

Terms of Reference (TOR) for Endline Evaluation

'Strengthening Children of RMG workers' Protection and Education rights (SCOPE)-2nd Phase

21st May 2026

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1. PROJECT SUMMARY

Type of endline	External
Name of the project	'Strengthen Children of RMG workers' Protection and Education rights (SCOPE)' project
Project Start and End dates	1 st February 2025 to 30 th September 2026
Project duration	1 Year 8 Months
Project locations	Mirpur- Ward 5 and Ward 6 under Dhaka North City Corporation and Savar- Pathalia Union and Dhamshona Union, District-Dhaka
Thematic areas	Child Protection and Education,
Sub themes	Protection of Children from Violence, Appropriate Care, Basic Education
Donor	MANGO
Direct beneficiaries	Direct Beneficiaries: 1760 children (70% girls) and 2420 adults (70% women) Indirect Beneficiaries: 5280 children (60% girl) and 7260 adults (60% women)
Project Goal	Children of RMG workers in Dhaka and Savar can realise their rights to quality and inclusive protection and education services

2. INTRODUCTION

This document provides Terms of Reference for the endline evaluation of the ‘Strengthening Children of RMG Workers’ Protection and Education Rights (SCOPE) – Phase 2’ project.

The purpose of the project is to support children of RMG workers, especially female workers, to realise their rights to quality and inclusive education and protection through improving their access to care, protection, education, and development services. Moreover, the long-term impact of this initiative is aimed to be achieved by creating a preventative and supportive environment at the family, community, and industry levels. The following table shows the project goal and objective-wise indicators to be measured:

Project Goal/Objectives	Indicators to be measured
<p>Goal: Children of RMG workers in Dhaka and Savar can realise their rights to quality and inclusive protection and education services</p>	<ul style="list-style-type: none"> • % of girls and boys aged 2-18 years old are protected from violence and neglect among the target population • % of caregivers who report positive caregiver-child relationships. • % of caregivers who report a more equitable division of care work • % of girls and boys of Grade 6-9 achieved grade-level specific competency on Science, Mathematics, and English
<p>Objective-1: Enhance the protection of children of the garment workers through care, protection, and prevention services at the community level</p>	<ul style="list-style-type: none"> • % of girls and boys of 2-18 years are projected to be affected by violence and neglect at the community level • % of targeted girls and boys of 6-18 years have improved knowledge on child rights, protection, neglect, etc. • % of women perceiving sufficient time availability for working opportunities
<p>Objective-2: Improve the age-appropriate development and grade level competency</p>	<ul style="list-style-type: none"> • % of girls and boys of 24-41 months achieved age-appropriate development through ECCD (early childhood care and development) • % of girls and boys of 42-59 months achieved age-appropriate development through ECCD • % of girls and boys of grades 6-9 attained grade-level specific competency through remedial support • % of girls and boys in grades 6-9 increased their knowledge of STEM curriculum contents by 30%
<p>Objective-3: Create a supportive and gender-sensitive environment at the family, community, and industry</p>	<ul style="list-style-type: none"> • % of caregivers (female /male) knowledge improved on child rights, child protection,

<p>levels for enhanced protection and education of children of garment workers through sensitization and advocacy</p>	<p>development, importance of STEM Education for girls, and child rearing</p> <ul style="list-style-type: none"> • Government Social Protection Institutes, RMG factory owners, and service providers took # of actions on child rights, care, protection, education, gender equality, inclusion, etc.
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Access to Services

Under its first objective, the SCOPE Phase 2 project aimed to expand and strengthen community-based care and protection services for children of Ready-Made Garment (RMG) workers. During the implementation period, the project continued to operate and improve multiple day-care centres targeting children aged 2–5 years of female garment workers. These centres served as safe and nurturing environments, enabling mothers to maintain their employment while ensuring their children received age-appropriate care, stimulation, and early learning opportunities.

Alongside daycare services, the project established and maintained children’s spaces for adolescents aged 6–18 years. These spaces provided safe, supervised environments where children could play, build friendships, develop social skills, and access recreational and developmental activities essential for their holistic wellbeing.

The project also continued its child protection case management services. Children identified as being at heightened risk, such as those vulnerable to child marriage, child labour, gender-based violence, exploitation, or living with disabilities, were supported with specialized, confidential, and structured case management. Through coordination with community stakeholders, local service providers, and relevant government authorities, the project aimed to ensure that vulnerable children received timely referral, follow-up, psychosocial support, and protection services.

PDEP (Positive Discipline in Everyday Parenting)

The project further supported caregivers through structured **Positive Discipline in Everyday Parenting (PDEP)** sessions. These sessions aimed at strengthening positive parenting practices, improving caregiver-child relationships, reducing the use of violent discipline, and creating a more nurturing environment at home.

Games and Sports for Girl Children

In addition, the project promoted **games and sports activities** for children aged 6–18 years at the community and school levels. This included organization of indoor and outdoor sports tournaments with special emphasis on girls’ participation, such as badminton competitions for girls aged 10–18 years. These activities aimed to enhance physical development, build confidence, promote social interaction, and encourage greater engagement of girl children in recreational and leadership opportunities.

Government Stakeholders & Duty Bearers

Additionally, the project actively engaged with **government stakeholders and duty bearers**, including Local Government Institutions (LGIs), Upazila and Union Parishad representatives, Department of Social Services, Education Officers, and Women and Children Affairs Officers. Through sensitization sessions, coordination meetings, dialogue platforms, and targeted

advocacy, the project worked to improve RMG workers' and their children's access to social protection schemes and relevant government services.

Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities

Guided by this vision, the project's second objective focused on strengthening children's age-appropriate development through a set of integrated interventions.

In Bangladesh, only 19% of children access early learning opportunities, leaving 81% deprived of essential early childhood care during the most critical stage of brain development when nearly 80% of brain growth occurs. To address this gap, the project established inclusive daycare services for children aged 2–5 years of RMG workers, providing inclusive early childhood care and development support in a safe and protected environment. This intervention not only fostered school readiness but also laid a strong foundation for lifelong learning.

Building on this, remedial education support was introduced to address learning gaps among children, the issue that was further exacerbated by prolonged school closures during COVID-19. Drawing on lessons from Phase 1, the project provided targeted instructional support to strengthen core academic competencies, helping to bridge learning deficits, reduce the risk of dropout among older children, and promote more equitable learning outcomes.

In parallel, children participated in Life Skills for Success training, which strengthened essential personal and social competencies such as decision-making, communication, problem-solving, and interpersonal skills. These skills enhanced their confidence, resilience, and readiness to navigate future challenges.

Recognizing the need to address gender disparities in education and employment, particularly in STEM, the project also prioritized expanding access to science and technology learning. In Bangladesh, women's participation in STEM remains low, at around 21%. To challenge gender stereotypes and inspire greater interest among children, especially girls from RMG worker families, the project introduced structured STEM education for secondary school students. Through interactive sessions, hands-on experiments, and engaging learning modules, children developed foundational STEM knowledge and technological literacy. This exposure nurtured their confidence and aspirations to pursue STEM pathways, aligning with the demands of a rapidly evolving job market.

Enabling Environment

The third objective centred on fostering a supportive and gender-sensitive environment at the family, community, and institutional levels to strengthen child rights, protection, and education outcomes.

The project conducted extensive awareness-raising activities with parents, caregivers, and community members, enhancing their knowledge on child rights, child protection, positive parenting, gender equality, early childhood development, and the value of girls' education—particularly in STEM. These sessions contributed to improved parenting practices, better communication within households, and reduced tolerance for harmful practices such as child marriage and corporal punishment.

Community-based structures were also strengthened. Children's groups and adult groups were formed or reactivated to mobilize communities around child rights issues. These groups played an important role in monitoring risks, raising concerns, and ensuring that child protection was embedded within community norms.

Additionally, the project emphasized engagement with RMG factory owners and management. Through targeted advocacy, the initiative encouraged factory leadership to invest in and support community-level daycare centres and other child-focused services. This engagement was critical for sustainability, recognizing that RMG factories play a significant role in the lives of workers and their families.

3. BACKGROUND AND CONTEXT

Bangladesh continues to face significant challenges in advancing child rights and development. According to the 2022 Population and Housing Census, children and adolescents make up 38.64% of the country's 165.16 million people, underscoring the scale of investment required to ensure their well-being. However, pervasive violence, a high prevalence of child marriage affecting 51% of women before the age of 18, and persistent barriers within the education system continue to undermine their growth and protection.

These vulnerabilities are further compounded within the Ready-Made Garment (RMG) sector, which employs approximately 5.02 million workers, including around 2.79 million women (55.6% of the workforce). Many of these workers face long working hours, low wages, and limited access to quality childcare services. As a result, their children are often left without adequate supervision, increasing their exposure to protection risks such as child labour, early marriage, abuse, and unsafe environments. Without strengthened support systems, these interconnected challenges continue to hinder both child development outcomes and the overall well-being of working families. Continuing primary dropout rate (according to Annual Primary School Statistics 2024 data, the primary school dropout rate is 16.25% in 2024). UNICEF data shows that only 19 percent of children access early learning opportunities, which means 81% of children are deprived of proper care and development support during the crucial stage mostly because their parents/caregivers are at work. Though the net enrolment rate increased in primary education to almost 98%, while gross enrolment in secondary education is 64.3%. The completion rate in primary education is 90% while only 74% in lower Secondary level (grade 6-8) and upper Secondary level 38% (9-12). A significant decline occurs after primary education, with only about one in three students completing the full secondary cycle. While Bangladesh has made notable progress in expanding access to primary education, retention and completion rates drop sharply at the secondary level, particularly in upper secondary. This trend reflects persistent challenges such as student dropout, economic pressures on families, early marriage, and difficulties in transitioning between education levels.

The data underscores a substantial need for targeted interventions to improve secondary education outcomes. In addition, the quality of education remains a major concern. The prolonged school closures during the COVID-19 pandemic lasting nearly two years have created significant learning gaps among students. Dropout rates at the secondary level are also alarming; currently, about 32.85% of students (Grades 6-10) leave school prematurely. This not only disrupts education but also increases the risk of child marriage and child labor, further compounding the challenge.

South Asia has one of the lowest proportions of women in Science, Technology, Engineering and Math (STEM) in the world, and Bangladesh is at the very bottom with only 21% of STEM graduates being female. A recent study shows that, less than 2% of women in Bangladesh have basic digital skills, which is strikingly low compared to the global average for women's ICT skills at 26% (World Bank Blogs, School of Data Science). Rural-urban disparities are also significant: only around 4% of women in rural areas have ever used a computer, compared to about 13% in urban areas

(The Business Standard). This creates a persistent digital divide in Bangladesh. Some of the gender specific barriers that girls face in accessing STEM education are rooted in social and cultural beliefs that math and science are perceived as male domains, which prevent even

the most confident and motivated girls from pursuing STEM. Caregivers and parents also believe that STEM education is more important for boys, and teachers also perceive boys to be stronger in STEM and lack confidence in girls' abilities in STEM subjects. Technical skills associated with STEM subjects are crucial not only to acquiring specific jobs but also to building the transferable skills underlying the ability to innovate, skills that will become even more crucial to Bangladesh's future workforce.

Save the Children, a global child rights organisation guided by the UN Convention on the Rights

SCOPE of endline

The of the SCOPE project targets children aged 2–18 years of RMG workers, one of the most disadvantaged and underserved urban populations. These children face intersecting challenges related to protection, education, early childhood development, and psychosocial well-being. Phase 2 of the project aims to address these barriers comprehensively through community-based services, learning support, STEM integration, strengthened parenting, and coordinated advocacy with factories and local government structures.

4.1 Purpose, Objectives, and Scope

The endline evaluation for the SCOPE Phase 2 project aims to assess the extent to which the project has achieved its intended results as outlined in the project design and logframe. As the project approaches completion, the evaluation will determine whether planned outcomes have been met, exceeded, or not fully achieved. This assessment will rely on comparing endline results against the baseline findings collected at project inception, thereby enabling an analysis of changes over time and the project's contribution to those changes.

The evaluation will also examine the relevance, effectiveness, efficiency, coherence, impact, and sustainability of the interventions in accordance with the **OECD-DAC evaluation criteria**. Specifically, the endline will:

- **Assess project performance** The evaluation will measure achievement against pre-defined outcome indicators as outlined in the project logframe and Annex 6
- **Identify lessons learned**, including what worked well and why, what did not work well, and what could be improved in future programming—particularly in urban, RMG-dependent communities.
- **Generate actionable and real recommendations** for strengthening program design, implementation modalities, MEAL systems, community engagement, and sustainability strategies in future urban protection and education initiatives.
- **Assess the extent to which the project has integrated and advanced Gender Equality, Disability, and Social Inclusion (GEDSI) principles**, particularly in reaching marginalized and vulnerable groups (e.g., women, persons with disabilities, and socially excluded populations), and identify gaps and opportunities for more inclusive programming.
- **Evaluate the project's contribution to relevant Sustainable Development Goals (SDGs)**—particularly SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities) by examining outcomes that demonstrate inclusive, equitable, and sustainable development impacts.

Scope of the Evaluation

The scope of this endline encompasses a comprehensive assessment of the project's impact, outcomes, and processes at the conclusion of implementation. The evaluation will be conducted

across all intervention areas in **Mirpur and Savar**, where the project has been implemented for 1 year and 8 Months

The scope includes:

- Measuring changes in children’s protection, learning outcomes, early childhood development, STEM engagement, PDEP, life skills, and wellbeing.
- Assessing improvements in caregiver knowledge, parenting practices, and community engagement in child rights and protection.
- Evaluating the functioning and effectiveness of community structures (children’s groups, adult groups, CMCs), local service provider networks, and referral pathways.
- Reviewing the project’s reach, quality of implementation, coordination, and contribution to systemic change at community and institutional levels.
- Identifying best practices and gaps to inform improved strategies for future programming.
- Documenting stakeholder perspectives—including children, caregivers, teachers, local leaders, RMG factory owners, and implementing partners—to ensure a participatory, evidence-driven evaluation process.

The findings will be disseminated across Save the Children’s country office and used to inform future project development, design, and strategic decision-making.

4.2 Intended Audience and Use of the Endline

The endline study is intended to serve a diverse group of stakeholders who rely on evidence to improve program quality, inform strategic direction, and guide investment decisions. These include:

Stakeholder	Further information
Project Donor	MANGO - will use the findings to assess accountability, impact, and future funding priorities.
Primary Implementing Organization	Save the Children - including the project team, Child Protection and Education sectors, and Evidence & Learning (E&L) team, who will use findings to guide program improvement and learning.
Implementing Partner	Breaking the Silence (BTS) - will use results to strengthen community-level implementation and future collaboration with SCI.
Government Stakeholders	Local Government Institutions, Upazila and Union Administration, Department of Social Services, and education officials will use the results to align local service delivery efforts.
Community Groups	Teachers, School Management Committees, community leaders, RMG factory owners and associations, service providers - to enhance local engagement and support for children’s rights.
Beneficiaries	Children aged 2-18 years, parents/caregivers, and community members - as evidence for improved services, accountability, and advocacy

4.3 Key Study Questions

The endline evaluation will address a comprehensive set of questions guided by the OECD-DAC criteria, child rights principles, and SCI program quality standards. These criteria will frame the core inquiry into project performance:

Criteria	Key Study Questions
Acceptability and appropriateness	<ul style="list-style-type: none"> ▪ Was the project acceptable to local communities, children, youth, and caregivers? ▪ Did target groups willingly participate in and engage with the interventions? ▪ Were program activities developed based on meaningful community consultation? ▪ “How did interventions influence children’s lives?”
Accountability	<ul style="list-style-type: none"> ▪ What mechanisms were used to ensure accountability to children, caregivers, and community members? ▪ Did these mechanisms enhance program quality and responsiveness?
Child participation	<ul style="list-style-type: none"> ▪ How were children meaningfully included throughout the program cycle? ▪ Were children and youth aware of feedback mechanisms? ▪ To what extent did their voices influence implementation and decisions?
Child rights programming	<ul style="list-style-type: none"> ▪ How did the program integrate a child rights approach in its design and implementation?
Safe programming	<ul style="list-style-type: none"> ▪ Did the project identify and mitigate risks to ensure safety for children and adults? ▪ How were safeguarding principles embedded in activities? ▪ Were services inclusive and equitable, particularly for girls and children with disabilities?
Coherence*	<ul style="list-style-type: none"> ▪ Did the project complement and strengthen other Save the Children initiatives in the same communities or thematic areas?
Cost-effectiveness	<ul style="list-style-type: none"> ▪ Were resources used efficiently to achieve results?
Effectiveness with gender segregated data	<ul style="list-style-type: none"> ▪ To what extent were intended outcomes achieved? <p>Including:</p> <ul style="list-style-type: none"> ✓ improvements in child protection knowledge, awareness, and practices ✓ enhanced parenting knowledge ✓ ECCD progress measured through CREDI and IDELA and height-weight measurement. ✓ Outcome of the monthly parenting session ✓ STEM enrollment and completion ✓ Remedial intervention’s outcomes

Criteria	Key Study Questions
	<ul style="list-style-type: none"> ✓ Outcome of Life skills for success intervention ▪ Were there differences in outcomes across demographic groups? ▪ Were there unintended positive or negative outcomes? Were there any unintended outcomes?
Efficiency*	<ul style="list-style-type: none"> ▪ Were activities implemented on time and within budget? ▪ Did the project balance cost considerations with participatory, child-centered processes?
Impact*	<ul style="list-style-type: none"> ▪ How did interventions influence children’s lives, particularly those of young children and adolescents? ▪ How did factory owners/management contribute to creating a more supportive environment?
Process	<ul style="list-style-type: none"> ▪ Were MEAL activities implemented as planned? ▪ How effective were coordination mechanisms across stakeholders?
Satisfaction and experience	<ul style="list-style-type: none"> ▪ Were communities and schools satisfied with the quality and relevance of the interventions? ▪ Did beneficiaries perceive services as meeting their needs?
Sustainability	<ul style="list-style-type: none"> ▪ Are positive results and structures likely to continue beyond the project lifecycle?
Evidence and Learning	<ul style="list-style-type: none"> ▪ What key lessons emerged, and how can they be replicated in future programs?
Gender sensitivity and inclusion	<ul style="list-style-type: none"> ▪ How did the project address gendered power dynamics and existing inequities? ▪ How were vulnerable and marginalized groups included?

5 STUDY METHODOLOGY

5.1 Study Design and Sampling

The endline evaluation will adopt a **mixed-methods design**, integrating both quantitative and qualitative approaches. This enables comprehensive measurement of changes, triangulation of findings, and a deeper understanding of project results.

The consultancy firm will propose a detailed methodology during the inception phase, reflecting:

- Alignment with OECD-DAC criteria
- Child-sensitive and gender-sensitive approaches
- Save the Children’s safeguarding and MEAL standards

The evaluation must involve diverse stakeholder groups—children, caregivers, teachers, service providers, local government representatives, community leaders, and partner staff—to ensure comprehensive perspectives.

Sampling Approach

Quantitative Sampling

- A statistically representative sample will be drawn from key beneficiary groups, including:
 - Children aged 2–5 (ECCD)
 - Children aged 6–18 (child spaces, life skills, STEM, remedial support)
 - Parents/caregivers
 - Community members involved in awareness or group structures
- Sample size will be calculated using standard formulas (95% confidence level, 5% margin of error), with consideration for indicator measurement and subgroup analysis.
- A 5% additional sample will be included to account for non-response.

Qualitative Sampling

Purposive sampling will be used to engage participants with relevant experience and knowledge:

FGDs with:

- Children aged 6–12
- Adolescents aged 13–18
- Parents/caregivers

KIIs with:

- Teachers and SMC members
- Local government officials (Education offices and administrative officials)
- Service providers
- Factory owners/management
- Community leaders
- Implementing partner staff

Case Stories:

- Children and youth, especially those with meaningful project participation or case management experiences.

A tentative qualitative sampling framework will be annexed.

5.2 Sample size estimation

Consulting firms must:

Propose sample sizes based on outcome indicator measurement needs.

Ensure sufficient representation across age groups and gender.

Justify selected sample sizes in the inception report.

Adjust sampling in consultation with SCI.

5.2 Data Sources and Data Collection Methods/Tools

The endline will use **multiple data sources** for validity, triangulation, and depth.

Secondary Data Sources

- Project proposal
- Logframe and MEAL plan
- Baseline report
- Progress reports
- Case management records
- Government data and relevant research

Primary Data Collection

Quantitative:

- Structured questionnaires
- Age-appropriate development and Learning assessments (Height and weight [BC1.1], CREDI, IDELA, learning outcome assessment, STEM tests)
- KoBo Toolbox for digital data collection
- Enumerators trained in child-sensitive and ethical data collection

Qualitative:

- FGDs
- KIIs
- In-depth interviews (IDIs)
- Observations in daycare centres and child spaces
- Participatory tools adapted for children
- Case stories

All tools must be pretested, adapted to child-friendly language, and approved by SCI.

5.3 Ethical considerations

The evaluation team must strictly adhere to:

- Save the Children's **Child Safeguarding Policy**
- PSEA, anti-harassment, and data protection policies
- Informed consent and assent protocols

- Confidential handling of data
- Mandatory reporting procedures for any safeguarding concerns

All deliverables and data remain the property of Save the Children and cannot be shared or used without formal approval.

6 EXPECTED DELIVERABLES

The endline evaluation will produce a series of key deliverables that align with Save the Children’s quality benchmarks, timelines, and reporting requirements. These outputs ensure that the evaluation is methodologically rigorous, ethically sound, and useful for program learning, accountability, and future decision-making. The following deliverables and timelines are indicative and may be refined during the inception phase in consultation with Save the Children.

Deliverables and Tentative Timeline

Deliverable	Timeline
<p>1. Contracting and Initial Engagement</p> <ul style="list-style-type: none"> • Study team contracted and work initiated <p>The evaluation team facilitates an inception workshop with Save the Children staff, partners (BTS), and other relevant stakeholders to refine the study approach.</p>	25 th June 2026
<p>Inception Report (IR)</p> <p>The consultant submits an inception report using the SCI-approved template. The report must include:</p> <ul style="list-style-type: none"> • Study objectives, scope, and evaluation questions • Detailed methodology (design, data collection methods, sampling strategy, tools, study matrix) • Data analysis and reporting plan • Study limitations and mitigation strategies • Ethical considerations and consent procedures • Stakeholder and child engagement plan • Consultation protocols for vulnerable groups • Detailed work plan with timelines and responsibilities • Logistical requirements and support needed from SCI • Draft data collection tools • A brief PowerPoint presentation on the study findings for a wider audience. <p>Note: Once approved, any changes to the methodology require written approval from the Study Manager/Steering Committee</p>	30 th June 2026

<p>Final data collection tools: Final survey instruments, interview/FGD guides, and data collection mechanisms are submitted after SCI feedback and field pre-testing.</p>	9 th July '26
<p>Final data collection tools (in the report language):</p> <ul style="list-style-type: none"> ▪ Survey instrument ▪ Data collection mechanism 	15 th July 2026
<p>Ethical Review Committee (ERC) Approval Submission to and approval from SCI's Ethics Review Committee (if applicable).</p>	By 20 th July 2026
<p>Data Collection Phase</p> <ul style="list-style-type: none"> • Field data collection <p>The consultant conducts quantitative household surveys and qualitative FGDs, KIIs, IDIs, observations, and case stories following SCI safeguarding standards.</p>	20–30 July 2026
<p>5. Interim Report / Debrief</p> <p>Interim presentation of formative findings The consultant delivers a concise PowerPoint presentation summarizing: Emerging findings Risks or challenges encountered Any required modifications to the study design</p> <ul style="list-style-type: none"> ▪ Key next steps 	10 August' 2026
<p>6. Draft Endline Evaluation Report</p> <ul style="list-style-type: none"> • Draft Endline Report (using SCI template) <p>The draft report must include:</p> <ul style="list-style-type: none"> • Executive Summary • Program background and study context • Conceptual framework • Scope and focus of the evaluation • Detailed methodology and study matrix • Findings against all outcome indicators compared to baseline (15–18 pages) • OECD-DAC aligned analysis • Study limitations • Lessons learned (2–3 pages) • Conclusions (1 page) • Recommendations (2–3 pages) • Annexes (logframe, ToR, IR, tools, team list, study schedule, etc.) <p>Feedback: Save the Children will provide a consolidated set of comments within one week of receiving the draft.</p>	24 th August' 2026
<p>7. Submission of full datasets and analysis outputs</p> <p>This includes:</p> <ul style="list-style-type: none"> • Raw and cleaned datasets • Data dictionaries/codebooks 	3 rd Sep' 2026



<ul style="list-style-type: none"> • Statistical analysis files (Stata/SPSS do-files or syntax) • Kobo XLS files • All supporting data documentation 	
<p>8. Final Report (revised based on SCI feedback)</p> <p>The consultant submits the final version of the endline report, ensuring that all comments have been addressed.</p>	5 Sep'2026
<p>9. Knowledge Translation Products</p> <p>The consultant provides: an</p> <p>A PowerPoint presentation summarizing key study findings (8 slides), including:</p> <p>Purpose & methodology (1 slide)</p> <p>Key findings (4 slides)</p> <p>Challenges (1 slide)</p> <p>Lessons learned (1 slide)</p> <p>Recommendations (1 slide)</p> <p>An Evidence & Learning Brief (3–5 pages) using the SCI template</p> <ul style="list-style-type: none"> ▪ All relevant soft copies (datasets, photos, tools, analysis plans, transcripts, observation checklists, etc.) 	10 Sep 2026

SCI Quality Requirements:

*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 page 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 an editable digital format.

7 REPORTING AND GOVERNANCE

The evaluation team will maintain regular communication and reporting throughout the course of the assignment to ensure transparency, alignment with the project plan, and adherence to Save the Children's quality standards. The Team Lead will be responsible for ensuring that all deliverables, activities, and reporting requirements are met on time and in accordance with agreed methodologies.

A weekly written progress update will be submitted to the Save the Children Study Project Manager, summarizing achievements, challenges, and planned actions for the following week. The overall coordination of the study will be supported by the MEAL Technical Specialist, who will work closely with the evaluation team to ensure smooth implementation of the evaluation process.

The Project Donor and the PDQ Director at Save the Children will hold final approval authority over the Endline Evaluation Report to ensure that all findings and recommendations meet the standards required for organizational learning, accountability, and donor reporting.

8 STUDY MANAGEMENT

The endline evaluation will be managed through a structured set of reporting, coordination, and quality-assurance mechanisms. The evaluation team will be expected to follow the project plan, adhere to key milestone dates, and collaborate closely with Save the Children’s project and MEAL teams.

Below is the revised 2026 timeline for endline evaluation management activities:

Endline Tentative Timeline, with key deliverables in bold.

What	Who is responsible	By when	Who else is involved
Study tender submissions due	Study proponents	5 th June 2026	HR, Project Team
Tender review and selection of the study team	SCI Tender Review Panel	17 th June 2026	Project Team, Procurement, E&L Team
Documentation review and desk research	Consultant Team	20 th June 2026	Project Team
Initial consultations	Consultant Team	25 th June 2026	Project & E&L Team
Inception Report submission	Consultant Team	30 th June 2026	Project & E&L Team
Review of Inception Report	SCI Study Project Manager	5 th July 2026	Project & E&L Team
Development of data collection tools	Consultant Team	9 th July 2026	Project & E&L Team
Ethical Review Committee (ERC) approval	SCI ERC	By 20 July 2026	E&L Team
Logistical preparations	Consultant Team	25 th July 2026	Project Team
Data collection period	Consultant Team	20-30 July 2026	MEAL & Project Teams
Data management, transcription & analysis	Consultant Team	7 August 2026	MEAL & Project Teams
Interim Report / PowerPoint presentation	Consultant Team	10 August 2026	Project & E&L Team
Submission of First Draft Endline Report	Consultant Team	20 August 2026	Project & E&L Team
Review of First Draft Report	Project & E&L Team	24 August 2026	Same

What	Who is responsible	By when	Who else is involved
Meeting with evaluators to finalize report	SCI Study Project Manager	27 August 2026	Project & E&L Team
Validation of findings & recommendations	SCI Study Project Manager	28 August 2026	E&L Team
Final report and submission of data & analysis	Consultant Team	5 th Sept 26	Project & E&L Team
Knowledge translation materials submitted	Consultant Team	10 th September 2026	Project & E&L Team
Project team meeting to develop Study Response Plan	SCI Study Project Manager	10 September 2026	Project & E&L Team
Final study report & response plan posted on OneNet	SCI Study Project Manager	10 September 2026	Project & E&L Team

9 DISSEMINATION PLAN

Save the Children will lead a structured dissemination process to ensure that endline findings are widely shared and utilized for programmatic learning, advocacy, and strategic decision-making.

The evaluation team will prepare an Evidence & Learning Brief summarizing the study's key findings, lessons learned, and recommendations. Save the Children will convene a dissemination workshop where the evaluation team will present findings through a PowerPoint presentation. Participants will include Government of Bangladesh officials, representatives from international and national NGOs, Save the Children staff, community members, beneficiaries, and children.

The purpose of dissemination is to encourage dialogue, improve accountability, and inform future programming in similar urban and RMG worker communities.

10 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 Studies, 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 methods designs.

- 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.

11 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.

12 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:	<p>Criteria that bidders must meet 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'.</p> <ul style="list-style-type: none"> ▪ 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) is required. ▪ Relevant Experience: Conducting studies in the field of child rights, child protection, ECCD, and the 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
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Criteria	Score
1. Technical Proposal (Desk Review)	50
<p>A. Approach and Methodology Understanding of the ToR and reflection on it in the proposed study framework, methodology, data quality assurance plan, etc. A segregation is required based on the above criteria, including a clear outline of the supporting documents submitted for consideration during the evaluation and marking process.</p>	20
<p>B. Team Composition and Expertise The team leader and other team members have expertise in</p> <ul style="list-style-type: none"> • Expertise in designing and conducting Endline studies, including quantitative and qualitative data collection, processing, and analysis. • Educational Outcome Assessment: Advanced expertise in designing, adapting, and validating assessment tools to generate reliable and context-specific evidence. • Child Protection outcome Assessment: Conducting research and/or evaluation in the field of Child Protection programs/projects, particularly violence, neglect, abuse, gender based violence, child marriage, and child 	20

<p>labor in vulnerable, marginalized communities in RMG workers' living areas.</p> <p>Child Development Assessment: Experience in age-appropriate assessments across cognitive, physical, socio-emotional, and language domains using established frameworks.</p> <ul style="list-style-type: none"> • Growth Monitoring: Skilled in implementing age-appropriate growth assessments aligned with nationally recognized tools. • Grade-Level Competency Evaluation: Proficient in assessing secondary students' competencies through standardized, competency-based, and mixed-method approaches. • Life Skills Assessment: Expertise in measuring children's life skills using validated frameworks to analyze project-selected soft skills • Demonstrated experience in analyzing the socio-economic conditions and vulnerabilities of marginalized and at-risk populations of RMG sectors in the Savar and Mirpur area of Dhaka district, in urban and Slam area • Having experience and expertise with high-quality report writing, mentioning clear and concise information with logically and coherent manner <p>Management Skills: 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 meet the required standards.</p>	
<p>C. Work Plan and Timeline</p> <p>(A clear and realistic work plan that aligns with the project timeline, demonstrating the ability to deliver high-quality outputs within the stipulated timeframe.)</p> <p>Sample of Previous Similar Assignments and Reports</p> <p>Share one or two relevant previous Endline reports if possible.</p>	5
<p>D. Risk Management Plan</p> <p>Include a risk management plan addressing potential risks during survey implementation, such as schedule delays or staff turnover.</p>	5
<p>2. Oral Presentation</p> <p>(A clear and engaging presentation on understanding the assignment, overall technical approach, thematic understanding, methodologies, and work plan)</p>	20
<p>3. Sustainability criteria</p> <p>Bangladesh-based consultant (individual, org), using local resources (e.g., research assistants, note-takers) 10</p> <p>Otherwise (0)</p>	10
<p>4. Financial Proposal</p>	20
<p>Total</p>	100

Note: The consulting firm will be qualified if it gets a score of 50% (25 out of 50) on the technical proposal.

Benchmark scoring point:

Step 1: To be a potential candidate to conduct the assessment, the bidder must score at least 50% in the technical proposal.

Step 2: During the evaluation of technical proposals, from those obtaining at least 50% score in technical score, the top three or five proposals will be selected for further screening through oral presentation. The overall scoring should consider the technical proposal, the financial proposal, and the oral presentation.

Step 3: The financial proposal will be reviewed and scored out of 20 for the Top three or five proposals that have scored at least 50% in the technical proposal and the combined comparative statement. Only the top three or five applicants will have the combined comparative statement conducted. Finally, Save the Children will award the Evaluation to the highest-scoring consulting firm.

- **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 costs, 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 by the Budget Holder of the inception report and tools: [20%]
- Upon submission by the Budget Holder of the First Draft Endline Report: [40%]
- Upon approval by the Budget Holder of the Final Endline Report: [40%]

13 ANNEXES

Annex 1: Logical framework



MANGO Logical Framework 2nd Phase

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 prospective consultants

Annex 6: Baseline overview and indicator value

Category	Evaluation Quality Criteria (used for internal scoring after completion)
Purpose, Design, and	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)?

Category	Evaluation Quality Criteria (used for internal scoring after completion)
	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. Have any personal and professional influences or potential biases among those collecting or analysing data been recorded and addressed or mitigated ethically?
	Analysis and Findings
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?	

Category	Evaluation Quality Criteria (used for internal scoring after completion)
	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?

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 indicate 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 an 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 scale]:
 - a. formative or process evaluation using mixed methods (qualitative and quantitative data collection and analysis)
 - b. impact/outcome evaluation using 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.

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

Bidder capacity

7) Describe the Project lead’s coordination experience in leading consultancy work, research, and/or evaluations of a 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 cover 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

4. 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

5. 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

6. 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)			