolve SCA's and GCF's technical questions and observations.
- Year 3: Monitor balance and attrition, as possible.

- Year 5: Conduct causal inference analysis, triangulate findings with the Final Outcomes Evaluation, finalise the IE report and document all relevant calculations, including reproducible analysis code.

Scope

The consultancy covers all three BRACE countries and all project components. The IE may be focused on one, two, or all three components. Activities include:

- Development of harmonised assessment/evaluation methods across countries.
- Recruitment and training of enumerators through local research/data-collection providers, consistent with Save the Children's [Localisation Policy](#).
- Data collection in local languages, with analysis and reporting in English and country-requested local-language summaries.
- Compliance with Save the Children's safeguarding, ethics, and data protection standards (including disability disaggregation using Washington Group question sets where applicable).
- Report writing, validation of findings, and dissemination with project partners.
- Delivery of clean datasets, codebooks, and analysis scripts for reproducibility.

The assignment will be implemented over five years, with indicative timelines for each component provided in Section 7.

As described in section 3.4, the geographic scope includes 850 schools across all three countries, with significant variation in site distribution and remoteness. Cambodia's target schools span three provinces with mixed urban and rural settings; South Sudan includes schools across six counties with limited infrastructure and accessibility; and Tonga's schools are distributed across five remote island groups.

All data must be disaggregated – at minimum – by country, within-country geographic stratifications (see Table 4), gender, age, and disability status.

Table 4. Recommended geographic stratification.

Country	Primary Strata (Required)	Secondary Strata (Suggested)	Rationale
Cambodia	Province (3): Kampong Chhang, Kampong Cham, and Koh Kong	Area (2): Urban vs Rural	Monsoon flooding vs dry-season drought
South Sudan	County (6): Rubkona, Akobo, Rumbek North, Twic, Malakal, Kapoeta East	Hydro-ecological zone (2): Floodplain vs Drylands	Flood dynamics vs semi-arid stress
Tonga	Island group (5): Tongatapu, Ha'apai, Vava'u, 'Eua, the Niuas	Exposure (2): Coastal vs Inland	Cyclone/storm surge, sea-level rise, saltwater intrusion

4.2 Intended Audience and Use

The MEAL Framework will primarily be used by the BRACE MEAL staff in the three countries, as well as Ministry counterparts. Related products must be accessible to non-specialist audiences and include child-friendly and local language materials.

The primary intended audience of the assessment and evaluation outputs is set out below.

Stakeholder	Further information
Project Donor	Green Climate Fund (GCF)
GCF Accredited Entity	Save the Children Australia (SCA)
Co-Executing Entities	<ul style="list-style-type: none"> • Save the Children Australia (SCA) • Save the Children International in Cambodia (SCIKHM) • Cambodia Ministry of Education, Youth and Sport (MoEYS) • Save the Children International in South Sudan (SCISSD) • Save the Children Tonga Trust (SCTON)
Implementing Partners	<p>Implementing Partners include:</p> <ul style="list-style-type: none"> • South Sudan Ministry of General Education and Instruction (MoGEI) • Tonga Ministry of Education and Training (MET) • Tonga, Ministry of Meteorology, Energy, Information, Disaster Management, Environment, Climate Change, and Communications (MEIDECC) • United Nations Educational, Scientific and Cultural Organization (UNESCO)
Other Government Stakeholders	<p>Tonga: departments within the Ministry of Health (responsible for WASH), and Ministry of Internal Affairs (responsible for women's affairs).</p> <p>Cambodia: Ministry of the Environment.</p> <p>South Sudan: Project steering committee including Ministry of Environment and Forestry, Ministry of Water Resources and Irrigation, Ministry of Gender, Ministry of Children and Social Welfare, and Ministry of Disaster Management and Humanitarian Affairs.</p>
Community Groups	School Management Committees (SMCs); Parent-teacher associations; DRR committees; Community-led maintenance committees.
Project Participants and Expected Beneficiaries	Children, their caregivers, school staff, government officials, and school community members.

International development research community	<p>SC's GCF Account Group: SC Australia, SC UK, SC Norway, SC US, SC Italy.</p> <p>GCF's Independent Evaluation Unit.</p> <p>Climate and education research and practitioner communities.</p>
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The consultancy 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; including how reporting back to communities, beneficiaries and children will be conducted in an accessible and child friendly manner.

The consultancy outputs will be used to:

- Enable adaptive management and evidence-based decision-making (e.g., implementing course-corrections after the interim evaluation).
- Meet donor reporting requirements via IRMF-aligned baselines, midline, and endline values, as well as scorecard assessments of paradigm shift and enabling environment.
- Strengthen ministry planning and sector coordination, feeding findings into policies, standards (e.g., climate-resilient school facility norms), and school-safety systems.
- Support downward accountability through child-friendly and local-language feedback to schools and communities, including validation of findings.
- Capture and seek to understand positive and negative unintended effects.
- Identify insights and recommendations for future project proposals.

4.3 Key Study Questions

The evaluation questions span baseline, interim, and final phases, with additional questions specific to the impact evaluation. These questions will guide design and analysis but may be refined during inception in consultation with Save the Children and project stakeholders.

Criteria	Key Evaluation Questions	Baseline	Interim	Final
Accountability	<ul style="list-style-type: none"> • How has the project approached accountability to children and the wider community? 		✓	✓
Coherence	<ul style="list-style-type: none"> • Does the Theory of Change (ToC) and targets remain valid given contextual changes? • Are there any suggestions for modifications to the ToC related to the changes in context? 	✓	✓	✓
Effectiveness	<ul style="list-style-type: none"> • Is the project on track to achieve its intended outcomes? / Did the project achieve its intended outcomes? • Are there any differences in outcomes achieved by different groups? • Were there any unintended outcomes (positive/negative)? 	✓	✓	✓
Efficiency	<ul style="list-style-type: none"> • Were objectives achieved on time (and budget)? 		✓	✓

	<ul style="list-style-type: none"> How well are staff/partnerships working together? Could implementation improve in terms of coordination? If so, how? 			
Equity & Inclusion	<ul style="list-style-type: none"> Has the project accommodated for the needs of the community that may differ by gender, age, disability, and vulnerability status? What gaps remain? 	✓	✓	✓
Fidelity	<ul style="list-style-type: none"> Is BRACE being implemented as intended? Why/why not? What barriers and facilitators affect delivery? 		✓	✓
Paradigm Shift & Enabling Environment	<ul style="list-style-type: none"> To what extent has BRACE contributed to paradigm shift across the three GCF IRMF dimensions of Scale, Replicability, and Sustainability? To what extent has BRACE contributed to strengthening an enabling environment (GCF Indicators 5, 6, 8)? 		✓	✓
Relevance & Engagement	<ul style="list-style-type: none"> Are BRACE interventions acknowledged and valued by project participants? Why/why not? How well is country ownership reflected in project governance, coordination, consultation and implementation? How well are GCF's country ownership guidelines⁷ followed? 		✓	✓

Impact Evaluation Questions

- What is the net effect or attributable impact of BRACE interventions on key education and resilience outcomes? What would have happened without the intervention?
- Do impacts vary across subgroups (e.g., gender, age, disability, geographic strata) and how? What contextual factors moderated or amplified impacts?
- How and why have the impacts come about? What mechanisms seem to explain observed changes?

5. METHODOLOGY

5.1 MEAL Framework Development

The consultancy firm/consortium is expected to develop a cross-country MEAL Framework aligned to the evaluation package, which will help operationalise the measurement of outputs and outcomes described in the BRACE logical framework, harmonising MEAL efforts across Cambodia, South Sudan, and Tonga and ensuring compliance with the GCF's Integrated Results Management Framework (IRMF) and Save the Children's MEAL procedures.

⁷ "Guidelines for enhanced country ownership and country drivenness" available here: <https://www.greenclimate.fund/sites/default/files/document/guidelines-enhanced-country-ownership-country-drivenness.pdf>

The MEAL framework design will follow a participatory, iterative approach alongside the Baseline inception period. The consultant will co-design with MEAL country leads and Ministry counterparts, supervise instrument pilots in each country, and finalise the cross-country MEAL framework, including PIRS and data collection tools, through validation workshops.

A data collection tool matrix should map instruments to indicators and specify frequency, responsibility and storage location (country vs cross-country repository).

5.2 Baseline and Evaluation Design

It is expected that the series of assessments/evaluations will involve:

- Detailed desk review of program documentation, publicly available information and data, peer-reviewed research, etc.
- Non-experimental mixed methods design for the interim and final evaluations.
- Experimental or quasi-experimental design for the impact evaluation.
- Ethically sound and child-safe processes, in alignment with Save the Children's ethical and safeguarding protocols.

The design of the assessments/evaluations should enable focusing on the utility of both the assessment/evaluation process and products to key stakeholders, with the intent to provide learning opportunities, inform management decision-making, and improve overall project performance.

The designs should also enable clearly identifying and engaging communities and government stakeholders in a consultative and participatory process at the beginning of the evaluation – and use that input to guide the assessments/evaluations.

For the impact evaluation component, applicants are encouraged to include experienced impact evaluation (causal inference) researchers in their core team, or partner with an experienced organisation and apply as a consortium. The impact evaluation should be fully led by an experienced researcher or organisation with full responsibility for the impact evaluation design, execution, analysis, and reporting.

Members of the selected firm/consortium are expected to familiarise themselves with the [GCF Evaluation Policy](#), the [GCF Evaluation operational procedures and guidelines for Accredited Entity-led evaluations](#), and the [GCF Integrated Results Management Framework \(IRMF\) Results Handbook](#) (including GCF scorecard assessments of progress towards paradigm shift and enabling environment indicators), as the design of the assessments/evaluations as well as the output packages must adhere to these policies, principles and standards.

Consultants are invited to propose a design at their discretion, which if selected, will be fine-tuned in collaboration with Save the Children during the inception period. Innovative approaches are welcomed.

5.3 Data Sources and Data Collection Methods / Tools

Data collection and data analysis processes are expected to be rigorous and independent.

All primary data collected during the study must facilitate disaggregation country, location, gender, age, and disability status.

Save the Children will not provide enumerators for primary data collection. The consultant is responsible for sub-contracting any logistical support required (such as hiring enumerators) and for procuring equipment and materials.

The consultant is expected to source additional external data to add value to the study, including any relevant previous assessments, government administrative data, and relevant policy documents. Data triangulation must be clearly described in the methodology, including how primary and secondary sources will be integrated.

Data analysis plans should be appropriate to the selected design. The consultant is expected to ensure that data is clean and goes through a quality assurance process before data is analysed. All sources of data should be triangulated as part of the analysis process.

All primary data collection should be conducted in local language(s). Where feasible, analysis should first be undertaken in local language(s) prior to translation. Final products are in English with local-language summaries as requested by country stakeholders.

The consultant is responsible for identifying and procuring the necessary data analysis software.

A range of project documentation will be made available to the consultant that provides information about design and planned implementation and operation of the program, including:

- [BRACE Funding Proposal](#), including the project logical framework
- Annex 2: Feasibility Study
- Annex 8: Gender Assessment and Action Plan
- Annex 11: M&E Plan
- Annex 17b: Beneficiaries

The consultancy team is encouraged to use available Save the Children International (SCI) guidance, including:

- [SCI Indicator Guidance](#), containing indicator reference sheets for SC Global Indicators.
- [SCI Safe Schools Common Approach Action Pack 5: Monitoring, Evaluation, and Research Guidance](#), containing suggested indicators and data collection tools
- [SCI Technical Guidance Note On the use of Washington Group Question Sets for Disability Disaggregated Data](#)

The consultancy team is required to adhere to Save the Children's policies throughout all project activities, including:

- [Child Safeguarding Policy](#)
- [Protection from Sexual Exploitation and Abuse \(PSEA\) Policy](#)
- [Anti-Harassment, Intimidation and Bullying Policy](#)
- Data Classification and Handling Policy
- Acceptable use of AI Policy

5.4 Ethical Considerations

It is expected that this series of assessments and evaluations 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 Nine Basic Requirements for Meaningful and Ethical Children's 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.⁸
 - 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 study team(s) will be required to obtain approval from Save the Children Ethics and Evidence reviews and the relevant Country Office Research Ethical Committee.

6. EXPECTED DELIVERABLES

6.1 MEAL Framework Package

The MEAL framework package should include:

⁸ 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.

1. A digital copy of the final cross-country MEAL framework, covering all elements from SCI's MEAL Plan Template with any relevant annexes and, at minimum:
 - a. Objectives and scope
 - b. Project MEAL Structure
 - c. Monitoring of Outputs
 - d. Monitoring of Project Outcomes
 - e.
 - f. Data Quality Assurance
 - g. Accountability to Communities
 - h. Evaluation and Research
 - i. Learning
 - j. Information Management Systems
 - k. PIRS covering all BRACE indicators
2. A digital copy of the data collection tool matrix and instrument pack, including:
 - a. Matrix mapping instruments to indicators and specifying frequency, responsibility, and storage location (country vs cross-country repository)
 - b. Digitised tools (questionnaires, observation checklists, verification forms), with local language versions as agreed
 - c. Monitoring sampling guides
 - d. Supervisor quality assurance checklists
3. A digital copy of relevant training assets developed, including:
 - a. Cross-country BRACE MEAL manual (≈25–40 pages) and slide deck
 - b. Enumerator & supervisor training manuals and slide decks
4. A digital copy of the presentation and minutes from the validation workshop with the project teams

6.2 Assessment/Evaluation Package Composition

Each of the four assessment/evaluation packages should include:

1. A digital copy of the final inception report, including any relevant annexes or appendices and, at minimum:
 - a. Summary of evaluation/assessment objectives, scope, and key questions
 - b. Detailed desk review
 - c. Detailed methodology, including data sources, sampling strategy, data collection methods and plans, data analysis methods and plans, quality assurance methods and plans, data protection and sharing plan, ethical considerations, and limitations
 - d. Assessment/evaluation matrix
 - e. Key deliverables, responsibilities, and timelines
 - f. Resource requirements
 - g. Stakeholder and child communication and engagement plan
 - h. Risks and mitigation plan
2. A digital copy of the final assessment/evaluation report including any relevant annexes and appendices and, at minimum:
 - a. Executive summary

- b. Background and context
 - c. Scope of the assessment/evaluation
 - d. Methodology, including an assessment/evaluation matrix and limitations
 - e. Findings aligned with the program components and the key assessment/evaluation questions
 - f. Conclusions based in evidence, outlining implications of the findings
 - g. Evidence-based SMART recommendations
 - h. Annexes: data collection tools (English and translations); enumerator training pack (as relevant – slides, manuals, guidance)
3. Digital copies of the evidence-to-action briefs or visualisations (exact product to be agreed in advance with Save the Children)
 - a. Envisioned as a brief (<3 pages) or visualisation that summarises findings and makes evidence-based recommendations for management action
 - b. One per country and one cross-country synthesis
 4. A digital copy of the presentation and minutes from the management action workshop with the project teams based on key findings and report recommendations
 5. A digital copy of both original and clean datasets with the codebook, including field notes, recorded audio material, transcriptions, etc.
 6. Any datasets with personal identifiable information must be encrypted and handled per Save the Children policies
 7. A digital inventory of output package materials

All reports are to use the Save the Children International (SCI) templates, which will be provided. Reports must communicate relevant information and findings in a concise and systematic way and should be written in an appropriately contextualised manner that facilitates use and understanding by diverse audiences.

All documents are to be produced in MS Word and provided electronically by email to the BRACE consultancy 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.

6.3 Baseline Timeline

A tentative **timeline specifically for the baseline assessment** is provided below, considering the need to meet the donor's submission deadline.

Deliverable / Milestone	Description	Indicative Timeline
Contracting and Kick-off	Contract signed; coordination meetings.	Week 1
Inception Workshops	Virtual workshops and follow-up with BRACE Project Manager, MEAL focal points, and country teams to refine study design, methods, and timelines.	Weeks 2-3

Deliverable / Milestone	Description	Indicative Timeline
Impact Evaluation Protocol	Impact evaluation protocol including identified outcomes, hypotheses, methods, power/Minimum Detectable Effect calculations, and pre-analysis plan timestamped/registered.	Weeks 3-4
Multi-country Baseline Inception Report	Baseline inception report for the three BRACE countries. Once finalised and accepted, any change in strategy/approach must be requested to the study manager or the steering committee.	Week 4
Ethics Submission	Submission of research protocol to Save the Children Ethics & Evidence Review (or other external ethics review provider) and relevant Country Office committees. Requires: <ul style="list-style-type: none"> • study protocols (participant recruitment, data security and storage, consent and confidentiality etc.) • participant information statement and consent/assent forms • considerations for consulting with children and other vulnerable groups • protocol tools and instruments (surveys, interview protocols, observation checklists, etc.) 	Weeks 4–6 (~3 weeks process)
Country Baseline Inception Report	Comprehensive inception report with relevant contextual adaptations for each country. To be used for coordination with in-country stakeholders.	Weeks 5-6
Recruitment & Training of RAs	Hiring of research assistants/enumerators; training on tools, ethics, safeguarding, and disability inclusion.	Weeks 6-7
Validated Data Collection Tools	Validated tools in local languages; quantitative tools programmed in Kobo; qualitative guides finalised. Piloted tools in each country; adjustments documented and approved.	Weeks 6-7
Data Collection	Quantitative and qualitative data collection across all sampled schools and communities.	Weeks 8–13
Data Cleaning	Data cleaning and post-collection quality assurance checks.	Week 14
Baseline Report for GCF Submission	Concise report including methodology, key findings, and baseline values for all GCF and project outcome indicators.	Weeks 15-16
Interim Findings Presentation	Slide deck including: summary of preliminary findings (incl. logframe values); emerging program issues/risks (if applicable); any design changes (if applicable); next-stage tasks/refinements	Week 16
Draft Full Baseline Report	Full draft report including all sections and annexes.	Weeks 16-17
Feedback and Revision	Save the Children and partners provide consolidated feedback within 2 weeks of draft submission.	Weeks 18–19
Validation of findings	Validation/interpretation sessions with staff and community representatives, as relevant.	Weeks 18–19
Final Full Baseline Report	Incorporating all feedback; formatted per Save the Children template.	Week 20

Deliverable / Milestone	Description	Indicative Timeline
Knowledge Translation Products	Baseline brief; dissemination deck; workshop(s) with stakeholders and child-friendly feedback sessions	Weeks 21-22
Final Outputs Submission	Encrypted raw data, codebooks, and analysis scripts shared with Save the Children.	Week 22

7. GOVERNANCE AND REPORTING

7.1 Governance

Save the Children will appoint a member of staff to be the Save the Children consultancy project manager. This person will be the primary point of contact for the consultant.

Each consultancy output will be approved by the BRACE Evaluation Steering Committee and will be supported by a Working Group for operational coordination.

BRACE Evaluation Steering Committee

Purpose: Provide strategic oversight, approve key deliverables, and resolve escalated issues.

Membership:

- BRACE Project Manager (Chair)
- BRACE Project Director
- SCA Technical Advisers, MEAL Adviser, and Operations Adviser
- MEAL Leads from Cambodia, South Sudan, Tonga
- MoE representatives from Cambodia, South Sudan, Tonga

Functions:

- Approve inception reports, final methodology, and final baseline reports
- Review progress against agreed timelines and deliverables
- Provide strategic guidance on risks, ethics, and stakeholder engagement
- Validate short GCF Baseline Report before submission

Meetings: Fortnightly and ad hoc for critical decisions.

BRACE Evaluation Working Group

Purpose: Ensure day-to-day coordination, technical quality assurance, and timely problem-solving.

Membership:

- Lead consultant (Chair)
- Relevant consultancy firm/consortium team members
- BRACE Project Manager
- MEAL Leads from SCA, Cambodia, South Sudan, Tonga

Functions:

- Monitor progress against the work plan
- Review draft tools, sampling plans, and data quality protocols

- Coordinate logistics and fieldwork sequencing
- Ensure compliance with safeguarding and ethical standards

Meetings: Weekly or fortnightly (as needed) during active assignments and at least once per year over the duration of the project (2025-2030).

7.2 Reporting

The consultant is to provide reporting against the project plan for each output. The following regular reporting and quality review processes will also be used while an assessment/evaluation process is active:

- **Verbal updates:** Weekly verbal reporting to the consultancy project manager (15–30 minutes) and during the BRACE Evaluation Steering Committee fortnightly meeting.
- **Written progress reports:** One-page email update every two weeks to the BRACE Evaluation Steering Committee, summarising:
 - Activities completed
 - Emerging issues and mitigation actions
 - Planned activities for the next period
- **Issue escalation:** Any critical delays, ethical concerns, or safeguarding incidents must be reported immediately to the BRACE Project Manager.

7.3 Duration and timetable

Dates for undertaking assessments and submission of deliverables are dictated by the project's notification of effectiveness (determined by GCF), dated 28th of October.

Estimated dates	Deliverable	GCF submission deadline
February 2026 – June/July 2026	Baseline assessment and MEAL Framework	Baseline only – Within six months from effective date.
May – September 2028	Interim process and outcomes evaluation	Within two years and ten months from effective date.
November 2030 – April 2031	Final outcomes evaluation	Within six months from the completion date.
November 2030 – April 2031	Impact evaluation	-

8. CONSULTANT PROFILE

Save the Children is seeking a consultancy firm or consortium that can fulfill all the deliverables outlined in the TOR over the course of five years. Save the Children reserves the right to terminate the contract if the consultant fails to meet the terms of the contract with regard to timelines and quality standards.

8.1 Required Experience

To be considered, the consultant or the consultancy team together must have demonstrated skills, expertise and experience in:

- Designing and conducting baselines, process and outcome evaluations, and impact evaluations with counterfactual designs for large-scale, complex, multi-sector projects
- Analysing and interpreting qualitative and quantitative data
- Conducting studies in the field of climate resilience and/or education
- Leading socio-economic research, evaluations or consultancy work in Cambodia, South Sudan, and Tonga; or similar contexts in Southeast Asia, East Africa, and the Pacific
- Conducting ethical and inclusive studies involving children, ideally with 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
- Theories of change and how they can be used to carry out evaluations
- Communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills)
- 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 relevant post-graduate qualifications, the seniority and experience in leading complex evaluation 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.

9. SCHEDULE OF PAYMENT

Payments to the consultant for each output package will be made according to the allocations that are proposed by the consultant and agreed upon before contract signature.

Each assessment/evaluation package will follow the following schedule of payment, regardless of the total percentage allocated for the package.

Output package deliverable	Percentage
Submission of final inception report including annexes and appendices	30%
Submission of draft assessment/evaluation report	30%
Submission of final output package and completion of the validation workshop	40%

Total	100%
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10. HOW TO APPLY

10.1 Proposal package

Interested candidates are invited to submit a technical and financial proposal using the Invitation to Tender form included in this package. The proposal package should include responses completed in the Invitation to Tender document with attachments as required:

1. A **technical proposal** containing:
 - a. 1) your relevant competence to undertake this consultancy, 2) your past experience in relation to the objectives and scope of this consultancy, and 3) [optional] any additional relevant detail that may demonstrate your availability/readiness for a five-year consultancy
 - b. A description of your technical understanding of the task, with proposed top-line methodologies for each assignment (baseline, MEAL framework, interim evaluation, final evaluation, impact evaluation) including justification for the proposed designs.
 - c. Detailed CVs of key professional(s) who will work on the evaluation. Please include a table describing role of each team member in the evaluation. At least one team or consortium member should have published IE work.
 - d. Three samples of previous similar assignments completed in whole or in large part by the lead consultant – samples of baseline reports, process evaluation reports, and outcome evaluation reports are preferred.
 - e. At least three examples of executed IEs, preferably using experimental or quasi-experimental methods, with at least one on climate resilience or education.
 - f. Details of three reference clients/supervisors for whom you have provided services similar to the deliverables requested here. References will only be contacted for shortlisted applicants.
2. A **financial proposal** containing:
 - a. An excel file outlining the proposed budget for the consultancy that includes a summary listing at least the deliverables below, estimated number of days, related daily rate for the relevant team members, and total cost.

Deliverable	Estimated Number of Days	Daily Rate for Team (USD)	Total Cost (USD)
MEAL Framework Package			
Baseline (3 countries)			
Interim Process and Early			

Outcomes Evaluation (3 countries)			
Final Outcomes Evaluation (3 countries)			
Impact Evaluation (Cambodia)			

The financial proposal should be inclusive of any and all related expenses necessary to undertake the assignment, including travel, accommodation, equipment, materials, and sub-contracting of logistics needs. Proposals should also include an estimated personnel allocation, as well as estimations of other applicable costs.

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.

Given the complexity and long duration of the assignment, Save the Children will consider the financial proposal to be a proposal, and expects to undertake a financial discussion and negotiation process with short-listed and/or the preferred consultant prior to contracting.

10.2 Selection criteria

Consultants will be short-listed according to the criteria outlined in the Request for Tender.

Short-listed candidates will be interviewed and engage in a discussion process with Save the Children to ensure that both parties have a similar understanding of the scope and purpose of the consultancy. References may be checked at this stage, after which Save the Children will make a final decision and begin the contracting process.

11. ANNEXES

Annex 1: Project Logical Framework

Please see [BRACE Funding Proposal](#), section E.