Terms of Reference (TOR) for Endline Study

‘Collective Impact on Future of Work in Bangladesh’ project

April 2024

# Table of Contents

[Table of Contents 1](#_Toc164375703)

[1. Project Summary 2](#_Toc164375704)

[2. Introduction 3](#_Toc164375705)

[3. Background and context 4](#_Toc164375706)

[4. Scope of ENDline 6](#_Toc164375707)

[4.1 Purpose, Objectives and Scope 6](#_Toc164375708)

[4.2 Intended Audience and Use of the Endline 7](#_Toc164375709)

[4.3 Key Study Questions 8](#_Toc164375710)

[5. STUDY Methodology 10](#_Toc164375711)

[5.1 Study Design and Sampling 10](#_Toc164375712)

[5.2 Sample size estimation 10](#_Toc164375713)

[5.3 Data Sources and Data Collection Methods/Tools 11](#_Toc164375714)

[5.4 Ethical considerations 12](#_Toc164375715)

[6. Expected Deliverables 13](#_Toc164375716)

[7. Reporting and Governance 15](#_Toc164375717)

[8. STUDY MANAGEMENT 15](#_Toc164375718)

[9. DISSEMINATION PLAN 16](#_Toc164375719)

[10. ENDLINE team and Selection Criteria 16](#_Toc164375720)

[11. TECHNICAL EVALUATION CRITERIA 18](#_Toc164375721)

[12. schedule of payment 19](#_Toc164375722)

[13. Annexes 19](#_Toc164375723)

[Selection Criteria GUIDANCE 23](#_Toc164375724)

[Essential criteria 23](#_Toc164375725)

[Capability criteria 23](#_Toc164375726)

[Financial criteria 24](#_Toc164375727)

[Personnel allocations 24](#_Toc164375728)

[Personnel Rates 24](#_Toc164375729)

[Cost elements 25](#_Toc164375730)

#  Project Summary

|  |  |
| --- | --- |
| Type of endline | External  |
| Name of the project | Collective Impact on Future of Work in Bangladesh |
| Project Start and End dates | 1st April 2022 to 30th September 2024 |
| Project duration | Two and half years |
| Project locations | 3 unions of Savar Upazila of Dhaka district and 6, 8, and 9 no ward of Gazipur City Corporation of Gazipur district, Gazipur Sadar Upazila under Gazipur district |
| Thematic areas | Child Protection, Child Rights Governance, Education, Health and Nutrition |
| Sub themes | Protection of Children from Violence, Appropriate Care, Good Governance Delivers Child’s Rights (GG), Early Childhood Care and Development (ECCD), Basic Education, Mother Infant Child Nutrition (MICYN)  |
| Donor | H&M Foundation  |
| Direct beneficiaries | 6140 (3350 girls and 2790 boys) children and 8020 (5114 female and 2906 male) adults |
| Project Goal | Improved child protection, nutrition, and STEM opportunities for children of women garment workers and improved access to parenting support for women garment workers and their families  |

#  Introduction

The project aims to enhance local-level protection mechanisms for children, with a focus on child protection and child rights. By providing a supportive environment for children, the project likely intends to address issues such as child labor, exploitation, and lack of access to education and healthcare. The overall goal of the project is to contribute to have an improved enabling environment for women garment workers that supports their career progression, empowerment, and employability, in a future where the textile industry is defined by automation and digitalization.

The project goal is to improve child protection, nutrition, life skills for success and Science Technology Engineering and Mathematics (STEM) opportunities for children of women garment workers and improve access to parenting support for women garment workers and their families. Following three sub-goals combined contribute the project goal:

**Sub-goal 1**: Ensuring availability of child protection services and parenting support;

**Sub-goal 2:** Enhancing diet and nutrition for the children;

**Sub-goal 3:** Improving STEM opportunities for young children.

With the financial support from H&M Foundation, Save the Children International (SCI) is working with partner organization Phulki and being implemented in Savar Upazila of Dhaka district and Gazipur Sadar Upazila under Gazipur district. Primary target group of the project is children of women garments workers, and parents especially women garments workers as mother of the children. The project targets to reach the 6,140 (3,350 girls and 2,790 boys) children of Ready-Made Garment (RMG) workers community, 8,020 (5,114 female and 2,906 male) parents and 260 (110 female and 150 male) other adults including schoolteachers, School Management Committee (SMC) members, Community representatives, factory owners, government officials etc.

SCI plans to conduct an endline study to capture and document the current situation against project goal and sub-goals, and endline status of the outcome indicators (please see below) to provide an information against which to monitor the progress.

**Outcome Indicators:**

1. % of children at project locations got access to services (prevention and response) during the project period
2. % of parents at project locations got access to services (prevention and response) during the project period
3. % of parents’ knowledge and behavior improve on parenting
4. % of children or day care centers have standard height weight according to their age
5. % of mothers/ caregivers that are aware of good nutrition practices for their children
6. % of children who enrolled in STEM accomplished the course
7. % of members of community-based group knowledge improved on child rights, care, protection, nutrition etc.
8. % of children reached age-appropriate development according to Caregiver-Reported Early Development Index (CREDI) and International Development and Early Learning Assessment (IDELA) standard

# Background and context

SCI is a prominent child rights organization operating globally, with a strong presence in Bangladesh since the 1970s and it is working as a key player in advocating for children's rights, promoting sustainable development, and responding to humanitarian crises in the country. The organization's work spans various sectors including Protection, Health, Education, Livelihood, and Humanitarian response, aligning with the principles outlined in the United Nations Convention on the Rights of the Child.

SCIs extensive experience in Bangladesh includes collaborations with corporates and the RMG sector, with a focus on addressing the rights of workers and children. Specifically, SCI has had sporadic experience working with H&M, one of the world's largest fashion retailers. This collaboration involved initiatives aimed at promoting child rights, ensuring safe and fair working conditions for RMG sector workers, and supporting community development efforts in Bangladesh.

The project aims to address the specific challenges faced by children of women RMG workers and their families/caregivers in Dhaka and Gazipur districts. These challenges are often multifaceted and can significantly impact the survival, protection, and development of children.

**The following focusing areas project is providing its effort:**

**Child protection services and parenting support:**

Implementing strategies to ensure child protection services and parenting support is crucial for the well-being of children, especially those whose parents are working. Recognizing the need for childcare for working parents, the project is implementing on establishing alternative care arrangements within the community. This could involve setting up daycare centers or engaging local caregivers to provide care for children while their parents are at work. Quality childcare is an essential service to ensure children of working mothers grow up in a safe, healthy, and nurturing environment. In Bangladesh, the garment factories which has a women workforce lack adequate quality childcare services for their employees. The project is providing daycare facilities specifically tailored to meet the needs of children aged 2 to 5 years. These facilities offer a safe and nurturing environment where children can learn and play under the supervision of trained caregivers. Utilizing the space of daycare facilities, the project is providing support to create child-friendly spaces that cater to the needs of older children aged 6 to 18 years.

Young children are deprived of proper care while their parents are at work. In Bangladesh, most parents have limited knowledge of childcare rearing and women workers face additional barriers when balancing the responsibilities of work and parenting. Parenting plays a crucial role in shaping a child's development, and providing support and guidance to parents can have a significant impact on their ability to nurture their children effectively.

As part of the project working strategy, monthly parenting sessions are an excellent way to empower parents with the knowledge and skills they need to support their child's holistic development. The project is providing training to caregivers, teachers, and partner staff which is essential for ensuring that they have the knowledge and skills necessary to support the holistic development of children in daycare centers. Including this training as part of the basic training for daycare center staff is a wonderful way to ensure that all caregivers are equipped with the necessary tools to provide high-quality care.

**Health and Nutrition**

There is a crucial link between maternal and child health, which too often remains overlooked in the workplace. A mother’s nutritional status and level of health affect her ability to perform in the workplace and ensure that their children can access nutritionally balanced diets. Focusing on nutritious food and a balanced diet for children while promoting sustainability is a commendable approach. By educating parents and caregivers about the importance of nutrition and providing them with the knowledge and resources to ensure their children receive proper nutrition, project is trying to create a lasting impact on the health and well-being of the children in daycarecenters.To attain this purpose, the project is implementing many interventions such as provide orientation for caregivers on nutritious food and balanced diet, community level awareness campaign, develop and disseminate Information Education and Communication (IEC) materials, develop linkage with potential food and grocery suppliers etc.

**STEM opportunities for young children**

The concept of STEM has been recognized globally since its emergence in 2001, its implementation and popularity still face significant challenges in our national context. Despite government acknowledgment and efforts within the academic education system, various obstacles hinder its widespread adoption and effectiveness. A sizeable portion of the population remains unaware of what STEM entails and its importance in today's world. Traditional gender norms often discourage girls from pursuing STEM education and careers, leading to a significant gender gap in these fields. Efforts to challenge stereotypes and provide equal opportunities for girls in STEM are crucial for addressing this issue. Children from poor backgrounds, such as those from garment-working communities, face additional barriers to accessing quality STEM education. Addressing socio-economic inequalities and providing support systems for these communities is essential.

A comprehensive plan to introduce STEM education to young children and teenagers, aiming to equip them with the necessary skills and knowledge for the future job market. The project has developed a curriculum that integrates STEM subjects such as science, mathematics, programming, safe internet usage, and robotics to ensure that the curriculum is age-appropriate and engaging for students in grades 6-9 and 12-18. The project has developed pre- and post-assessment tools to measure the impact of the STEM education program on students' knowledge and skills. Also implemented strategies to motivate students to participate actively in STEM activities, such as hands-on projects, competitions, and rewards for achievements. The project is providing training and capacity building for secondary school teachers to effectively teach STEM subjects. This included workshops, seminars, and ongoing professional development opportunities to enhance their skills and confidence in teaching STEM. The Collective Impact project has extended STEM education initiatives to the community level by organizing workshops, seminars, and outreach programs for children aged 12-18 outside of school. It also has collaborating with local organizations, businesses, and institutions to provide resources and support for STEM education.

# Scope of ENDline

## Purpose, Objectives and Scope

The primary objective of the endline evaluation is to determine the extent to which the project has achieved its intended outcomes against its indicators as outlined in the project document. This involves assessing whether the targets set forth in the project document have been met, exceeded, or fallen short.

The endline evaluation involves comparing the status and outcomes of the project with the baseline data collected at the beginning of the project and its findings. This comparison helps to track changes over time and evaluate the effectiveness of project interventions.

The specific objectives of the endline are to:

* Assess according to the Organization for Economic Co-operation and Development- Development Assistance Committee (OECD-DAC)[[1]](#footnote-2) criteria that reflect relevance, effectiveness, efficiency, impact, and sustainability of the project, as well as its delivery, that examines various aspects of the project's performance and outcomes against indicators as per the project log frame.
* Identify lessons learned(What worked well and why; what did not work well and why) and good practices from the implementation of the project to design, implementation, and management of future urban projects and ensuring sustainability.
* Chalk out the recommendations for future actions and improvements based on the findings and insights gained from the study.

**Scope**

The scope of the endline evaluation typically involves assessing the impact, effectiveness, and sustainability of a project, program, or intervention at its conclusion or near the end of its implementation period.

The endline evaluation will be conducted in the project locations of Gazipur and Savar to determine whether the project or program has achieved its intended outcomes and objectives, as well as to identify lessons learned, best practices, and areas for improvement. This involves measuring changes in outcomes, behaviors, or conditions resulting from the intervention. The important scope of the assignment is to provide recommendations for improving similar projects or programs in the future based on the findings of the evaluation. These recommendations may address areas such as program design, implementation strategies, monitoring and evaluation frameworks, and stakeholder engagement.

Another scope of the study is soliciting feedback from stakeholders, including beneficiaries, partners, and implementing agencies, to capture their perspectives on the project or program's performance and impact. Overall, the scope of an endline evaluation is comprehensive and aims to provide a thorough assessment of the project or program's achievements, challenges, and areas for further development. SCI will disseminate the findings of this endline evaluation across the country office and use them to design the new program development in the future.

## Intended Audience and Use of the Endline

The key stakeholders/audiences for this endline are:

|  |  |
| --- | --- |
| **Stakeholder** | **Further information** |
| Project donor | H&M Foundation |
| Primary implementing organization | Save the Children (Project team, Child Protection, Child Rights Governance and Education Sectors, E&L team) |
| Implementing and technical partner | Phulki and The Tech Lab |
| Government stakeholders | Gazipur City Corporation, Savar Upazila Administration and two Union Parishad, Upazila Education office, Upazila Health and Family Planning Office, Mother & Child Welfare Centre (MCWC), Local government |
| Community groups | Teachers, SMC members, community members, factory owners/ management, and private service providers |
| Beneficiaries | Children and adults (1-18), parents/caregivers andcommunity people  |
| International development | The Asia Foundation and consortium members  |

## Key Study Questions

The key study questions of this endline study should be guided by the OECD-DAC evaluation criteria that will answer the following key questions as per the criteria.

| **Criteria** | **Key Study Questions** |
| --- | --- |
| Acceptability and appropriateness | * Is the project acceptable to the local community, children, youth,and stakeholders? Did they willingly participate and engage in the program? Was it based on community consultation?
 |
| Accountability | * What process and mechanism have been followed to ensure accountability and transparency towards children, parents/caregivers, and the wider community? Did this process help to improve program quality?
 |
| Child participation | * How were children supported to meaningfully participate across the program/project cycle?
* Were stakeholders aware of how they can provide feedback to the project interventions?
* How well children and youth have participated meaningfully across the program/project cycle?
 |
| Child rights programming | * How has the program/project design and implementation considered a child rights approach?
 |
| Safe programming | * Has the program been designed, planned, implemented, and monitored to ensure it is safe for children and adults?
* How has child safety been integrated into the program/project design and implementation of activities?
* What are relevant services available and what challenges to access services for targeted children and community people? Is there any discrimination to access services for vulnerable groups, especially girls and children with disabilities?
 |
| **Coherence\*** | * Did the intervention support beneficial synergies and linkages with other interventions carried out by Save the Children in the country/community?
 |
| Cost-effectiveness | * Was the intervention cost-effective?
 |
| **Effectiveness\*** | * Did the program/project achieve its intended outcomes?
* How community-based group knowledge has been improved on child rights, care, protection, nutrition etc?
* How have knowledge and behavior improved regarding parenting practices and skills towards children?
* How children have reached age-appropriate development according to caregiver-reported tools like CREDI and standardized assessments like IDELA?
* How mothers or caregivers are aware of good nutrition practices for their children?
* How do children enroll in STEM courses and accomplish the course?
* Are there any differences in outcomes achieved by diverse groups?
* Were there any unintended outcomes?
 |
| **Efficiency\*** | * Were objectives achieved on time? (and budget)
* Did we achieve an appropriate balance between cost-efficiency and meeting our organizational principles (e.g., in terms of community engagement in planning, monitoring, and decision-making process)?
 |
| **Impact\*** | * To what extent and how have the project interventions impacted and contributed to the change of life of children and young children of RMG workers, youth, and parents/caregivers?
* How RMG factory owners/management be involved and contribute to the rights and developments including care, education, protection, and well-being of children of RMG workers?
 |
| Process | * Have Monitoring, Evaluation, Accountability & Learning (MEAL) activities been implemented as planned? Were they relevant and appropriate? How could they be improved?
* What is the picture of the existing coordination mechanism among the relevant stakeholders? What are the strengths and weaknesses of the existing coordination mechanism?
 |
| Satisfaction and experience | * Are the targeted communities/schools satisfied with the quality of the program delivery?
* Did the project beneficiaries feel the services they received were acceptable, appropriate, and suited to their needs?
 |
| **Sustainability\*** | * Will the process, results, and positive impacts of project intervention last after the end of the project?
 |
| Evidence and Learning | * Has the project evidenced and documented learning and good practices that can be replicable to other programs, projects, and contexts?
* What are the key lessons generated throughout the program intervention?
 |
| Gender sensitivity and inclusion | * How the project has tried to address existing power dynamics and gender gaps through different interventions?
* How has the project considered the inclusion of vulnerable groups in the identification of the design and its implementation of activities?
 |

# STUDY Methodology

## Study Design and Sampling

The endline evaluation will adopt a mixed method design, integrating both quantitative and qualitative methods in line with the OECD-DAC evaluation criteria and other key criteria are outlined in this Terms of Reference (ToR). The consultant/consultancy firm is expected to develop and propose a detailed methodology that enables the evaluation to meet the objectives given above and addresses the scope of work and key study questions.

The methodology and relevant instruments should be adjusted in consultation with SCI and finalized before implementation and it will be designed by the consultant in the inception report. The study will be carried out by involving of diverse stakeholders, including program participants, staff, partners, and beneficiaries, throughout the evaluation process. The consultant must briefly present the methodological approach they will undertake for the evaluation and elaborate on the endline process, tools and data analysis, and presentation methods.

## Sample size estimation

The consulting firms can propose a comprehensive study design and representative sample size for the endline study that effectively addresses the research objectives and generates valuable insights for decision-making.

For the quantitative component, the consultant team will calculate the sample size based on the standard sampling technique, ensuring representation from age wise each category of group considering the measurement of the outcome indicators. The sample size should ideally be separated for children, parents/caregivers, and community people. For this sampling purpose, age wise total targeted beneficiary number has been attached here.(Please see annex 1-Age group wise beneficiary table).

The actual sample size proposed by the consultancy firm will be finalized based on discussion and agreed with SCI . To avoid sampling error, some additional sample (e.g., 5%) should also be considered. The consultant team will justify any revisions or modifications to the stakeholder list and corresponding tools based on the objectives of the endline evaluation.

For the qualitative method, purposive sampling will be employed to select participants for FGDs (Focus Group Discussions) and KIIs (Key Informant Interviews) from multiple stakeholder groups. FGD will be conducted with the direct participants of the projects while KII participants will be selected based on their expertise and knowledge of the topics of interest to ensure the most informed perspectives are captured.

The following table shows the tentative sample distribution of the qualitative method.

|  |  |
| --- | --- |
| Method | Respondents |
| FGD | Children (6 to 12 years)  |
| Children (13 to 18 years) |
| Parents/caregivers |
| KII | Teachers and SMC members |
| Service providers, govt. officials and  |
| Local govt. representatives |
| Factory owners/management |
|  | Local community leaders |
|  | Project implementing partner |
| Case Story | Children and youth |

Please see the annex of the baseline methodology of this project as an indication of the study design. However, SCI expects improved and appropriate methodology for the endline study which will address the endline study objectives and key questions.

## 5.3 Data Sources and Data Collection Methods/Tools

By conducting a thorough and detailed review of secondary documents like a comprehensive list of secondary documents relevant to the project, project proposal, project log frame, MEAL plan, and project baseline report, the endline evaluation team can gain valuable insights into the project's context, activities, and outcomes, as well as its alignment with government policies and international frameworks. These documents are crucial for the successful execution of the endline evaluation. This information will also help ensure that the endline evaluation is rigorous, relevant, and impactful.

The endline evaluation team can ensure that all primary data collection facilitates disaggregation by relevant criteria, incorporates data triangulation to enhance validity, and leverages external data sources to enrich the evaluation findings. This approach will contribute to a more thorough and nuanced understanding of the program's outcomes and impact across diverse populations.

The quantitative data will be collected by structured questionnaire while the qualitative by a semi-structured question guide. The questionnaire should be pretested to make it precise and function better. The consultant team is responsible for collect, process, and analyze both quantitative and qualitative data. Quantitative data should be collected through KoBo using Android device and processed using statistical data analysis software. Quantitative data will be collected through a face-to-face household survey. Qualitative data collection methods may include KII, and IDI (In-depth interview) to generate case stories, FGD, and observations but are not limited to. The consultation sessions (FGD) with children should follow consultation guidelines as data collection tool. These consultation guidelines must generate as per the age group of the children described in the table above. Consultation guidelines for the children’s groups will help to collect data using interactive method. If needed, the consulting firm will be oriented to develop child participatory tool for consultation with very young adolescents. Besides, the evaluation team may hold discussions with the service provider, government stakeholders, garments factory management, and other stakeholders with whom the project has worked to get their perceptions about the changes they have noticed as well as their views about further improvement of the programme. The consultant team will share/present the draft findings with project team and key partners to validate.

The Consultant/endline team are required to adhere to the Save the Children Save the Children Child Safeguarding; Protection from Sexual Exploitation and Abuse; Anti-Harassment, Intimidation and Bullying; Data protection and Privacy policies throughout all project activities. All the data, reports and other deliverables produced in this study will be treated as the property of Save the Children and information, data or deliverables related to this assignment cannot be sold, used or reproduced in any manner by the Consultant/Endline Team without prior permission from the Save the Children.

## 5.4 Ethical considerations

It is expected that this endline will be:

* **Child participatory**. Where appropriate and safe, children should be supported to participate in the assessment process beyond 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 assessment 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 endline must be guided by the following ethical considerations:
	+ Child safeguarding – demonstrating the highest standards of behaviour towards children
	+ Sensitive – to child rights, gender, inclusion and cultural contexts
	+ Openness - of information given, to the highest possible degree to all involved parties
	+ Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.
	+ Public access - to the results when there are not special considerations against this
	+ Broad participation - the relevant parties should be involved where possible
	+ Reliability and independence - the endline 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.
* Endline 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 or young people’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 endline will explore any personal and professional influence or potential bias among those who are collecting or analyzing data and address or mitigate ethically.
* Informed consent will be used where possible.

The study team will not be required to obtain approval from a Human Research Ethics Committee.

#  Expected Deliverables

The study deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The consultant and SC project team will agree on final milestones, questions, methods, and deadlines at the inception phase.

**Deliverables and Tentative Timeline**

|  |  |
| --- | --- |
| **Deliverable** | **Timeline** |
| The Study Team is contracted and commences work | 21 May 2024 |
| The study Team will facilitate a workshop with the relevant stakeholders at the commencement of the project to develop the inception report. | 22 May 2024 |
| The study Team will submit an **inception report\*** in line with the provided template, including:* Study objectives, scope, and key study questions
* description of the methodology, including design, data collection methods, sampling strategy, data sources, and study matrix against the key study questions
* data analysis and reporting plan
* caveats and limitations of study
* risks and mitigation plan
* ethical considerations including details on consent
* stakeholder and children communication and engagement plan
* consultation protocols for consulting with children and other vulnerable groups (if applicable)
* key deliverables, responsibilities, and timelines
* logistical or other support required from Save the Children
* data collection tools (in line with the study matrix).
* Once the report is finalised and accepted, the study team must submit a request for any change in strategy or approach to the study manager or the steering committee.
 | 29 May 2024 |
| Final data collection tools (in the report language):* Survey instrument
* Data collection mechanism
 | 09 June 2024 |
| Receive Ethical Review Committee(ERC) approval | By 12 days(20 June 2024) |
| Data collection | 25 June-3rd July 2024 |
| An [Interim Report / Power Point Presentation] including a summary of formative findings from the study. 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 the study design (if applicable)
* Key tasks for the next stage of the study and any proposed refinements or changes to methodology (if applicable)
 | 10 July 2024 |
| A **Endline Report\*** (Draft Version) including the following elements: * Executive summary
* Background description of the program/project and context relevant to the Study (1 page)
* Conceptual framework of the review
* Scope and focus of the endline
* Overview of the endline methodology and data collection methods, including a study matrix
* Findings against outcome and its indicators as per log frame compared with the baseline value (summary table) and analysis should be aligned to each of the key study questions (OECD-DAC criteria) (15-18 pages)
* Specific caveats or methodological limitations of the endline
* Key lessons learned (2-3 pages)
* Conclusions outlining implications of the findings or learnings (1 page)
* Recommendations (2-3 pages)
* Annexes (Project logframe, study ToR, Inception Report, Study schedule, List of people involved)

A consolidated set of feedback from key stakeholders will be provided by Save The Children within one weeks of the submission of the draft report. | 20 July 2024 |
| **Data and analyses** including all raw data, databases and analysis outputs | 22 July 2024 |
| **Final Endline Report\*** incorporating feedback from consultation on the Draft Endline Report | 31 July 2024 |
| **Knowledge translation materials:*** PowerPoint presentation of study findings (8 slides) highlighting the: methodology and purpose- 1 slide, key findings- 4 slides, challenge- 1 slide, lesson learned if any- 1 slide, and recommendation- 1 slide.
* Evidence & Learning Brief\*\*
* **All softcopies of Kobo Xls, data set, data analysis plan table, analysis do files, photographs and other relevant documents need to be delivered**
 |  5 August 2024 |

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

\*\* The Evidence & Learning Brief is a 3-5 pages summary of the full report and will be created using the Save the Children **Evidence & Learning Brief 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.

#  Reporting and Governance

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

A written progress report by mail each week to the Save the Children study Project Manager, Md. Tarekuzzaman by outlining progress made over the past month. The study will be coordinated by Most. Mokaddesa Kadery, Technical Specialist, MEAL.

The Project Donor/PDQ Director will be accountable for approving the Final Study Report.

# STUDY MANAGEMENT

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

**Endline Tentative Timeline, with key deliverables in bold.**

| What | Who is responsible | By when | Who else is involved |
| --- | --- | --- | --- |
| Study tender submissions due [if external] | Study proponents |  2 May 2024 | HR, Project team |
| Tender review and selection of study team [if external] | SC tender review panel | 19 May 2024 | Project team, Procurement team and E&L team |
| Documentation review, desk research | Consultant team | 20 May 2024 | Project team |
| Consultation | Consultant team | 21 May 2024 | Project and E&L team  |
| Inception report | Consultant team | 29 May 2024 | Project and E&L team  |
| Review of inception report | SCI Study Project Manager  | 02 June 2024 |  Project and E&L team  |
| Development of Data collection tools  | Consultant team | 09 June 2024 | Project and E&L team  |
| Receive Ethical Review Committee(ERC) approval | ERC | By 12 days(20 June 2024) | E&L team  |
| Logistical arrangements | Consultant team | 24 June 2024 | Project team |
| Data collection | Consultant team | 25 June-3rd July 2024  | E&L team, Project team |
| Data management and analysis (coding, transcriptions, data cleaning, integration and analysis) | Consultant team | 7 July, 2024 |  E&L team, Project team |
| An [Interim Report / Power Point Presentation] | Consultant team | 10 July 2024 | Project and E&L team |
| First draft of the endline report  | Consultant team | 20 July 2024 | Project and E&L team |
| Review of first draft report | Project and E&L team | 24 July 2024 | Project and E&L team |
| Meeting with evaluators and evaluation team to finalize the report | SC study Project Manager | 27th July 2024 | Project and E&L team |
| Validation of study findings and recommendations | SC study Project Manager  | 28th July 2024 | E&L team  |
| Final study report andsubmission of data and analyses | Consultant team | 31 th July 2024 | Project and E&L team |
| Knowledge translation materials | Consultant team | 5 August 2024 | Project and E&L team |
| Project team meeting to develop Study Response Plan | SC Study Project Manager | 10 August 2024 | Project and E&L team |
| Study final report (together with response plan) posted on OneNet and reviewed | SC Study Project Manager | 12 August 2024 | Project and E&L team |

#  DISSEMINATION PLAN

The study team will develop an Evidence and learning brief. SCI will organize a dissemination workshop where the study team will present a PowerPoint version of the study and will share the Evidence and Learning Brief including recommendations with policymakers and relevant stakeholders like the Government of Bangladesh (GOB), International Non-Government Organizations (INGOs), SCI staff, communities, beneficiaries, and children.

#  ENDLINE 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.

* Post-graduate degree (Social Science, Education, Statistics, Anthropology, Development Study, or any other relevant discipline).
* The consultant must be able to take a collaborative approach, as s/he will work closely with project staff, RMG factory staff, and other stakeholders including children in this process.
* Significant professional background of at least 5 years of hands-on relevant experience in conducting the qualitative review, research (ENDLINE EVALUATION, final evaluation, baseline study, etc) along with the quantitative survey.
* Sound and proven experience in conducting evaluations based on OECD-DAC evaluation criteria, particularly utilization and learning-focused evaluations.
* Designing and conducting baseline and endline evaluations using qualitative, quantitative, and mixed method design.
* Conducting research and/or evaluation in the field of Child Protection, Basic Education, Life Skills, Gender and Inclusion, Child Rights, Health and Nutrition, and STEM, Education system in Bangladesh with a special focus on ECCD, particularly on vulnerable marginalized communities in RMG workers living area.
* Conducting ethical and inclusive research and/or evaluation involving marginalized, deprived, and/or vulnerable groups in culturally appropriate and sensitive ways
* Strong liaison with government-level stakeholders at the central and field level, especially DSHE(Directorate of Secondary and Higher Education), MoWCA(Ministry of Women and Children Affairs), LGI(Local Government Institute), and BSAF (Bangladesh Shishu Adhikar Forum).
* Strong management skills (planning, coordinating, and organizing the work of the teams of enumerators, supervisors, and qualitative researchers) to complete the work on schedule and to the required standard
* Experienced in managing large and complex quantitative datasets using STATA or SPSS, along with transcription and documentation of qualitative data
* Strong analytical skills in both quantitative and qualitative research
* Strong written and verbal skills in communicating technical and/ or complex findings to non-specialist audiences (especially report writing and presentation skills).
* The consultant team must have a data analyst or data expert on kobo, SPSS etc.
* A track record of open, collaborative working with clients.

There is a high expectation that:

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

### Financial Proposal

Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but the 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.

# TECHNICAL EVALUATION CRITERIA

The organization will assign a committee composed of management and technical team to evaluate the proposals submitted by consulting firms/firms. The selection committee will evaluate the bidders based on the criteria set below. The consulting firm/firm is expected to provide detailed information based on the given framework to ensure fair and effective comparison. The committee reserves the right to drop a competitor that scores the least. The proposals submitted will be reviewed based on the set criteria.

|  |  |
| --- | --- |
| Eligibility/Essential Criteria:  | Criteria which bidders must meet in order to progress to the next round of evaluation. If a bidder does not meet any of the Essential Criteria, they will be excluded from the bidding process immediately. These criteria are scored as ‘Pass’ / ‘Fail’. * Legal Documents [ Copy of Trade License/Registration Certificate, TIN, BIN/VAT, Certificate of Incorporation (for Limited Company only)].
* Minimum 5 years of experience for consultancy service to renowned companies and supporting Work Orders/Experience certificate (i.e. MNC, UN, NGO, INGOs, GoB, Donor agency/Bank/Financial Institutions) need to submit.
* Relevant Experience:

Conducting studies in the field of child rights, child protection, and ECCD and education context. Please submit relevant previous study reports that the research team has worked on and produced on similar subject areas and methodology, as samples.* Suppliers/Vendors are not any prohibited parties or on Government debar/ Blacklisting by any organization.
* Compliance with our Mandatory Policy
 |

The technical evaluation criteria can vary but the standard practice is as follows.

|  |  |
| --- | --- |
| Criteria | Score |
| Understanding of Requirements: Understanding of the ToR and reflection on it in the proposed study framework, methodology, data quality assurance plan, etc. | 20 |
| Experience & Team Composition: Team leader and other team members have expertise on * Designing and conducting outcome evaluations using quasi-experimental design
* Leading socio-economic research, evaluations or consultancy work in women RMG workers community, particularly gender equality
* Having experience with high-quality report writing mentioning clear and concise information with logically and coherently
* The team should be able to tailor the tone and style of the report to suit the intended audience.
 | 20 |
| Scoring Based on technical proposal  | 40 |
| Total | 40 |

Note: The consulting firm will be qualified if it gets a score of 50%(20 out of 40) on the technical proposal.

# schedule of payment

The payment will be made through the A/C Payee Cheque in favor of the contract holder, which will cover everything i.e., remuneration, fieldwork cost, conveyance, printing, other administrative cost, etc. All expenditures during survey time will be taken care of by the consulting agency. Save the Children in Bangladesh will deduct tax, according to the TAX and VAT Regulation of the Government of Bangladesh.

* Upon approval of inception report, tools, and field plan: 40%
* Upon approval of the final study report: 60%

# Annexes

**Annex 1:**

****

**Annex 2: List of project documents to be consulted**

****

**Annex 3: SC Steering Committee Roles and Responsibilities**

[insert content]

**Annex 4: SCI Child safeguarding policy**

[insert content]

**Annex 5: SCI Evaluation Scoring for perspective consultants**

**Annex 6:Baseline overview and indicator value**

****

| **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 (e.g., 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 (e.g., 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 (e.g., 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? |

|  |  |
| --- | --- |
| TOR prepared by: |  Most.Mokaddesa Kadery, Technical Specialist, MEAL, E&L, PDQ |
| TOR endorsed by | Abdulla Al Mamun, Director - Child Protection and Child Rights Governance |
| TOR reviewed by: | Mojib-Ul-Hasan, Senior Manager, Child Protection;Md. Tarekuzzaman, Manager, Child Protection;Bijan Chowdhury, Technical Specialist, Education;Mosharraf Hossain, Officer, MIS, PDQRafeya Azad, Senior Manager,Research, Learning and Knowledge; PDQSajedur Rahman, Technical Specialist, Research, Evidence and Learning, PDQUzzal Chowdhury, Research and Analysis, PDQGiash Uddin, Head of MEAL, Evidence and Learning, PDQAnika Mahzabin, Manager, Accountability and Effectiveness, PDQ |
| TOR approved by: | Technical Director – Evidence and Learning, PDQ |
| Date of sign off: | 18 April 2024 |

# Selection Criteria GUIDANCE

## Essential criteria

### Understanding of requirements and proposal

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

## Capability criteria

### Demonstrated Experience

1. Demonstrate your experience and track record in conducting [large/medium scale]:
2. formative or process evaluation using mixed methods (qualitative and quantitative data collection and analysis)
3. impact/outcome evaluation using mixed methods (qualitative and quantitative data collection and analysis)
4. economic evaluation in a social services context (including either cost effectiveness analysis, return on investment, cost-benefit analysis or cost efficiency analysis)
5. Applied, intervention, action, exploratory, longitudinal etc. research.

4) Demonstrate your experience and track record in conducting research and/or evaluation in the field of child right and child protection.

5) Demonstrate your experience and track record of leading socio-economic research, evaluations or consultancy work in Bangladesh that is sensitive to the local context and culture particularly : child rights, gender equality, religion and/or other factors]

6) Demonstrate your experience and track record in conducting ethical, inclusive and participatory research and/or evaluations involving a) children and b) women, c) schools and/or local communities in urban slum.

**Bidder capacity**

7) Describe the Project lead’s coordination experience in leading consultancy work, research and/or evaluations of similar scale, and managing a team of diverse team of specialists.

8) Nominate the key personnel and resource pool who will perform the work in relation to this contract. Your response will be assessed on whether the skills and experience of key personnel adequately covers all areas of expertise and experience required, and your combined team resources (number of members) as required to implement the activities within the set timeframe. Please indicate the ‘personnel type’ for each key personnel using the types outlined in the table below for the next question.

## Financial criteria

This personnel profile, schedule of rates and cost elements will be used for the purposes of assessing cost effectiveness, as well as managing and negotiating the agreed cost of deliverables, or agreed scope variations if required.

## Personnel allocations

1. Use and adapt the table below to outline how much time has been allocated for the proposed team members to complete the required activities and deliverables. Indicate the type and number of personnel allocated, for example 1x5 days (one individual for 12 days = 12 days) or 3x10 days (three individuals for 10 days each = 30 days).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Activity/ Deliverable | [Project personnel] | [Project personnel] | [Project personnel]  | [Project personnel] | [Add columns as needed] |
| Stage 1 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| *Sub Total* |  |  |  |  |  |
| Stage 2 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| *Sub Total* |  |  |  |  |  |
| Stage 3 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| *Sub Total* |  |  |  |  |  |
| TOTAL (All Stages) |  |  |  |  |  |

## Personnel Rates

1. Please detail the daily rates for key categories of project personnel in the schedule below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Expected number of days** | **Daily Rate** | **Taxes** | **TOTAL** |
| [Project personnel] |  |  |  |  |
| [Project personnel] |  |  |  |  |
| [Project personnel] |  |  |  |  |
| [Project personnel] |  |  |  |  |
| [Add rows as needed] |  |  |  |  |
| **TOTAL** |  |  |  |  |

## Cost elements

1. Please specify all non-personnel related cost-elements that are budgeted for in this proposal.

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Budget allocated** | **Taxes** | **TOTAL** |
| Inputs (please specify) |  |  |  |
| Outputs (please specify) |  |  |  |
| Travel (please specify) |  |  |  |
| Support costs (please specify) |  |  |  |
| Other disbursements (please specify) |  |  |  |

1. [Evaluation Criteria - OECD](https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm) [↑](#footnote-ref-2)