Terms of Reference for Effectiveness/Pilot Study

Empowering Girls through Education (EGE)

[1/10/2021]

1. PROJECT SUMMARY

Type of evaluation	Effectiveness/Pilot Study
Name of the project	Empowering Girls through Education (EGE)
Project Start and End dates	October 2018 to December 31, 2022
Project duration	50 months
Project locations:	Rajarhat Upazila (Kurigram District), Madargonj Upazila (Jamalpur District)
Thematic areas	Education
Sub themes	Basic Education
Donor	Hempel Foundation
Estimated beneficiaries	Total 10,251 (from 2019 to 2022) girl students from EGE initiative are the primary beneficiaries.
Overall objective of the project	The goal of the project is successful transition of girls from primary to secondary school. To meet the project goal the following three expected outcomes have been set: • Improved learning outcomes in Bangla, English, and math • Positive change in perception on girls' continued education among caregivers and girls • Project methodology is disseminated and applied.

Save the Children

2. INTRODUCTION

Empowering Girls through Education (EGE) project, designed by Save the Children and funded by Hempel Foundation is being implemented to address the challenges for transition of girl students from primary school to secondary school. The project is aiming to support 10,251 girl students of grade IV and V in 120 government primary schools from Rajarhat (under Kurigram district) and Madarganj (under Jamalpur district) upazilas. The project is introducing interactive and child friendly e-contents developed by Save the Children and BRAC in consultation with the government's relevant department accessible via tablets and connect rural students with the urban students through Skype so that they can share ideas, enhance competencies in Bangla, English and Mathematics, and improve their 21st century skills. In addition, parents, communities, and local government are sensitized on advantages of girls' education and disadvantages of early marriage. The project will update the policymakers and relevant government officials about the implications of e-learning to advocate them for adapting the approach. The project has partnered with two development organizations named Friendship and CAMPE, and also has strategic partnership with Robi Axiata Ltd., 10 Minute School and a2i.

3. PROJECT BACKGROUND

Although Bangladesh has made remarkable progress in the education sector over the past decades, the situation for girls remains critical. Girls miss out on receiving quality education as they are found to have lower enrolment rates and higher dropout rates than boys.

Bangladesh's net enrolment rate at primary school level increased from 80% in 2000 to 98% in 2015. However, despite progress in widening access, high levels of dropout rate persist (19.2%) in primary schools according to the 2016 Annual Primary School Census (APSC) report.

The national average enrolment and dropout rates mask regional differences as well as differences between boys and girls. In Mymensingh and Rangpur divisions, which the proposed intervention will focus on, the dropout rate of girls are even higher at primary level. As part of the preparation for the project, Save the Children (SC) commissioned a Situation Analysis conducted by an external consultancy firm, which revealed that the estimated dropout rates for girls at primary level are 23% and 34% respectively in Madarganj and Rajarhat upazilas, and at the secondary level dropout rates are 36% and 40% respectively.

Ensuring girls' completion of basic, high-quality education with relevant competences and 21st century skills therefore remains a significant challenge, and Bangladesh still has a long way to go before this is achieved. Furthermore, the National Student Assessment (NSA 2017) conducted by the Government of Bangladesh (GoB) shows weak literacy and numeracy skills (Bangla and Mathematics) among both enrolled boys and girls.

One of the primary reasons for girl dropouts is early marriage, which has an adverse impact on many aspects of their lives. According to the Demography and Health Survey (DHS) from

Save the Children

2014, 22% of girls are married by the age of 15 and 59% girls in Bangladesh are married before the age of 18. The Situation Analysis commissioned by SC furthermore found that lack of awareness, financial crisis and the absence of social safety and security were major causes of early marriage, whereby some parents feel compelled to start planning to marry off their girls of as soon as they reach puberty. Girl dropouts are also caused by unfavourable home and school environment for girl students and discouragement due to poor academic performance. The Situation Analysis found additional barriers for girls' education in Rajarhat and Madarganj to be poverty and a lack of inspiration and ambition to continue education.

Furthermore, the Situation Analysis illustrates that most children are first generation learners in these two upazilas, and in many cases their families are unable to provide sufficient support with homework. More than half of the girls in both upazilas struggle in Mathematics and English, and their average score in those subjects are around 40; in Bangla, the score is 50 out of 100. Different perceptions of expected level of education for girls has been observed. Some parents dream to see their girls as university graduates while others are happy with primary level of education, which indicates lack of awareness of the benefits of educating girls and taboo about girl's education.

Sustainable Development Goal (SDG) 4 on Inclusive and Equitable Education recognizes the need to focus on education quality to ensure relevant, equitable and effective learning outcomes at all levels and in all settings. SDG4 also highlight that quality education necessitates, at a minimum, that learners develop foundational literacy and numeracy skills as building blocks for further learning, as well as higher-order skills. It urges for Information and Communication Technologies (ICT) to be harnessed in order to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.

The proposed project has been designed in partnership with the Hempel Foundation to support the GoB's Primary Education Development Plan for quality education and to directly address the obstacles for transition of girl students from primary level to secondary school in Rajarhat (under Kurigram district) and Madarganj (under Jamalpur district). These areas are on the GoB priority list for uplifting the socio-economic conditions, especially for girls and women.

The project focuses on grade IV and V, which are the final grades in primary school, and provide multi-dimensional support to remove these obstacles. This includes measures to enhance competencies in Bangla, English and Mathematic through interactive and child friendly e-contents accessed via tablets, support through smaller girls' groups, targeted home visits, and building awareness of parents, local communities, local government and policy makers on the advantages of girls education and disadvantages of early marriage. The project includes efforts to inspire girls to set higher ambitions in life and provides support to teachers on the use of digital technologies and e-contents in schools.

E-learning has been chosen as an appropriate approach for several reasons: it is in line with the GoB policy and vision for the future, rendering the likelihood of sustainability of project

Save the Children

approaches and impact beyond the project higher; the target communities are residing in remote areas, where it is difficult for students to access material and knowledge beyond available, standard school books; students often find e-content more exciting and compelling than books, which motivates to explore and learn; and access to e-content through a virtual platform enables the students to obtain support for homework, which their families cannot provide. Importantly, the EGE project creates an opportunity for targeted girls to obtain support outside the schools and after school hours through peer learning. Through boosting the knowledge, skills, attitudes, and confidence of girls of grade IV and V they feel more empowered and are being prepared better to become global citizens. Targeted girls will be enabled to overcome their socio-cultural obstacles to actively participate and advance in the socio-economic spheres and reduce their marginalization. Finally, once adapted and tested, the e-content can be disseminated and made available more widely for the benefit of boys and girls in Bangladesh.

4. SCOPE OF THE SUTDY

4.1 Purpose and key questions

The following objective of this research have been set:

- *To assess the effectiveness of the EGE model to improve learning competencies on Bangla, English and Mathematics for grade IV and V girls which is supporting to successful transition from primary to secondary level.*

To fulfil the objective, the following key questions need to be addressed:

Criteria	Key research question/s
Formative	▪ What is the feasibility, appropriateness, and acceptability of the programme? ▪ What is the programme criticality in the new target location?
Implementation/ Process	▪ Are the digital platforms (LMS & MIS) functioning properly with necessary features (child friendly, user friendly, appropriateness & function ability of the features, etc.)? ▪ How LMS (e-content, quiz, assessment) is assisting to improve competencies of girls on Bangla, English, and Mathematics? ▪ Is the use of tablet learning-friendly (sharing modality, child friendly, easy to handle, user friendly, etc.)? How does it manage issues regarding device safety and security? ▪ How paperless M&E system is working and is it suitable enough for partners' staff (user friendly, features are running, staff capacity, etc.)? ▪ Are Education Facilitators capable to operate LMS and e-MIS? ▪ How are the different stakeholders (parents, teachers, schools, community people, govt. officers, etc.) engaged with EGE interventions?

Save the Children

Impact/Outcome	▪ Is home-based education session effective to reduce learning gap of girls for grade IV and V considering school closing due to COVID-19 pandemic? ▪ Are skype sessions between the grade V girls of rural and urban schools effective to develop 21st century skills?
Economic	▪ How EGE model is working with in a cost-effective manner regarding value for money per girl?

4.2 Scope

The following research will consider grade IV and V girls of 120 government primary schools in Madarganj and Rajarhat upazila who got LMS support in 2020 and 2021.

4.3 Stakeholders/audiences

The key stakeholders/audiences for this evaluation are:

Stakeholder	Further information
Project donor	Hempel Foundation
Primary implementing organisation	Save the Children [(Project team; Program Development, Quality Improvement team; Advocacy and Communications team)]
Implementing partners	Friendship and CAMPE
Government stakeholders	District Primary Education Office, Upazila Education Office, UNO Office
Community groups	Union Parishad, Marriage Register, Religious leader
Beneficiaries	Grade IV and V girls and their parents/caregivers, Primary school teachers
International development/humanitarian research community	SCI Denmark

EGE project initiated a number of new and innovative solutions to ensure learning of the targeted girls and prepare them for future challenges. Learning management system (LMS), e-monitoring and information system, e-contents, use of LMS, e-MIS, tablets, e-contents & internet for learning subject contents & 21st century skills, sensitization of parents, community members, teachers, leaders & other stakeholders are major initiatives under EGE. Since the initiatives have been taken to improve the situation, it is necessary to know the appropriateness and function ability of the initiatives. It will help the project to re-design and upgrade the initiatives where necessary.

The project team will share the research findings with respective stakeholders through learning sharing workshop in upazila/district level and national level, study brief will be shared through email communication, and key findings will be shared with community through parents meeting or small group meeting.

4.4 Secondary Questions

The following secondary questions will add value to answer the key questions of the research.

Save the Children

Criteria	Secondary Questions
Implementation/process evaluations	
Process	- How well did staff/partnerships work together? - How can implementation of the program be improved in terms of coordination?
Satisfaction and experience	- How satisfied were the program/project beneficiaries? - Did program beneficiaries feel the services they received were acceptable, appropriate, and suited to their needs?
Outcome evaluations	
Effectiveness	- Did the program/project achieve its intended outcomes? - Are there any differences in outcomes achieved by different groups? - Were there any unintended outcomes? - Are the objectives of the program/project being achieved? * - How big is the effectiveness or impact of the project compared to the objectives planned? *
Economic evaluations	
Cost effectiveness	Has the intervention been cost-effective (compared to alternatives)?

*OECD DAC Criteria

5. EVALUATION METHODOLOGY

5.1 Research design and sampling

The consultant will propose the detail methodology of this survey. However, the following should be noted (as example) while preparing the methodology. Both qualitative and quantitative data will be collected covering technical platforms, systems, skills and attitude of the partners, learning achievements, etc. through administering various data collection tools. Appropriate triangulation in data collection method is anticipated in the proposed methodology as per need. The Effectiveness criteria (DAC), checklist and methodologies and relevant instruments should be adjusted in consultation with Save the Children, and finalized before implementation. Data will be collected through Face-to-Face interview, Focus Group Discussions, Key Informant Interview, session and product observation checklist and online survey (if applicable). A learning comparison among the learners between effectiveness study value and baseline value will be drawn. Both primary and secondary data need to be analysed to generate lessons and impacts.

Consultant team will analyse relevant project documents, intervention products & services (i.e., LMS, e-MIS, tablets, e-contents, etc.) to make their understanding better about the EGE project activities. Following the project area, 120 government primary schools and their catchment areas of two upazilas- Madarganj of Jamalpur and Rajarhat of Kurigram (60 from each area) will be considered as sample school population. Due to COVID-19 pandemic, any comparison area/school/upazila cannot be covered by this study. Considering this limitation, quantitative data will collect through this study from the intervened schools/students will be compared

Save the Children

with baseline values of the project. Therefore, the study will focus on exploring whether/how effectively the LMS and e-MIS system is working. Both qualitative and quantitative data will be collected from the stakeholders, administering various data collection tools. A quantitative cross sectional survey approach will be applied for this study.

Additionally, thirty (30) primary schools in urban level will also be considered as target population for exploring the effectiveness of the skype sessions, and from them 2 schools will be selected as sample. The respondents will be girl students, education facilitators, schoolteachers, parents, project staff, etc. Data will be collected from intervened schools through face-to-face interviews, focus group discussions, KII and using electronic devices (tablets) and secondary documents review. For this study, an additional 10% of children will be interviewed to measure inter-rater reliability. The consultancy firm will be asked to produce a detailed description of methodology to be followed in the study and also how data will be collected for measuring inter-rater reliability.

It is expected that around 393 children will be randomly selected from 40 intervene schools in this study. About 10 to 12 girl students will be selected from Grade IV and Grade V of each school. In total, data will be collected from about 393 + 10% additional students (i.e., 393 children from Grade IV and V each plus additional 10%). So, total sample size is expected to be around 450, considering alpha = 0.05 (two-sided) and power = 0.80. The following tentative sample population will be considered to draw the respective sample.

Table: Population

	# of Upazila	# of Union	# of School	# of Girls (Grade IV & V)
Intervention	2	15	120	6033*

* Considering only those girls who got LMS support in 2020 and 2021.

The tentative qualitative sample will be:

Method	Sample Size	Respondent
Focus Group Discussions (FGD)	16 (14 for rural school, 2 for urban school) (7 for each EGE intervened Upazila, 2 for Urban level)	Parents/caregivers of Grade IV and V girls who have not been sampled in the survey. 5-7 parents will participate per FGD. In Urban, only grade V girls parents will be considered.
KII	18 (12 for rural level, 2 for urban school and 2 for National level)	6 Head teacher and 4 assistant teacher, 2 local elites, 2 Upazila Education officials, 2 urban schoolteachers, 2 national level officials
Document Review	LMS, e-MIS, Relevant Project Report and Budget to calculate value for money	Schoolteacher, Education officials, Project staff

Save the Children

5.2 Data

Consultant team will develop necessary data collection tools. Potential data collection tools may include student assessment, face-to-face interview schedule, focus group discussion guideline, key informant interview guideline, session and product observation checklist, online survey (if applicable), etc.

Quantitative Data: Project team will collect quantitative data from the selected sample. Consultant will orient enumerators and support them during data collection. The data collection duration will be maximum 2 weeks.

Qualitative Data: Consultant team will collect all qualitative data directly from the community and respective stakeholders. SCI may provide support to consultant during data collection as agreed mutually.

Consultant will analyse the collected quantitative, qualitative data and verify with each other then present the analysis to the SCI. Based on the feedback from SCI, the consultant will then finalize the report.

5.3 Ethical considerations

It is expected that this research will be:

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

It is expected that:

Save the Children

- Data collection methods will be age and gender appropriate.
- Research activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- Informed consent will be used where possible.

The research any personal and professional influence or potential bias among those collection or analysing data been recorded and addressed or mitigated ethically.

6. EXPECTED DELIVERABLES

The research deliverables and due dates (subject to the commencement date of the evaluation) are outlined below. The Consultant team lead will advise SC Project Manager immediately of any risks or issues that may impact on their ability to provide the deliverables by these due dates.

Deliverables and Due Dates

Deliverable	Due Date
The Consultant Team is contracted and commences work	1 Nov
The Consultant Team will facilitate a workshop with the relevant stakeholders at the commencement of the project to develop the **Inception report:** The inception report will include: - objectives and key questions - description of the methodology, data sources, draft data collection tools (preferably against the key questions) and sampling considerations - caveats and limitations of research - key deliverables, milestones and timelines - risk and issue management plan - a stakeholder communication and engagement plan - consultation protocols for consulting with children and other vulnerable groups (if applicable) - Logistical or other support required from Save the Children Once the report is finalised and accepted, the consultant team must submit a request for any change in strategy or approach to the evaluation manager or the steering committee.	5 Nov
A concise 1-page **Progress Report** is to be submitted every week documenting progress against the evaluation plan including: - progress over the last period - risks and issues management report - key scheduled activities and deliverables for the next period	Every week
Data collection tool: - Survey instrument - Data collection mechanism	10 Nov

Save the Children

Deliverable	Due Date
Data Collection	12-20 Nov
An **Interim Report*** including a summary of formative findings from the evaluation. The focus will be on: ▪ Summary of interim findings ▪ Any emerging program issues or risks (if applicable) ▪ Key tasks for the next stage of the evaluation and any proposed refinements or changes to methodology (if applicable)	25 Nov
Study/Research Report* (Draft Version) including the following elements: ▪ Executive summary ▪ Background description of the Program and context relevant to the evaluation ▪ Scope and focus of the research ▪ Overview of the research methodology and data collection methods, including an evaluation matrix ▪ Findings aligned to each of the key evaluation questions ▪ Specific caveats or methodological limitations of the evaluation ▪ Conclusions outlining implications of the findings or learnings ▪ Recommendations ▪ Annexes (Project logframe, Research 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 two weeks of the submission of the draft report.	30 Nov
Data and analyses including all raw data, databases and analysis outputs	5 Dec
Final Research Report* incorporating feedback from consultation on the Draft Research Report	10 Dec
Knowledge translation materials: ▪ Power Point presentation of research findings ▪ Evidence to Action Brief (Study Brief)**	15 Dec

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

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

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

Save the Children

7. REPORTING AND EVALUATION MANAGEMENT

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

- Verbal reporting each week to the Save the children Project Manager by outlining progress made over the past month.
- A written Progress Report (1-page) by email to the Save the Children Project Manager every fortnight, documenting progress, any emerging issues to be resolved and planned activities for the next month.

The Project Donor will be accountable for approving the Final Research Report.

Evaluation Timeline, with key deliverables in bold

What	Who is responsible	By when	Who else is involved
Evaluation tender submissions due [if external]	HR	13 Oct	DM-HR and Manager-Operations, EGE
Tender review and selection of evaluation team [if external]	HR	25 Oct	Evaluation Team
Documentation review, desk research	Research team	30 Oct	
Consultation	Research team	1 Nov	Project team, Partner
Inception report	Research team	5 Nov	
Review of inception report	Manager-Operations, EGE	7 Nov	Sr. Manager-Research, Learning and Knowledge; Manager-MEAL
Development of **Data collection tools**	Research team	10 Nov	[Evaluation Working Group, Technical advisor]
Logistical arrangements	Research team and Manager-Operations	11 Nov	Partners
Data collection	Research team and Manager-Operations	12-20 Nov	SC enumerators and Research team
Data management and analysis (coding, transcriptions, data cleaning, integration and analysis)	Research team	25 Nov	

Save the Children

What	Who is responsible	By when	Who else is involved
First draft of the Final research report	Research team	30 Nov	
Review of first draft report	Manager-Operations, EGE	5 Dec	Sr. Manager-Research, Learning and Knowledge; Manager-MEAL
Meeting with evaluators and evaluation team to finalize the report	Manager-Operations, EGE	6 Dec	Sr. Manager-Research, Learning and Knowledge; Manager-MEAL
Validation of evaluation findings and recommendations	Manager-Operations, EGE	8 Dec	Sr. Manager-Research, Learning and Knowledge; Manager-MEAL, Technical Advisor
Final research report and submission of **data and analyses**	Research team	12 Dec	
Knowledge translation materials including study brief	Research Team	15 Dec	
Project team meeting to develop Evaluation Response Plan	Manager-Operations	15 Dec	Sr. Manager-Research, Learning and Knowledge; Manager-MEAL, Technical Advisor

8. RESEARCH TEAM

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

- Conducting research and/or evaluation in the field of Education, particularly in relation to Basic education.
- Conducting ethical and inclusive research and/or evaluation involving children and child participatory techniques.
- Conducting ethical and inclusive research and/or evaluation involving marginalised, deprived and/or vulnerable groups in culturally appropriate and sensitive ways

Save the Children

- Managing and coordinating a range of government, non-government, community groups and academic stakeholders
- Sound and proven experience in conducting evaluations based on OECD-DAC evaluation criteria, particularly utilisation and learning focused evaluations.
- Extensive experience of theories of change and how they can be used to carry out evaluations.
- Report writing and presentation skills.

There is a high expectation that:

- Members (or a proportion) of the research team have a track record of working together.
- A team leader will be appointed who has 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 evaluation over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.
- The team has excellent experience on study or research on primary education.

9. DISSEMINATION PLAN

- The project team will share the research findings with respective stakeholders through learning sharing workshop in Upazila/district level and national level, study brief will be shared through mail communication, and key findings will be shared with community through parents meeting or small group meeting.
- Consultant will share the study findings based upon arrange workshop in national level.

10. ANNEXES

Annex 1: Project Logframe

Annex 2: List of project documents to be consulted

Annex 3: SCI Evaluation Report Scoring

Annex 4: SCI Child safeguarding policy

Annex 5: School List

TOR prepared by:	Md. Shahinujjaman, Manager-MEAL
TOR endorsed by:	Shahin Islam, Project Director-EGE
TOR reviewed by:	Anindita Bhattacharjee, Sr. Manager-Research, Learning and Knowledge

Save the Children

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:

   a) Describing your proposed approach to project management and track record of delivering on time and on budget.

   b) Providing a project plan with indicative timeline and defined roles and responsibilities of team members.

Capability criteria

Demonstrated Experience

3) Demonstrate your experience and track record in conducting [large/medium/small scale]:

   a. [formative or process] evaluation using mixed-methods (qualitative and quantitative data collection and analysis)

   b. [impact/outcome or economic] evaluation using [experimental or quasi-experimental] design and mixed-methods (qualitative and quantitative data collection and analysis)

   c. economic evaluation in a social services context (including either cost effectiveness analysis, return on investment, cost-benefit analysis or cost efficiency analysis)

4) Demonstrate your experience and track record in conducting research and/or evaluation in the field of Education, particularly in relation to Basic Education.

5) Demonstrate your experience and track record of leading socio-economic research, evaluations or consultancy work in [insert Country Name] that is sensitive to the local context and culture, particularly [select all that apply: child rights, gender equality, ethnicity, religion and minority groups 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) marginalised, deprived and/or vulnerable groups

Save the Children

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

9) 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					

Save the Children

TOTAL (All Stages)					

Personnel Rates

10) 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

11) 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)			

Interested individual consultant, may submit their technical and financial proposal along with CV, TIN certificate and VAT registration copy to the following email address: prosanta.roy@savethechildren.org. Application closing date: October 22, 2021.

Save the Children