

**Terms of Reference  
for  
PVH Effectiveness Study**

**(Only for individual national consultant)**

June 2022

**Corporate Partnership for ECCD (PVH) Project**

**Save the Children**

# TABLE OF CONTENTS

Table of Contents.....	2
1. Project Summary.....	3
2. Introduction.....	4
3. BACKground and context.....	4
4. Scope of evaluation/research/assessment.....	6
4.1 Purpose, Objectives and Scope.....	6
4.2 Intended Audience and Use of the Study.....	7
4.3 Key Study Questions.....	7
5. Study Methodology.....	9
5.1 Study Design.....	9
5.2 Sampling.....	10
5.3 Data Sources and Data Collection Methods/Tools.....	10
5.4 Ethical considerations.....	11
5.5 Known limitations.....	11
6. Expected Deliverables.....	12
7. Study management.....	14
8. dissemination plan.....	15
9. Study team and Selection Criteria.....	16
<b>competency of the consultant.....</b>	<b>16</b>
10. schedule of payment.....	<b>Error! Bookmark not defined.</b>
11. How to apply.....	<b>Error! Bookmark not defined.</b>
12. TECHNICAL EVALUATION CRITERIA.....	<b>Error! Bookmark not defined.</b>
13. Annexes.....	17
Selection Criteria GUIDANCE.....	19
Essential criteria.....	19
Capability criteria.....	19
Financial criteria.....	20

# 1.PROJECT SUMMARY

<b>Type of evaluation</b>	Effectiveness Study: External
<b>Name of the project</b>	Corporate Partnership for ECCD
<b>Project Start and End dates</b>	November 2015 to September 2022
<b>Project duration</b>	7 years
<b>Project locations</b>	Gazipur
<b>Thematic areas</b>	Education
<b>Sub themes</b>	Early Childhood Care and Development
<b>Donor</b>	Phillips-Van Heusen (PVH)
<b>Estimated beneficiaries</b>	The total of 2808 children who graduated from Save Children-Corporate Partnership for ECCD project initiative and their parents especially mothers will consider of this study (from 2015 to 2020) based on their availability, willingness, and access to mobile phones to participate in the study.
<b>Overall objective of the project</b>	<p>The overall objective of this study is to know the effectiveness of PVH funded Corporate Partnership for ECCD project on the pre-primary children who graduated from this project and their working parents in factories. The specific objectives of the study are:</p> <ul style="list-style-type: none"><li>• Know the current status of the pre-primary graduated learners of the project.</li><li>• Determine factors of why PVH graduates are still in education.</li><li>• Generate evidence on how PVH comprehensive ECCD model effects on children's parents (workers) attendance in the factories?</li></ul>

## 2. INTRODUCTION

Save the Children International (SCI) in Bangladesh has been implementing Corporate Partnership for ECCD (Early Childhood Care & Development) project since November 2015. The rapid expansion of the garment industry in Bangladesh has provided opportunities for women to earn a living; however, it has also had a seriously negative impact on their children. Many Bangladeshi textile workers are migrated from rural areas looking for work. Lacking of education and skills, they end up living in Gazipur's urban slums which are areas of extreme poverty with limited access to clean water, sanitation or health care. Save the Children is providing technical assistances capacity development, education materials and community mobilization support. At present, the project has total 20 preschool classes and 12 Early learning Centres, six Childcare Centres in Gazipur building strategic partnership with six RMG factories who are engaged in implementation of the project interventions. PVH project established it pre-primary and early learning interventions adjacent with government primary schools as it would fully align with government comprehensive ECCD policy 2013. To improve the quality of primary education in Bangladesh Save the Children is implementing this project with PVH's philanthropic aspiration to strengthen early education programs and Bangladesh's education policy for universal pre-primary education collaboration with various RMG factories across Bangladesh. As of Since 2015-16 to January 2022 our interventions have reached 7319 children, 7486 parents with children ages 0-6 and 674 pregnant women received training and counselling services from this PVH project so that they can support children in learning development.

## 3. BACKGROUND AND CONTEXT

Despite Bangladesh's significant improvement in primary education enrolment and completion, UNICEF reports that 5.9 million children do not complete the primary education cycle. Pre-primary education is a comparatively new concept in Bangladesh, although it is mandatory in the country's new education policy. Pre-primary education has proven to help prepare children for primary school and is a leading factor in helping children stay in school to complete their primary education. One avenue for assuring pre-primary participation includes the new government mandate that all factories provide on-site childcare for children ages 0-3 years. Given the commitment of all stakeholders to assure a better start to education, this avenue provides a great opportunity to help close the gap.

Since 2015, Save the Children International in Bangladesh has been implementing the "Corporate Partnership for ECCD (Early Childhood Care and Development)" project building in strategic partnership with RMG factories. The rapid expansion of the garment industry in Bangladesh has provided opportunities for women to earn a living; however, it has also had a seriously negative impact on their children. Many Bangladeshi textile workers are migrated from rural areas looking for work. Lacking education and skills, they end up living in urban slums with limited access to clean water, sanitation, health care, and children's stimulation, learning, and development. Save the Children-Corporate Partnership for ECCD project aims to intervene as a life cycle approach for factory workers' children's learning and development from 0 to 6 years old. Through this approach children under this project will have opportunities to develop their cognitive and social skills to improve their school readiness and enhance increase enrolment in grade-1 of government primary education to ensure quality education. The project

follows the National ECCD policy 2013 and operational framework for Pre-primary 2008. The major objectives of the project are-

- Prepare marginalized children for formal schooling.
- Educate and raise awareness among parents and pregnant women about positive parenting, age, and developmentally appropriate stimulations and care; and
- Improve and introduce age-appropriate learning and care for children in factory-based daycare centers.

To improve those children's development Corporate Partnership for ECCD project (PVH project) has been implementing the following interventions.

- *Pre-primary program for 5 to 6 years children.*
- *Early learning program for 3 to 5 years children.*
- *Daycare center for 6 months to 3 years children.*
- *Factory-based Parenting Resource Centers where parents receive sessions on positive parenting and pregnant mother receive a session on pregnancy care and building brain.*

Last annual report covering the period from September 2020 till August 2021 focuses on the progress and achievements Save the Children-PVH-project in Bangladesh. Bangladesh has been extensively affected by the pandemic and as of 24 August 2021, there have been 1,472,964 confirmed cases of COVID-19 with 25,513 deaths reported. Due to the nationwide school closures since March 17, 2020, a population of total 41.9 Million student had to remain at home relying on the state provided remote/distance mode of education which was not accessible by all the children, specifically those under the ECD/Pre-Primary area. Responding to the need of the situation, Save the Children-PVH project changed its implementation strategy of pre-primary and early learning programs into distance-parenting through different modalities such as mobile messaging to the parents, virtual orientation to parents, home visit , one-on-one coaching to children at home, small group teaching at the community and linking national TV on Education program.

Under those modalities Save the children reached children and beneficiaries in 2020 and 2021as below:

In 2020, the project has benefitted 30 pre-primary classes with 880 children (boys 435, girls 445) under the six-factories. All six factories continued their Parenting Resource Center, through which ECD training sessions for 1,050 working parents is provided. Factory supervisors, at their own initiative, conducted sessions on pregnancy care, early stimulation and brain development for 65 working pregnant mothers. Ten ELCs were covered under the six RMG factories in Gazipur, in which 195 (boys- 97, girls-98) children received early learning classes.

In 2021 the project reached 350 (boys-178, Girls-172) children in early learning (3-5 years) centres. Moreover, the project reached targeted 500 parents (male-85, female-415) who received with parenting sessions. , Project reached 500 parents through virtual parenting sessions. In the virtual parenting sessions we followed up on children's daily routine, awareness on Covid-19 and sessions based issues.

## 4. SCOPE OF EVALUATION/RESEARCH/ASSESSMENT

### 4.1 Purpose, Objectives and Scope

PVH and SCI successfully completed the six years long project with partnership (2015-2020). The project contributed to the child education of workers in the semi-urban areas of Bangladesh. The learners received support from the project mainstreamed in the local primary schools after pre-primary graduation from those centers.

The study will create evidence related to progress and get reflections from the key stakeholders on program design, requirements, gaps, challenges that helps track the progress/change, draw some lessons and also will use in management decisions/program adaptation.

The assessment findings of the PVH project will communicate with different level stakeholders including the government for further planning and program designing to reach every last child through education program.

The main objective of this study is to know the effect on the life of pre-primary children who graduated from the Save the Children-Corporate Partnership for ECD project and also to generate future direction for program adaptation.

The specific objectives of the study are to:

- Measure the change among the pre-primary graduated learner of the project. Identify the ratio of children enrolled in grade 1.
- Generate some evidence related to good practices, gaps/areas of improvement and challenges that will use in program adaptation.
- Determine the feasibility, appropriateness, and acceptability of programme? Determine factors of why some graduates are still in education and out of education?
- Measure the level of satisfaction among the working parents.
- Explore how ECCD support contributes to increase attendance of working parents in the factories?

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

	<ul style="list-style-type: none"> <li>How and why did the intervention make a difference?</li> </ul>
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### Scope:

This study has scope to capture effect of ECCD intervention on factory-workers' attendance in the factories in Gazipur and Savar areas. This study would also find out how working parents are happy with PVH-ECCD services. This study has no direct scope to measure the change in production rate through effect of ECCD intervention on factory-workers. The Study will include a contextual analysis, document review, focus group discussions, key informant interviews, and data analysis. Field visits to project sites will be carried out.

## 4.2 Intended Audience and Use of the Study

Stakeholder	Further information
Project donor	Phillips-Van Heusen (PVH) Corporation
Primary implementing organisation	Save the Children in Bangladesh [(Project team; Program Development, Quality Improvement team; Advocacy and Communications team)]
Implementing partners	Ready Made Garments Factories (BEXIMCO Ltd., Pandora Sweaters Ltd., Rose Sweaters Ltd., Interfab Shirt Manufacturing Ltd., Ecofab Ltd., AKH Group Ltd., Viyellatex Ltd.,)
Government stakeholders	Directorate of Primary Education local office. [Add names of government departments]
Community groups	Parents, School Management Committee (SMC), Teachers, ECCD Facilitators and children, factory's management team. [Add names of community groups]
Beneficiaries	Children, parents, teacher/ECCD facilitator, Factories Management team, and adults involved in the program/project/s and the evaluation

### Moreover, the study will be shared with the following stakeholders:

PVH project desires to use this study's findings in further designing and strategic directions of the scaling up of such project in future in other areas of Bangladesh. The study results will share with above stakeholders through a sharing workshop or meeting.

## 4.3 Key Study Questions

The following study questions need to be answered based on three-level of development during interviews with sample respondents (Children and parents):

Level of Development	Questions to be Answered
<b>Individual level (Children)</b>	<ul style="list-style-type: none"> <li>How many children are directly benefited from the project?</li> <li>How many children continuing their education?</li> <li>How did PVH ECCD inspire their achievement?</li> <li>Level of career planning, capacity developed among the children?</li> </ul>

	<ul style="list-style-type: none"> <li>• Does he/she acquire new skills and knowledge from PVH-ECCD centers? How did he/she apply these skills and knowledge to acquire a higher degree?</li> <li>• Have any awards or other professional recognition been received during their career?</li> </ul>
<b>Society or community level (Children)</b>	<ul style="list-style-type: none"> <li>• How many parents are satisfied with the contribution of the project?</li> <li>• Acceptance level of the children among the family members and community?</li> <li>• What is their acceptance level among the community?</li> <li>• What is their participation to ensure children's rights in their community?</li> </ul>
<b>Factory level (Parents &amp; factory officials)</b>	<ul style="list-style-type: none"> <li>• What is the attendance level of factory workers who got support from PVH ECCD project?</li> <li>• How did parents share their acquired knowledge from PVH and explored it with their family, friends, and community?</li> <li>• How factory officials feel PVH project support contributes to increasing attendance of coworkers?</li> </ul>

Considering DAC criterias the following questions is to be answered:

<b>Criteria</b>	<b>Key Study Questions</b>
Acceptability and appropriateness	<ul style="list-style-type: none"> <li>▪ Is the intended program/project acceptable to the local community and stakeholders?</li> <li>▪ Is the intended program/project appropriate to this context?</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>▪ How has the program/project approached accountability to children and the wider community?</li> </ul>
Child participation	<ul style="list-style-type: none"> <li>▪ How were children supported to meaningfully participate across the programme/project cycle?</li> </ul>
Cost effectiveness	<ul style="list-style-type: none"> <li>▪ Has the intervention been cost-effective (compared to similar interventions elsewhere or compared to alternative approaches)? (cost effectiveness)</li> </ul>
<b>Effectiveness*</b>	<ul style="list-style-type: none"> <li>▪ Did the program/project achieve its intended outcomes?</li> <li>▪ Are there any differences in outcomes achieved by different groups?</li> <li>▪ Were there any unintended outcomes?</li> <li>▪ Are the objectives of the program/project being achieved?</li> <li>▪ How big is the effectiveness or impact of the project compared to the objectives planned?</li> </ul>
<b>Efficiency*</b>	<ul style="list-style-type: none"> <li>▪ Were objectives achieved on time? (and budget)</li> <li>▪ Were activities cost-efficient? (What was the cost of delivering outputs? How were cost drivers managed?)</li> </ul>



Criteria	Key Study Questions
	<ul style="list-style-type: none"> <li>Was the programme or project implemented in the most efficient way compared to alternatives?</li> </ul>
<b>Impact*</b>	<ul style="list-style-type: none"> <li>Does the program/project contribute to reaching higher level objectives (preferably, overall objective)? Why/ why not?</li> <li>What is the effect of the programme or project in proportion to the overall situation of the target group or those effected?</li> <li>What are the intended or unintended effects of the programme, either positive or negative, direct or indirect?</li> </ul>
<b>Relevance*</b>	<ul style="list-style-type: none"> <li>Are the activities and outputs of the programme consistent with the intended impacts and effects?</li> </ul>
Satisfaction and experience	<ul style="list-style-type: none"> <li>How satisfied were the program/project beneficiaries?</li> <li>Did program beneficiaries feel the services they received were acceptable, appropriate, and suited to their needs?</li> </ul>
<b>Sustainability*</b>	<ul style="list-style-type: none"> <li>Are the positive effects or impacts sustainable?</li> <li>How is the sustainability or permanence of the intervention and its effects to be assessed?</li> </ul>
Gender sensitivity	<ul style="list-style-type: none"> <li>How has the program/project considered gender sensitivity both in the design and its implementation of activities?</li> <li>Has the program/project outcomes or results been equally represented?</li> </ul>

\*OECD DAC Criteria

## 5. STUDY METHODOLOGY

### 5.1 Study Design

The consultant will prepare the detailed methodology of this study. However, the following should be noted (as an example) while preparing the methodology. Both qualitative and quantitative data will be collected from the stakeholders, administering various data collection tools. Data will be collected through Face-to-Face interviews, Focus Group Discussions, Key Informant Interviews, and online surveys (if applicable). A comparison of the learner's status and performance will be drawn by reviewing primary and secondary data and analyzing data to generate lessons and impacts. The whole study will be completed in two steps:

#### **Step 4.1: Children Identification**

The project team will work with the respective Factory, ECCD Center, and primary schools, secondary schools, colleges, and communities in targeted locations to identify which children came from PVH-ECCD center.

#### **Step 4. 2: Data Collection**

Based on identified children samples children will be drawn. The sample children will be drawn from the identified children. from in 2015- to 2021 who have already graduated from PVH schools. The proposed sample size will be 323 at a 95% confidence level and the margin of error will be 5%. To avoid sample error estimated sample size will be 450.

## 5.2 Sampling

*The data collection method wise tentative sample distribution will be:*

Method	Sample Size	Respondent	Remarks
<b>Face-to-face interview</b>	450	Identified learners and parents of PVH	It's a tentative sample size. Consultant team will standardise or proposed exact sample size considering the nature of the study and align with study objectives.
<b>Focus Group Discussions (FGD)</b>	6	Parents (2), SMC (2), GPS teachers/ECCD Facilitators (2),	
<b>Case Analysis</b>	6	Graduated learners (2 boys and 2 girls) and 2 factory workers	
<b>KII</b>	10	Head Teacher (5), Factory management (HR)-5	

## 5.3 Data Sources and Data Collection Methods/Tools

All primary data collected during the study must facilitate disaggregation by gender, age, [disability, location or remoteness, vulnerability status]. Save the Children will provide guidance on tools and classification schemes for this minimum dataset.

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

- Project proposal document
- Annual reports
- Case story

Save the Children will not provide enumerators to assist with primary data collection. It will be a requirement of the Evaluation team to source additional external data sources to add value to the evaluation, such as government administrative data. The team should also indicate how data triangulation will be realised.

The study will explore any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically.

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

## 5.4 Ethical considerations

It is expected that this evaluation will be:

- **Child participatory.** Where appropriate and safe, children should be supported to participate in the evaluation process beyond simply being respondents. Opportunities for collaborative participation could include involving children in determining success criteria against which the project could be evaluated, supporting children to collect some of the data required for the evaluation themselves, or involving children in the validation of findings. Any child participation, whether consultative, collaborative or child-led, must abide by the [9 Basic Requirements for meaningful and ethical child participation](#).
- **Inclusive.** Ensure that children from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.
- **Ethical:** The evaluation must be guided by the following ethical considerations:
  - Safeguarding – demonstrating the highest standards of behavior 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.<sup>1</sup>
  - 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's, 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 will not be required to obtain approval from a Human Research Ethics Committee.

## 5.5 Known limitations

In some cases targeted children might not be traced due to migration or COVID pandemic.

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

## 6. EXPECTED DELIVERABLES

### The deliverables:

1. A detailed tracer study report (quantitative and qualitative),
  2. A 4 to 5 pager results brief including infographic,
  3. PowerPoint presentation of the results.
  4. At least six case stories from the community of Kashimpur, Kunia, Gorgoria Masterbari (2 boys and 2 girls and 2 factory workers) who are either enrolled in grade-1 (primary school) or dropouts.
  5. Additional case studies of parents, teachers/caregivers will be prepared following SCI and PVH guidelines with a standard photograph.
- An inception report including the full methodology, approach, and study questions and matrix (see annex for outline of the inception report)
  - A start-up briefing meeting with program focal point for sectors and MEAL
  - A document review (e.g. proposals, log frame, project reports, monitoring report, annual reports etc.)
  - Data analysis using national and sector surveys to understand trends of key achievements and other relevant issues
  - Field visits and data collection at project sites for lessons learnt, key achievements and challenges, including key informant interviews and focus group discussions with key stakeholders, community groups, and target beneficiaries
  - A de-briefing meeting to present initial findings and recommendations to key users (including Save the Children and its partners)
  - A draft and final report (see annex for outline of the report)

The consultant will submit a proposal for this study. The proposal should cover the followings:

- a) Technical details (sample size, methodology, quantitative and qualitative tools, checklist, etc.) for the Tracer study
- b) Financial details
- c) Work plan / Gantt chart
- d) Proposed table of content of the final report
- e) Profile of the consultancy firm/ individual
- f) Printed copy of similar studies done previously

The study deliverables and tentative timeline (subject to the commencement date of the study) are outlined below. The [study team lead] and [SC study Project Manager] will agree on final milestones and deadlines at the inception phase.

### Deliverables and Tentative Timeline

Deliverable/Milestones	Timeline
The Study Team is contracted and commences work	July 10
The study Team will facilitate a <b>workshop</b> with the relevant stakeholders at the commencement of the project to develop the inception report.	July 15
The study Team will submit an <b>inception report*</b> in line with the provided template, including: <ul style="list-style-type: none"> <li>▪ Study objectives, scope and key study questions</li> </ul>	July 18

Deliverable/Milestones	Timeline
<ul style="list-style-type: none"> <li>▪ description of the methodology, including design, data collection methods, sampling strategy, data sources, and study matrix against the key study questions</li> <li>▪ data analysis and reporting plan</li> <li>▪ caveats and limitations of study</li> <li>▪ risks and mitigation plan</li> <li>▪ ethical considerations including details on consent</li> <li>▪ stakeholder and children communication and engagement plan</li> <li>▪ consultation protocols for consulting with children and other vulnerable groups (if applicable)</li> <li>▪ key deliverables, responsibilities, and timelines</li> <li>▪ logistical or other support required from Save the Children</li> <li>▪ data collection tools (in line with the study matrix) <span style="color: blue;">[Indicate if there are any existing tools available or if there will be new ones developed, as well as include who is responsible for developing them]</span></li> </ul> <p>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.</p>	
<p><b>Final data collection tools (in the report language):</b></p> <ul style="list-style-type: none"> <li>▪ Survey instrument</li> <li>▪ Data collection mechanism</li> </ul>	July 22
<p><b>Data collection:</b> Quantitative and qualitative data collection</p>	July 23-26
<p>A concise 1-page <b>Progress Report</b> is to be submitted every <span style="color: blue;">weeks</span> documenting progress against the evaluation plan including:</p> <ul style="list-style-type: none"> <li>▪ progress over the last period</li> <li>▪ risks and issues management report</li> <li>▪ key scheduled activities and deliverables for the next period</li> </ul>	Every <span style="color: blue;">week</span>
<p>An <span style="color: blue;">[Interim Report / Power Point Presentation]</span> including a summary of formative findings from the study. The focus will be on:</p> <ul style="list-style-type: none"> <li>▪ Summary of interim findings</li> <li>▪ Any emerging program issues or risks (if applicable)</li> <li>▪ Any changes that have had to be made to the study design (if applicable)</li> <li>▪ Key tasks for the next stage of the study and any proposed refinements or changes to methodology (if applicable)</li> </ul>	July 30
<p>A Study <b>Report*</b> (Draft Version) including the following elements:</p> <ul style="list-style-type: none"> <li>▪ Executive summary</li> <li>▪ Background description of the Program and context relevant to the Study</li> <li>▪ Scope and focus of the study</li> <li>▪ Overview of the study methodology and data collection methods, including a Study matrix</li> <li>▪ Findings aligned to each of the key Study questions</li> <li>▪ Specific caveats or methodological limitations of the evaluation</li> <li>▪ Conclusions outlining implications of the findings or learnings</li> <li>▪ Recommendations</li> <li>▪ Annexes (Project logframe, study ToR, Inception Report, Study schedule, List of people involved)</li> </ul>	

<b>Deliverable/Milestones</b>	<b>Timeline</b>
A consolidated set of feedback from key stakeholders will be provided by Save The Children within [X] weeks of the submission of the draft report.	
<b>Data and analyses</b> including all raw data, databases and analysis outputs	July 30
<b>Final Study Report*</b> incorporating feedback from consultation on the Draft Study Report	Aug 5
<b>Knowledge translation materials:</b> <ul style="list-style-type: none"> <li>▪ PowerPoint presentation of study findings</li> <li>▪ Evidence to Action Brief**</li> </ul>	Aug 10

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

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

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

## 7. STUDY MANAGEMENT

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

<b>What</b>	<b>Who is responsible</b>	<b>By when</b>	<b>Who else is involved</b>
Study tender submissions due [if external]	HR	1 <sup>st</sup> July, 2022	
Tender review and selection of study team [if external]	HR and PVH team	10 July, 2022	
Documentation review, desk research	Study Team	10 July, 2022	
Consultation	Study Team	11 July, 2022	PVH team
<b>Inception report</b>	Study team	16 July, 2022	
Review of inception report	Project Manager Manager-MEAL	18 July, 2022	
Development of <b>Data collection tools</b>	Study team	20 July, 2022	PVH team
Logistical arrangements	Study team	21 July, 2022	

<b>What</b>	<b>Who is responsible</b>	<b>By when</b>	<b>Who else is involved</b>
Data collection	Study team	22 -30 July, 2022	PVH project team
<b>Data management and analysis</b> (coding, transcriptions, data cleaning, integration and analysis)	Study team	3 August 2022	
<b>First draft of the Final study report</b>	Study team	5 August, 2022	
Review of first draft report	SC study Project Manager Manager-MEAL Sr. Manager-RLK	10 August 2022	PVH team
Meeting with evaluators and evaluation team to finalize the report	SC study Project Manager Manager-MEAL Sr. Manager-RLK	12 August, 2022	Study Working Group
Validation of study findings and recommendations	SC study Project Manager Manager-MEAL Sr. Manager-RLK	14 August 2022	PVH team
<b>Final study report</b> and submission of <b>data and analyses</b>	Study team	18 August 2022	
<b>Knowledge translation materials</b>	Study team	18 August 2022	
Project team meeting to develop Study Response Plan	SC Study Project Manager	19 August 2022	PVH team
Study final report (together with response plan) posted on OneNet and reviewed (see page 1 above for platform links)	Manager-MEAL Sr. Manager-RLK	20 August 2022	PVH team

## 8. DISSEMINATION PLAN

- *PVH project desires to use this study's findings in further designing and strategic directions of the scaling up of such project in future in other areas of Bangladesh.. A dissemination event including presentation of the final report with findings and recommendations to key users and other stakeholders at the national level.*

## 9. STUDY TEAM AND SELECTION CRITERIA

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

### Understanding of Requirements and Experience

#### COMPETENCY OF THE CONSULTANT

The consultant must have the technical knowledge to conduct Tracer study, research, survey, evaluation and impact assessments etc. 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.

- Post-graduate degree (Social Science, Education, Statistics, Development Study, or any other relevant discipline).
- Adequate knowledge of the entire Education system in Bangladesh with a special focus on ECCD.
- Significant professional background in conducting quantitative/qualitative studies, surveys & research.
- Previous experience in conducting similar work for international NGOs and donors will be preferred.
- Strong liaison with government-level stakeholders at the central and field level.
- Excellent writing skills.

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

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

There is a high expectation that:



- Members (or a proportion) of the 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 has the ability to commit to the terms of the project and have adequate and available skilled resources to dedicate to this study over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.

## Financial Proposal

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

# 10. ANNEXES

## Annex 1: Project Log



Revised\_PVH  
Bangladesh Next Phase

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



2015Final Concept  
note for Corporate Partner



Outcome Study Final  
Report (Corp partner)

## Annex 3: SC Steering Committee Roles and Responsibilities

[insert content]

## Annex 4: SCI Evaluation Scoring for perspective consultants

Category	Evaluation Quality Criteria (used for internal scoring after completion)
Purpose, Design and Methods	1. Does the evaluation report clearly identify the evaluation's purpose (including its key objectives, questions and criteria) as set out in the evaluation's Terms of Reference (ToR)?
	2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (Do they provide valid, reliable and ethical data?)
	3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g. re gender, disability, socio-economic status, geographic location, cultural context, ethnicity)?
	4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation?

<b>Category</b>	<b>Evaluation Quality Criteria</b> (used for internal scoring after completion)
	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?
<b>Analysis and Findings</b>	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 (eg. the contribution of other actors) considered to explain the observed result alongside an intervention's contribution?
	12. Are unintended and unexpected changes (positive or negative) identified and explained?
	13. Are the perspectives of children & communities included in the evidence, including the most deprived and marginalised? Note: For evaluations focused on young children, caregiver perspectives are adequate instead.
	14. Are the findings disaggregated according to sex, disability, and other relevant social differences?
	15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented?
	16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions?
	17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (e.g., communities, partners, Save the Children staff)?
<b>Communication and Use</b>	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?

[please note, the evaluation quality criteria above is all the external consultants will need to be aware of. However, you can find more details and guidance via the [SCI Evaluation Quality Scoring Tool](#) (in [English](#), [French](#), [Spanish](#) and [Arabic](#)).

## **Annex 5: SCI Child safeguarding policy**

According to the policy of Save the Children, the assignee will sign the 'Safeguard Policy' of the organization, and during the contract period consulting firm will not violate any policy. In case of any policy violation of Save the Children 'Safeguard Policy' (if noticed) the contract will be automatically canceled.

TOR prepared by:	Md. Shahinujjaman
TOR endorsed by:	Shahin Islam
TOR reviewed by:	Giash Uddin
TOR approved by:	Shahzada Sayeed
Date of sign off:	

## 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)
  - d. [Applied, intervention, action, exploratory, longitudinal etc.] research [or needs assessment/situational analyses etc.]
- 4) Demonstrate your experience and track record in conducting research and/or evaluation in the field of [insert thematic area/s], particularly in relation to [sub-thematic area]
- 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

## 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]
<b>Stage 1</b>					
<b>Sub Total</b>					
<b>Stage 2</b>					
<b>Sub Total</b>					
<b>Stage 3</b>					
<b>Sub Total</b>					
<b>TOTAL (All Stages)</b>					

## 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]				
<b>TOTAL</b>				

### 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 NID copy to the following email address: [prosanta.roy@savethechildren.org](mailto:prosanta.roy@savethechildren.org). Application closing date: [July 07, 2022](#).

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