
Economic Acceleration And Resilience For Neet Project (EARN)

Department of Youth Development

Ministry of Youth And Sports

Terms of Reference

For

Selection of Social Norm Specialized Agency (SNSA)

Package No.: (S-15.5)

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Table of Contents

ABBREVIATIONS AND ACRONYMS	2
1. Project Background	3
2. Project Description	4
2.1. <i>Project Objectives</i>	4
2.2. <i>Project Beneficiaries (NEET youth)</i>	4
2.3. <i>Project Components</i>	5
2.4. <i>Project Targets</i>	14
2.5. <i>Summary of Implementation Arrangement and Role of Partners</i>	16
2.6. <i>Project Implementation Arrangement</i>	20
3. Context of the Assignment	20
4. Objective of the Assignment	21
5. Scope of Work of the Social Norms Specialized Agency (SNSA)	21
6. Qualification and Experiences of Key-Experts of SNSA	25
7. Qualification and Experiences of Non-Key Experts of SNSA	31
8. Supporting Staff	34
9. Deliverables	35
10. SN impact evaluation Report	35
11. Expected Time Schedule	35
12. Reportable to	36
13. Payment structure	36
Annex-1: Gender Equality and Social Inclusion (GESI) Design and Mainstreaming	37
Annex-2: Trade List	38
Annex-3: Upazila List	39
Annex 4: Guidance Note: Essential Elements of Quality in Childcare Settings	45
Form-A	49



ABBREVIATIONS AND ACRONYMS

ASSET	Accelerating and Strengthening Skills for Economic Transformation
BOU	Bangladesh Open University
BKSP	Bangladesh Krira Shikkha Prothisthan
CG	Community Groups
COVID-19	Coronavirus Disease
DYD	Department of Youth Development
EARN	Economic Acceleration and Resilience for NEET Youth
EPZ	Export Processing Zones
EZ	Economic Zones
GBV	Gender Based Violence
GRM	Grievance Redress Mechanism
GDP	Gross Domestic Product
GESI	Gender Equality and Social Inclusion
GoB	Government of Bangladesh
IDA	International Development Association
IDP	Institutional Development Proposal
IDG	Institutional Development Grant
IZ	Industrial Zones
LGED	Local Government Engineering Division
MoYS	Ministry of Youth and Sports
M&E	Monitoring and Evaluation
NEET	Not in Education, Employment, or Training
NJLIP	Nuton Jibon Livelihood Improvement Project
ODP	Organization Development Plan
OTSP	Online Training Service Provider
PD	Project Director
PMU	Project Management Unit
PWD	People with Disabilities
RAISE	Recovery and Advancement of Informal Sector Employment
SEA/SH	Sexual Exploitation and Abuse/ Sexual Harassment
SEB	Socio-Emotional Behavior
SFW	Seed Financing Wing
SN	Social Norm
SNSA	Social Norm Specialized Agency
STEP	Skills and Training Enhancement Project
SP	Service Providers
SSC	Secondary School Certificate
UYIC	Union Youth Information Center
VLTC	Village Level Training Centers



1. Project Background

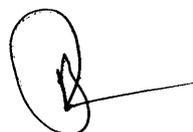
Bangladesh has made impressive strides in its social and economic development, achieving lower middle-income status in 2015 through stable macroeconomic conditions and substantial poverty reduction. The nation adeptly navigated the COVID-19 pandemic, maintaining positive real GDP growth through prudent macroeconomic policies and effective stimulus measures. However, challenges persist, particularly for its youth population. With an overall unemployment rate of 8.9% among those aged 15-29, around 27% of this group is labeled as NEET (Not in Education, Employment, or Training). Notably, this NEET issue is predominantly a gender concern as approximately 90% of NEET youth are female. Social norms emphasizing women's household roles and movement restrictions contribute to these disparities which is evident in the significantly lower female labor force participation.

The EARN Project in Bangladesh aims at economic engagement of the NEET youth, especially women, in rural and semi-urban areas of the country. The project offers education and skills development with a focus on women-centric facilities, employment and enterprise development support, enhanced employability through creating employer linkages and upskilling of Socio-Emotional Behavior (SEB) and Entrepreneur Development (ED) skill, incubation support for employment and entrepreneurship. In order to ensure participation of women and other underserved segment, the project will promote an enabling environment, especially for the women, through targeted awareness raising and communication programs, family-based planning, counseling and involving the communities and families in planning and monitoring of implementation.

In the case of Bangladesh, a country particularly vulnerable to climate change, there are several potential benefits, and specific conditions, including youth-centric ones, which can enhance climate co-benefit advantages. The project is designed for addressing climate change impacts and disasters. Bangladesh, in general, is increasingly being exposed to climate change-related hazards. The location of the project would be spread over many sub-districts, including extreme precipitation and flooding. Education and training programs have been severely affected by flooding in particular. The potential risks to education/climate resilient training facilities covered by the project due to flooding would be significantly reduced by the design of these facilities and the inclusion of soft components (e.g., training and awareness programs), which take flood risk into account.

The project will undertake climate resilience programs and enhance institutional capacity to improve the understanding of the responsiveness to disruptions from climate change and geophysical hazards. All skills development training will incorporate climate sensitization courses that will include adaptation and mitigation measures. The proposed competitive innovation funds will also be used to customize the new climate responsive awareness among the beneficiaries.

Department of Youth Development (DYD) is the implementing agency of the project under the supervision and guidance of the Ministry of Youth and Sports (MOYS). The project is implemented by a dedicated Project Management Unit (PMU) under DYD. The PMU is led by a Project Director (PD). The project will be implemented through GO-NGO-Private Sector collaboration.



2. Project Description

2.1. Project Objectives

Main objective of the project is to is to (i) increase access to education and skills training, and promote employability for NEET youth, especially for women, in selected rural areas of Bangladesh, and (ii) in case of an Eligible Crisis or Emergency, respond promptly and effectively to it.

The specific objectives of the project are:

- a. Identifying eligible NEET youth from selected rural areas for different types of support.
- b. Facilitating access to relevant skills development especially women by creating women-centric facilities in terms of their locations, safe and inclusive infrastructure and learning environment, flexible course timings, free choice of trades, childcare facilities, and gender of trainers.
- c. Providing second-chance education for the identified eligible rural NEET youth, especially women.
- d. Delivering trainings in enterprise development and Socio-Emotional and Behavioral (SEB) skill development, as well as support in access to seed financing, linkages with employers and the labor market, and employment.
- e. Enabling environment for socio-economic inclusion of youth, especially women, by helping to ease the social barriers; and enhance institutional capacity of state and non-state actors.

2.2. Project Beneficiaries (NEET youth)

The beneficiaries will include NEET youth who meet the following criteria: (a) aged 15-35 youth who are not engaged in education and/or training, and/or any income earning activities at least for six months; and (b) having completed at least primary level education. At least 60 percent of the beneficiaries would be female. While youths covered by any other interventions (ineligible for access to ASSET and RAISE projects due to location, coverage, education level, etc.) will not be considered for any technical skill development support, beneficiaries of those [past and current] interventions who are still NEET by above definition during the beneficiary identification drive for EARN will be considered eligible for SEB, EDT and for Seed financing and other employment supports, subject to successful completion of SEB and EDT under EARN. A total of about 900,000 NEET youths would benefit directly from the project.

Table 1: Sun-component wise Beneficiaries number

Activity/Sub-component	Activity Name/description	Individual Beneficiaries	Total Number of Beneficiaries
1.1	Skills Development including SEB and EDT though VLTCs	NEET, aged 15-35, not covered by any other project (60% female)	500,000 (300,000 female)

1.1	Skills Development though Blended training	NEET, Registered in online courses	25,000 (15000 female)
1.1	Skills Development for Vulnerable Youth through Innovation Funding	Identified vulnerable groups (disabled, transgender, ethnic minority) and locations (char, hill-tracts, tea gardens and special need's locations)	25,000 (15,000 female)
1.2	Reaching the Skills Ladder through alternate education	NEET, aged 15-19 (60% female), dropped out at secondary level since 2019	100,000 (60,000 female)
2.1	SEB and EDT for NEET youth who have technical skills	NEET, Selected Locations only, receiving technical/vocational training from any other source and/or completed SSC/HSC and above (60% female)	200,000 (120,000)
3.3	Leadership training at Youth Clubs	Registered Youth Club Members in selected upazilas	50,000 (30000 female)
<p>a/ All beneficiaries of component 2 (internship for 100,000, seed financing and investment incubation for 30,000, Career/psychosocial Counselling for 50,000) are selected sub-sets of the above project beneficiaries.</p> <p>b/ Numerous youths would be benefitted from the awareness raising campaign, psychosocial support, improvement of District Level Youth Training Centers (D-YTCs) and capacity enhancement of DYD including establishment of Union Youth Information Centers (UYIC) who are not included as direct beneficiaries.</p> <p>c Staff training, CG training will benefit a number of officials, field coordinators and community members</p>			

2.3. Project Components

The Project has four key components. These are, (i) Component 1: Enhancing access to alternate education and relevant skills development opportunities; (ii) Component 2: Promoting support for wage and self-employment; (iii) Component 3: Promoting an enabling environment for NEET youth; (iv) Component 4: Enhancing institutional capacity and Project management. In addition, to address emergency situation, the world bank has provision for an emergency response component, namely, Contingent Emergency Response Component (CERC), as Component 5 of the project.¹

The components are described below:

Component 1: Enhancing Access to Alternate Education and Relevant Skills Development Opportunities.

This component aims at promoting access to skills development and continuing/second-chance education to reach the skill ladder for the rural NEET youth, especially female, through: (a) assisting the secondary dropped-out youth to reach the skills ladder through access to

¹ A Contingency Emergency Response Component (CERC) is included under the project to ensure that funds can be reallocated in the event of an eligible crisis or emergency. In case of such an emergency, and subject to the World Bank's approval, this component will allow the Government to request the World Bank to re-categorize and reallocate financing from other project components to cover emergency response and recovery costs.



Bangladesh Open University (BOU) centers in selected locations to complete vocational secondary school certificate (SSC) exams, known as SSC (Vocational); (b) establishing VLTCs inclusive to women, PwDs and others; (c) online training and offline assessment for selected trades; and (d) competitive financing for innovative initiatives for reaching the unreached. To enhance the employability of the beneficiaries, all beneficiary trainees under this sub-component will also receive training in SEB skills including communication, EDT, climate change awareness and responsiveness, and financial literacy supported under sub-component 2.2. Based on assessments of potential trainees by the SPs and CGs, training will be tailored to individuals' needs, and delivered, as appropriate, by BOU centers or by VLTCs.

Sub-component 1.1: Promoting Access to Skills Development on Market Relevant Skills including SEB and EDT

This sub-component will support: (a) beneficiary selection and categorization of the beneficiaries for diverse project support; (b) selection of local level trades; (c) generating, entering and updating data to support creation of a database of the potential and actual beneficiaries; (d) provision of access to skills development for rural NEET youth, especially women, through establishing VLTCs and through provision of stipends exam and assessment fees; (e) blended (online-offline) training and offline assessment on ten (10) selected trades; and (f) reaching the hard-to-reach vulnerable groups through competitive financing to innovative ideas. Beneficiary selection will support: (a) household surveys for identifying and categorizing potential NEET youth; (b) verification and endorsement of the survey findings by the CGs; (c) creation of the potential beneficiary database with unique ID; and (d) employer surveys, dissemination, and validation processes for selecting market-relevant trades at the Upazila and District levels. This sub-component will finance, surveys, analysis, dissemination, database management, CG training and operation, rents for the VLTCs and management, stipend, exam and assessment fees, CG verification, training equipment and material, assessment and certification, instructor's remuneration and bonus, childcare support expenses, refurbishment of centers, and SP overheads, training and outreach expenses under IGs, OTSP expenses of procuring/designing on-line trainings, maintaining web-sites and arranging offline practical classes and assessment at VLTCs.

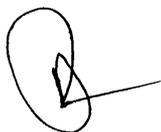
The VLTCs will ensure inclusiveness, especially for women and PwDs in terms of their locations, safe and inclusive infrastructure and learning environment, flexible course timings, childcare facilities/options (20 nos in 20 upazilas selected by PMU) and gender of instructors, etc. VLTCs will have to meet the following compulsory criteria: (a) accessible location, especially for females and PwDs; (b) female inclusive infrastructure; and (c) at least one female instructor/moderator/administrator. Each VLTC will be managed by one Center Management Committee (CMC) nominated by the CGs. To test suitability of child support models, in 20 selected upazilas, the VLTCs will be accompanied by childcare facilities or alternative caregiver arrangements for the trainees who are mothers of children aged six years or younger. Any personal data collected or processed will be subject to an appropriate data protection strategy, in line with the World Bank policy on data privacy.

It will also feature two phases of training and trade selection over the project duration. At each selection phase inclusion or exclusion of trades will be allowed. VLTCs will provide a 3-month

long training equivalent to vocational level 1 and 2 of National Technical and Vocational Qualification Framework (NTVQF) plus one additional month of training on SEB and EDT as compulsory part of all training (supported under sub-component 2.2). At completion, the trainees will receive certificates jointly provided by the SP, MoYS and Bangladesh Technical Education Board (BTEB). An estimated 5,000 VLTCs will be established in selected locations. Each VLTC will continue training services in its selected location at best for two years (based on the number of selected NEET youth in the location).

Beneficiary and trade selection, CG activities, establishment of VLTC and managing VLTCs under this sub-component will be implemented by the SPs, who will be procured by the Project. The SPs will be responsible for establishing and training the CGs, conducting beneficiary and trade selection surveys and analysis, establish the VLTCs, training the Center Management Committees, hiring and training of instructors, inputting periodic data in the Management Information System (MIS) portal (component 4.1), providing training, arranging training equipment and material, assessment, and certification, and providing instructors' remuneration. Childcare support, training for trainers of various trades as well as SEB and EDT (under sub-component 2.2), and sessions on norms change will also be provided by the SPs. In addition, the SPs will be assisting establishment of the Union Youth Information Centers (UYICs), train UYIC officials and staff, assist in organizing offline assessment. Selection criteria of the SPs will include sector relevance of the agency, relevant experiences, portfolio size, outreach capacity, etc. Different agencies may be considered for different divisions (based on selection criteria). The details of the selection criteria and procedures will be included in the OM.

To reach the segment of population, who will remain out of reach of the VLTCs, this sub-component will also support (i) Innovation Grants (IGs) and (ii) Blended training. (i) Innovation Grants (IG) (starting in the third year) will be awarded to winning proposals identified through an open and competitive selection process. Beneficiaries of the innovative interventions will include special and vulnerable groups, such as transgender/Hijra, persons with disabilities (PwDs), ethnic groups, hard-to-reach populations such as those living in the tea gardens, chars, and hill-tracts. Any registered national, international agencies, industries as well as district/upazila level agencies/organizations/industries will be eligible for the competitive financing opportunities. Such agencies may include, but not limited to, registered youth/social/sports clubs, NGOS, universities, research firms, private firms, GoB agencies, industries. The selection process will be managed by the Project Management Unit (PMU) under the guidance of DYD. Expenditures reporting arrangements will be detailed out in the OM based on the main principle as to record expenditure as per utilization. Activities to be financed will include social and digital innovations and may include trainings at rented centers, equipment, instructors, stipends. (ii) Creation of Blended (online-offline) training provisions for ten (10) selected trades. The PMU will procure an Online Training Service Provider (OTSP). The OTSP will be responsible for developing and/or procuring online materials including soft-books, presentations, lectures, digital materials and websites. Offline assessment, twice a year for each trade, will be organized at the UYICs with help of the OTSPs and SPs. All online courses will be accessible through various devices, including cell phones and computers. Offline practical part of the courses will be arranged at VLTCs twice every year in selected locations. Registered online trainees will be eligible for offline practical classes



and offline assessment subject to completion of the online training and passing an online eligibility test.

This entire sub-component will ensure maximizing climate Co-Benefits. First, all VLTC will be established at climate retrofitted rented or existing facilities and will also be rehabilitated to meet the minimum standards for facilitating training environment and climate resilience aspect. Second, training and dissemination materials will be developed for awareness/skills to understand and cope with climate change risks for students, instructors and community group members. Third, digitization of teaching-learning and skill development will facilitate resilience to shocks and climate-induced disasters/disruptions. Fourth, SEB and EDT will include adverse effects of climate changes and options available for climate resilient business modalities, local and international legislations and good practices, support training on climate resilience in business and employment, and developing guidelines focusing on climate resilient production modalities. Fifth, most the beneficiaries.

Sub-component 1.2: Assisting the Secondary Dropped-out NEET Youth to Reach the Skills Ladder

Eligible NEET youth will be supported to reach the skills ladder by accessing Bangladesh Open University (BOU) education programs following the accelerated curriculum through demand- and supply- side interventions. Demand-side interventions will include specific communications and awareness-raising campaigns, motivating the families through sessions on norms around working women and establishing a family-based plan and providing incentives in terms of stipend, examination fees and textbooks support for the students. Supply side interventions will include the provision of an accelerated program offered at the BOU centers in local communities accessible by the youth from remote villages and blended programs to facilitate flexible hours. An EARN cell will be established at the BOU to establish and manage rural centers, monitor student's progress and to manage the beneficiaries' database. In particular, the sub-component will finance developing accelerated curriculum and relevant teaching-learning materials (TLMs), production and procurement of TLMs, teacher training, center management costs such as rents, bills, teacher and other staff payment, operating costs of the EARN Cell established at the Bangladesh Open University including consultants, supervisors, transport and communication, incentives to eligible beneficiaries (stipend, examination fees, textbooks), monitoring and evaluation, assessment and motivation and communication activities.

Beneficiary eligibility criteria for this support are: (a) girls and boys aged 15-19 who are identified as potential NEET beneficiaries according to the criteria detailed out in the OM (supported under sub-component 1.2); (b) youths having completed primary but dropped out after getting admitted in secondary level; (c) youths having discontinued education on/after 2018; and (d) demonstration of interest to pursue education through an application process. Female-headed households and persons with disability, transgender, ethnic minority will be considered as priority groups. Per capita incentives for the beneficiaries will be provided based on the performance report (at least 40 percent marks achieved in the semi-annual or annual exams, and at least 70 percent class attendance rate). Performance reports will be provided by the heads of the institutions (Center heads, compiled by the Open University cell for EARN).

The incentive (stipend, exam fees) will be disbursed directly to the beneficiary account based on the performance reports and verification by the project.

Given the context of vulnerability towards climate induced secondary dropouts and learning loss, this sub-component will promote a resilience mechanism against the climate induced dropout of students. Accessible learning opportunities within the locality will bring the dropped-out adolescents and youth, especially girls and women, who were victims of climate related hazards. In addition, the subcomponent will (i) develop special curriculum and deliver courses on impacts of climate changes in agriculture, flood and other disaster responses as well as water conservation; (ii) initiatives to that reduce, capture and/or sequester GHG emissions; (iii) develop and carryout evacuation protocols in the onset of climate-emergencies.

Component 2 – Promoting support for wage and self-employment.

This Component aims at increasing employment opportunities of the beneficiaries through three distinct set of interventions: (a) connecting the beneficiaries with local and national level employers; (b) strengthening the existing seed financing mechanism of MoYS for potential entrepreneurs; and (c) SEB, EDT training and internship and/or apprenticeship for selected trainees in eligible enterprises/industries especially in the upazilas adjacent to EPZs, EZ and Industrial Zones (IZs).

Sub-component 2.1: Expanding the horizon by connecting the beneficiaries with markets.

This sub-component will support connecting eligible youth with labor intermediation services to help them pursue wage employment. Key activities will include: (a) periodic job fairs and meet the employer events; (b) enterprise visits by the VLTC and registered trainees; (c) a youth portal for the EARN beneficiaries and eligible NEET youth which will be linked with the existing job portals, business networks and outsourcing networks. SPs will be responsible for arranging bi-annual job fairs and employer meet events, as well as job placing and arranging internship support. The MIS cell (sub-component 4.2) will be responsible for designing the youth portal while SPs will be responsible for inserting trainee specific information. Details of the youth fairs, employer events and the EARN job portal will be included in the Operation Manual (OM). In particular, this sub-component will finance job fairs and Meet the Employers events, participation costs (travel, fooding, lodging, per diam, other supports required.) of eligible youths in Meet the Employers events, enterprise visits, related training activities, consultant and firm fees for developing youth portal, SP costs for data collection and inputs into Portal.

Sub-component 2.2. Supporting Post-training Wage Employment and Entrepreneurship

This sub-component will support: (a) Strengthening the DYD's Seed financing mechanism through technical assistance and scaling up the DYD's Seed Fund to expand financing facilities to eligible project beneficiaries in the selected upazila including incubation and mentorship support including mentor's fees, apprenticeship costs for the NEET entrepreneurs; and (b) post-training specialization and/or employment support through internship/apprenticeship in eligible industries, especially in the EZ, EPZ and IZ adjacent upazilas; (d) 30 days mandatory SEB and EDT training for VLTC trainees. SPs will be responsible for job placement,



internship/apprenticeship placement and arranging investment incubation and mentorship support for the selected seed financing beneficiaries. At least 60 percent of the beneficiaries will be female. Beneficiaries of this sub-component will also include beneficiaries of other GoB skills development and technical education projects, who remain as NEET at the time of the selection, subject to completion of SEB and EDT trainings under EARN.

Strengthening and scaling-up the DYD's Seed Fund: This sub-subcomponent will: (a) strengthen DYD's existing seed financing mechanism (Technical Assistance); (b) scale up the existing seed funds to expand financing facilities to eligible EARN beneficiaries in the selected upazilas; (c) support provision of incubation period support including mentorship for the new entrepreneurs. As part of strengthening the existing seed financing mechanism, DYD will: (i) establish a dedicated unit/wing with adequate staff and capacities (including dedicated district and upazila level officials); (ii) update the seed financing manual with a guideline for the trade and beneficiary selection processes; (iii) digitize selection, monitoring, reporting and disbursement mechanism for seed financing; (iv) establish an advisory Panel consisting of officials from relevant ministries, industry representatives, NGO and CSO representatives; and (v) prepare a sustainability plan. Expenditures will include a proposal-based startup model and developing the trades. Expenditure categories for the sub-component will include establishment and capacity enhancement support for the dedicated wing, consultancies, piloting and dissemination, equipment, workshops, training, surveys, studies, and expansion of the seed financing support to eligible beneficiaries in the selected upazilas, costs of investment incubation support for seed financing recipients, including mentorship fees and other costs of mentorship.

Post-Training Specialization and Employment Support: This sub-component will provide post-training specialization and employment support to eligible beneficiaries. In particular, it will finance costs of SEB and EDT training including stipends and fees to VLTC trainees as well as NEET youth who took training from other technical training projects, internship/apprenticeship fees, incentives/stipend for interns and trainees, internship reports, study visits to local industries and markets. At least 80 percent of the Internship/apprenticeship support will be in the Upazilas around EZs, EPZs and IZs. This sub-component will also support SEB and EDT training of the NEET youth who took skills development training from other Government supported skills development programs such as ASSET, RAISE, NJLIP, STEP. A total of 30 training days will be added to all 360-hour trainings for providing SEB and EDT.

This entire subcomponent will aim at maximizing the CCB. First, for both seed financing and internship in eligible industries, climate resilient trades will be given priorities and at-least half of the beneficiaries will be in the climate-resilient trades (Climate Co-Benefits Technical Note (CCTN) explains further). Second, eligibility criteria for the seed financing will include understanding and adoption of climate resilient trades; proposal format for seed financing will include a section on "Climate smartness of the proposal" and will be evaluated by a dedicated upazila level technical committee (OM will elaborate further). Third-party validation will monitor adaptation measures. Third, at least half of the internship beneficiaries will be in climate-resilient trades (CCTN explains elaborately). Fourth, SEB and EDT will include



adverse effects of climate changes and options available for climate resilient business modalities, local and international legislations and good practices, support training on climate resilience in business and employment, and developing guidelines focusing on climate resilient production modalities.

Component 3: Promoting an Enabling Environment for NEET Youth

This component focuses on creating an enabling environment for youth and promoting positive social norms for women to foster a supportive ecosystem for NEET youth to engage in, and benefit from the Project activities. Given the specialized nature of social norms and outreach activities with communities and youth proposed in the Project, a Social Norms Specialized Agency (SNSA) will be engaged to provide the necessary technical assistance. The agency will serve as an umbrella entity to support SPs implementing Components 1 and 2 to harmonize efforts and ensure quality across the project, raise awareness on climate resilience, and conduct a process evaluation to assess design and implementation adherence.

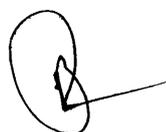
Sub-component 3.1. Community Strengthening, Engagement and Ownership

This sub-component will support the formation of CGs to focus on NEET youth activities, their orientation and training, and ownership building, their continued engagement in youth activities. Training will also include raising awareness on climate change impact and climate resilience. CGs will be established with help of the SPs through wide communication and awareness-raising campaigns. The details of CG structure including roles and functions will be included in the OM. CGs will (i) facilitate community mobilization and implement awareness raising and norms change activities; (ii) participate in beneficiary selection and trade selection procedures; (iii) oversee VLTCs; (iv) oversee monitoring and evaluation of the skills development and other activities at VLTCs; and (v) establish community protection mechanisms for preventing Sexual Exploitation (SEA) and Abuse and Sexual Harassment (SH) in VLTCs. CGs will arrange monthly community meetings (Uthan Boithak), and stakeholder consultations with help of the SPs.

In particular, this sub-component will finance communications and mobilization activities for forming CGs, orientation programs, refresher training, sensitization on norms influencing women's choices, implement SEA/SH prevention and mitigation measures, monthly and semi-annual meetings, verification and endorsement of selection of beneficiaries and trades, Uthan Boithaks, and costs of CG activities. Necessary training for the CGs will be provided by the SPs, and a joint committee would be formed by CGs and SPs to manage the VLTCs. Operation costs of the CGs will be managed by the SPs.

Sub-component 3.2: Awareness raising and community engagement to promote positive social norms.

The sub-component entails a set of awareness-raising and community engagement activities CGs will deliver with support from a Social Norm Specialized Agency (SNSA) throughout based on the “uptake of training” to “transitioning to job” continuum. The objective of these activities is to inform communities about project activities, shift negative gender stereotypes, attitudes and behaviors, and create an enabling environment for constraints faced by NEET



women's engagement in new education and employment opportunities. To inform communities of activities for uptake, this sub-component will support: (a) information dissemination programs such as orientations and communication campaigns through print, electronic and social media; and (b) preparation of materials for promoting the opportunities under the project. The sub-component will conduct behavior change communications campaign with tailored messages and community engagement activities with influential individuals including mobilizing champions and showcasing positive and successful stories with families will spur changes in perceptions towards women and work. When conducting outreach, SPs working with gender-based violence survivors will be encouraged to refer individuals to the CGs.

In particular, this sub-component will finance a SNSA, development of materials for awareness programs, manuals for training and group sessions on social norms, social media activities to attract females into skills development and employment opportunities, communications, outreach activities, training and orientation, and participation in national/international events. Communications activities will target both the NEET as well as their family members, especially their fathers and husbands who are found to have the greatest influence on female employment.

Sub-component 3.3: Supporting Career Counseling, Leadership Development and Positive Youth Engagement Activities

This sub-component support: (a) mentorship and counseling support to provide career guidance and address specific barriers faced by NEET youth who are particularly vulnerable or at risk; (b) stipend, fees and other costs of leadership development and life skills training to empower NEET female and male youth with decision making, negotiation and core soft skills for productive employment; and (c) engagement with CGs to involve community leaders and parents in enabling and supporting NEET youth. In addition, Upazila Youth Offices and District Youth Centers will promote youth participation in sports and cultural activities at the community level. Support will include identification and training of youth facilitators, recruitment and training for counsellors, counselling camps at Youth Clubs, adaptation and rollout of leadership and life skills training curriculum, and the purchase of sports materials and equipment. The support will also cover financing for the upazila administration to arrange annual and semi-annual sports and cultural events at educational institutions and youth clubs, as well as awareness raising and sensitization at the village level with help of the SPs.

Component 4: Enhancing Institutional Capacity and Project Management

Sub-Component 4.1 – Supporting Institutional Capacity Development for NEET Youth Programs

This sub-component will support: (a) preparation of an Organization Development Plan (ODP) for DYD under MoYS; (b) establishment of a portal-based management, monitoring and reporting mechanism at DYD/MoYS; (c) enhancing outreach capacity of DYD by establishing Union Youth Information Centers (UYIC); (d) institutional development of DYD and institutions under DYD and MoYS including District Youth Training Centers (YTCs) through Institutional Development Grants (IDGs) based on an Institution Development Plans (IDPs) ;

(e) equipment for digital management (IT equipment, management, replacement.); (f) digital payment and accounts management system; (g) real-time monitoring through supporting transport facilities, smart devices (linked to the portal), and data entry and management facilities and training to upazila level officials; (h) establishment of a research cell at DYD. This sub-component will also include a package of training, which will include leadership management, planning, finance, monitoring, and reporting to staff at DYD's District and Upazila Youth Centers.

All District Youth Training Centers (DYTCs) under DYD, National Sports Council, Bangladesh Krira Shikkha Protisthan (BKSP), Sheikh Hasina National Institute of Youth Development under DYD and MoYS will be supported through IDP Grants. IDPs will be prepared by the relevant institutions and will be approved by MoYS/DYD. IDPs will include (a) retrofitting, renovation/rehabilitation and upgradation of the existing infrastructure with access and other facilities for women, PwDs and others; (b) laboratory equipment and materials for training; (c) hired instructors from local and national industries/sectors; and (d) development and production of communication and outreach activities and materials. In addition, stipend and other incentives for undertaking trainings/courses by the NEET youth at BKSP, SHNIYD will be supported under IDP. The awarded IDPs will be implemented by the proposed institutions through a Performance Agreement between the PMU and the IDP Institution. All retrofitting, major renovation and repair, maintenance work under the IDGs will follow green infrastructure norms which is elaborately described in the CCTN.

To enhance the outreach capacity of DYD at upazila levels and below, this sub-component will also support the establishment of UYICs in 250 unions, preferably in the Union Parishad Building or in rented facilities. UYICs will: (a) serve as the information and coordination center for youth activities at the union level; (b) facilitate CGs, beneficiary and trade selection with assistance of the SPs; (c) monitor field-level activities and reporting entity; (d) connect employers to the beneficiaries by arranging job fairs and employer meetings; and (e) conduct psychosocial activities in the union. Officials of the UYICs will be recruited through an outsourcing mechanism. At least one out of the three staff members of UYIC will be female. At MTR, the UYICs will be evaluated and based on the findings the UYCs will be included in the ODP of DYD/MoYS. The selection criteria, process, and the roles and responsibilities of UYICs will be detailed in the OM.

The sub-component will also support the establishment of a Policy and Research Cell at DYD. The Project support will include relevant studies, surveys and dissemination and training. In particular, this sub-component will finance Implementation Development Grants, UYIC operations costs, the establishment of a Policy and Research Cell at DYD and related operational costs, furniture, equipment, consultancy, studies, dissemination and training.

DYD current head quarter building is structurally high risk mentioned by a team of BUET (report is attached in Appendix-13). Under the project this building will be retrofitted including installation of modern firefighting system and earthquake resisted according to BNBC code, which will be also climate resilient with incorporation of green technology.



Sub-Component 4.2 - Project Management, Communications, and Monitoring and Evaluation

This sub-component will support: (a) the establishment and operation of a PMU; (b) the development and update of a long-term Youth Development Plan; (c) preparation of Annual Sector Performance Report; and (d) an effective monitoring and evaluation system. It will also support impact evaluation for key project interventions, and coordination across relevant Ministries, agencies and non-government implementation partners, SPs, and communities. The sub-component will support an agency for coordination support at the upazila level and (Upazila Coordinator) at the level of the Upazilas and at the level of UYICs.

The Project will be implemented by a dedicated PMU to be established under the DYD. The PMU will be led by a Project Director (PD) and supported by an Additional Project Director (APD) and adequate, experienced technical staff and consultants for successful implementation of the Project, with preferably at least 30 percent women. An organogram for project implementation is presented in Annex 2. The field level activities will be implemented in partnership with the private sector, NGOs and CSOs with agreed terms of references. This sub-component will also support (a) LGED Grant to establish a Management Information System (MIS) for the project, (b) impact evaluation studies, satisfaction surveys, and (c) coordination across relevant ministries, agencies and non-government implementation partners, SPs and CGs.

2.4. Project Targets

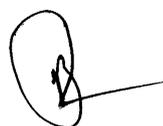
The targets are provided below against their objectives - sub-component wise:

Table 2: Component-wise project targets

Component 1: Enhancing Access to Alternate Education and Relevant Skills Development Opportunities	
<i>Subcomponent 1.1: Promoting access to skills development on market relevant skills including SEB and EDT</i>	<ul style="list-style-type: none"> • 5,000 Village Level Training Centers (VLTC) will Establish at the village label. • Provide community supported childcare facilities for the trainees at VLTCs in 20 upazilas. • Provide skill development trainings to 5,00,000 youth (300,000 female) through Village Level Training Centers (VLTCs). • Online training and offline assessment will be provided to 25,000 youth. • Provide innovation fund supporting different innovative projects for improving the socioeconomic conditions of 25,000 (15,000 female) youths from vulnerable groups (transgender, persons with disabilities (PWD), communities from hard to reach and special needs areas).



<i>Sub-component 1.2: Assisting the secondary dropped-out NEET youth to reach the skills ladder</i>	<ul style="list-style-type: none"> • Stipend/incentive will be provided to 100,000 (60,000 female) dropout students for access to existing education programs required to reach at the skill ladder.
Component 2 – Promoting Support for Wage and Self-Employment	
<i>Sub-component 2.1: Expanding the Horizon by Connecting the Beneficiaries with Markets</i>	<ul style="list-style-type: none"> • Each year per upazila one job fair will be organized to make face to face to session between employees and employers.
<i>Sub-component 2.2: Supporting Post-Training Wage Employment and Entrepreneurship Support</i>	<ul style="list-style-type: none"> • Internship/Apprenticeship Training will be provided for 1,00,000 trainees (preferably 60% female), each trainee will receive 6 months internship. • Provide Socio Emotional and Behavioral (SEB) and Enterprise Development Training (EDT) to 7,00,000 trainees (among them 5,00,000 will be the same trainees who will have skill training and 2,00,000 will be additional trainee who have trainings from the other government organizations). • 15,000 EARN youth will get access to competitive incubation mentoring and SEED financing. The funds will be added to the existing seed funds of DYD to expand seed financing facilities to the eligible beneficiaries.
Component 3: Promoting an Enabling Environment for NEET Youth	
<i>Sub-component 3.1: Community Strengthening, Engagement and Ownership</i>	<ul style="list-style-type: none"> • 2,500 community groups (CGs) (one for each union) will be established and provide initial, refresher trainings to the members (mostly female).
<i>Sub-component 3.2: Awareness Raising and Community Engagement to Promote Positive Social Norms</i>	<ul style="list-style-type: none"> • Communication and awareness firms will be engaged to create awareness about the importance, necessity, facilities, opportunities of the EARN project and disseminate the information through digital, traditional campaign in Radio, TV, Newspaper and social media.
<i>Sub-component 3.3: Supporting Career Counseling, Leadership Development and Positive Youth Engagement Activities</i>	<ul style="list-style-type: none"> • Provide sports and cultural equipment for college, madrasas and youth clubs. • 50,000 youth will be provide leadership development trainings through the 250 registered youth clubs.
Component 4: Enhancing Institutional Capacity and Project Management	
<i>Sub-Component 4.1 – Supporting Institutional</i>	<ul style="list-style-type: none"> • Capacity building training will be given to the staff of MoYS, DYD, NSC, BKSP, SHNIYD.



<p><i>Capacity Development for NEET Youth Programs</i></p>	<ul style="list-style-type: none"> • Establish a portal-based management, monitoring and reporting mechanism. • Provide small infrastructure and equipment for digital management (IT equipment etc.); • Develop digital payment and accounts management system; • Institutional Development Grants will be provided to District Youth Centers and other organization under MoYS. • Infrastructure of the offices under DYD.
<p><i>Sub-Component 4.2 - Project Management, Communications, and Monitoring and Evaluation</i></p>	<ul style="list-style-type: none"> • Operationalize PMU • Technical expert recruitment. • The development and update of a long-term Youth Development Plan. • Preparation of Organizational Development Plan of DYD under MoYS. • Third Party Validation Survey. • Preparation of Annual Sector Performance Report. • Employer satisfaction surveys. • Trainee tracking surveys. • Trainee satisfaction surveys. • Mid-term review assessment. • Effectiveness assessment studies. • International/ National Job market and skills assessment. • Impact Evaluation Study. • Project Management Information System Development. • Development of DYD infrastructure management information system (DYDIMIS). • Development of DYD Training Management System (DYDTMS).

2.5. Summary of Implementation Arrangement and Role of Partners

Table 3: Component-wise implementation arrangement and role of partners

Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
1	2	3	4	5
Beneficiary Selection and profiling (SC: 1.1)	MIC Cell of PMU; PMU	Services Providers (SPs),	SPs will conduct the surveys, input data. MIS cell will manage the data, create unique	Service Providers are competitively selected by

Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
1	2	3	4	5
		Community Groups (CGs)	ID, apply selection and profiling criteria. PMU clears the list of beneficiaries for different supports.	PMU following WB Proc Guideline
Trade Selection (SC: 1.1)	PMU	Services Providers (SPs), Community Groups (CGs)	SPs will conduct the market survey, CGs will endorse the findings, PMU will approve the trade list.	
Reaching the Skill Ladder (SC: 1.1)	PMU; MIS cell, UC	BOU	BOU will establish the learning centers, design accelerated curriculum, training the teachers and manage implementation;	BOU will report through MIS cell portal with unique ID of beneficiaries; UC will validate; MIS cell will manage the data, prepare Award Confirmation Forms for stipend disbursement through mobile banking, prepare semi-annual report.
VLTC Operation (SC: 1.1)	PMU	Services Providers (SPs), Community Groups (CGs), Specialized Gender Action Agency	SPs will establish, manage, report on VLTCs;	A. MIS cell will create a portal for data entry, SPs will put field level data on a monthly basis, UCs will review and clear the

Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
1	2	3	4	5
				data; B. MIS cell hire firm for sample validation, MIS cell will prepare the Award Confirmation Forms (ACF) for disbursement, semi-annual report, project statistics and update the RF. C. M&E unit of PMU will approve the reports, ACF etc.
Innovation Fund (SC: 1.1)	DYD, PMU	Selected Innovation Agencies (SIA)	PMU will organize the competition, select the best proposals based on expert committee recommendations, DG, DYD will approve the final selection	SIA's will regularly update MIS portal against unique ID of beneficiaries. SIA's will report semi-annually to M&E, Unit of PMU, PMU will arrange validation surveys.
Blended Training (SC: 1.1)	PMU, DYD	Online Training Service Provider (OTSP)	OTSP will be responsible for selection of trades, developing training materials, registration, and assessment.	MIS cell will collect information directly from the registration, attendance

Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
1	2	3	4	5
				and assessment data and report semi-annually to PMU.
Job Fairs and event arrangements (SC: 2.1)	UYO, PMU	SPs	SPs will report through MIS portal, UCs clear	MIS will consolidate and report to PMU semi-annually
Strengthening of Seed financing (SC: 2.2A)	SFW, DYD, Selection Panel of SFW	SPs	SFW will implement seed financing; SPs will provide incubation period support and mentoring.	PBS conditions will be reviewed by IVA; SP provide data on
Community Strengthening, Engagement and Ownership (SC: 3.1)	UC, PMU	SPs	SPs will establish the CGs, training CGs and facilitate CG activities; UC will coordinate CG activities;	SPs will report to MIS cell, UCs will validate, MIS cell will prepare semi-annual report
Awareness raising and community engagement (SC: 3.2)	UC, PMU	SPs, Communication Firm	Communication Firm, hired by PMU, will prepare communication strategies, materials, national programs and advertisements; SPs will implement mobilization activities in the field.	SPs will report to MIS cell, UCs will validate, MIS cell will prepare semi-annual report
IDP (SC: 4.1)	IDP Agencies, PD, PMU	LGED	IDPs will be implemented by the institutions; any renovation/retrofitting works will be managed by LGED;	Agencies report to MIS cell through MIS portal; MIS cell organize sample validations



Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
1	2	3	4	5
				against the agreed milestones; Semi-annual report prepared by MIS cell; M&E call of PMU approves the reports.
ODP and Capacity Building (SC: 4.1)	ODP consultants; Training Firm/agency		ODP prepared by ODP consultants; DYD approves the ODP; Capacity building of the officials will be implemented by capacity enhancement agency recruited by PMU.	DYD reports to MIS cell through the MIS portal, Semi-annual report prepared by MIS cell; M&E call of PMU approves the reports.

2.6. Project Implementation Arrangement

The Project will be implemented over five and half years period, with the first year focusing mostly on preparation processes. A dedicated Project Management Unit (PMU) has been established within DYD, led by a Project Director (PD), and supported by additional staffs. The DYD will partner with Local Government Engineering Department (LGED) and Bangladesh Open University (BOU) and establish Union Youth Information Centers (UYICs) for implementation of the Project at the local level. Upazila Youth Development Officer (UYDO), Upazila Nirbahi Officer (UNO) will assist the PMU in the process. The PMU will engage Service Providers (SPs) and outsourced staff and communities for successful implementation of the component activities.

3. Context of the Assignment

While more than half of the 1.7 million new labor market entrants are female, they also constitute 89.6 percent of the NEET youth population and are not able to actively engage in the economy. This is critical in a country where gender gap in labor force participation is wide with female LFP at 36.4 percent compared to 84.2 percent for men. The key determinants of such high share of female NEET population are limited access to opportunities to develop trade

and life skills, lack of information on and linkage with potential employers, financial constraints, and restrictive social norms around women working. EARN project takes a comprehensive approach to tackle the barriers for NEET female through activities such as: communication campaigns that address constraining social norms, establishing childcare facilities so that female beneficiaries with children can feel encourage to actively part in the training program. As most of beneficiaries are women there is a possibility of SEA/SH/GBV risk considering the negative social norms. Given the specialized nature of social norms and outreach activities with communities and youth proposed in the Project, a Social Norms Specialized Agency (SNSA) will be engaged to provide the necessary technical assistance. The agency will serve as an umbrella entity to support SPs implementing Components 1 and 2 to harmonize efforts and ensure quality across the project, establishment of childcare facilities, raise awareness and conduct a process evaluation to assess design and implementation adherence.

4. Objective of the Assignment

The objective of the services is to provide support to the PMU of EARN in (i) designing the Social Norms (SN) strategies for the EARN project, (ii) designing Gender Equality and Social Inclusion (GESI) guideline (iii) designing and adopting implementation strategy (like monitoring framework, supervision mechanism, awareness campaign), producing relevant resources for SN strategies and activities, (iv) Prepare a model for childcare facility and establish 20 childcare facilities at VLTCs, (v) SN impact evaluation including establishing the baseline, mid-term review and end-line completion report. Evaluation reports should include efficiency of implementation of SN strategies and activities, achievement of SN impacts and so on.

5. Scope of Work of the Social Norms Specialized Agency (SNSA)

The SNSA will be responsible to carry-out the implementation support in overall whole project area of EARN. The agency will be responsible for, but not limited to, the following activities:

- (i) Design an overall SN strategy for promoting an enabling environment for EARN beneficiaries, with special focus on inclusion, gender related norms, and community engagement.
 - o Identify the fundamental elements that need to be considered in designing and implementing social norms interventions aimed at removing barriers and enhancing female participation in abovementioned project activities. These elements includes, i) gender and social norms associated with women attending trainings, women working, and women's mobility among others; ii) perceptions and misperceptions on what is acceptable, iii) sanctions, iv) reference groups that project's beneficiaries refer to; v) community engagement activities that can address social norms; and vi) effective communications activities for diffusion of social norms related messages. Such identification should pay special attention to norms that influence youth.
 - o Based on the identification of the above, undertake an overall study on the SN that impact female labor force participation, inclusion of people with disability and other vulnerable youth groups in economic and social activities; the study will serve the



- purpose of the needs assessment and baseline for evaluating SN evolution. This study may include desk review, secondary data, FGDs and/or field survey.
- Identify the rules, roles, actions, monitoring and reporting arrangements for different players, such as, Implementation Agencies, Partners, Service Providers, Community Groups and its members, Trainers, Coordinators, Officials and other relevant stakeholders,
 - Disseminate the strategy with relevant stakeholders, gather feedback and finalize the strategy
 - Design an evaluation plan for the strategy
 - Longitudinal study on SN changes, spatial differences
 - Follow up studies, impact evaluation and gender norm evolution studies to capture results from specific set(s) of intervention agreed between with PMU and World Bank.
- (ii) Design Gender Equality and Social Inclusion (GESI) guideline for each activity and relevant players, partners, agencies under project.
- Develop an overall guideline and criteria based on the SN strategy for all sorts of activities including operation of VLTCs, YTCs, OTSP, training activities, training modules and relevant contents and so on. GESI Guideline will be instrumental to mainstream the gender and social inclusion lens for all project activities.
 - Orienting and capacity building of implementing the GESI guideline for all relevant stakeholders including the DYD and PMU officials, partner organizations (SP, LGED, BOU, etc.) and their officials, CGs and so on.
 - Refreshers training and evaluation of the capacity of the agencies/partners
 - Development and produce handouts, guidebooks on GESI.
- (iii) Designing and adopting implementation strategy, producing relevant resources
- Developing Monitoring strategy and tools for SN and GESI
 - Designing monitoring framework including roles and responsibilities, evaluation plan, monitoring instrument, reporting templates, relevant surveys and supervision mechanism for SN strategies and activities.
 - Designing the tools and information flow strategy in connection with the overall EARN monitoring framework and providing support in developing the evaluation tools on the SN and GESI activities.
 - Reporting strategy, frequency, dissemination
 - ✓ Producing bi-annual progress reports based on the findings during monitoring.
 - ✓ Assist and extend support to PMU and SPs to improve the GESI and SN interventions based on the findings from the monitoring report.
 - Sexual Exploitation and Abuse (SEA)/Sexual Harassment (SH) Risk Management
 - The firm will develop an SEA/SH risk mitigation action plan building on the draft plan developed by the World Bank. Sensitize PMU, SPs and stakeholders on SEA/SH. Set up a GBV Grievance Redress Mechanism (GRM) that includes:
 - ✓ Conduct mapping of GBV service providers,
 - ✓ Form a dedicated SEA/SH Grievance Redress Mechanism with adequate coverage at all levels of activities and geographic spread. Link to existing

Ministry of Youth and Sports (MoYS) Helplines. Have clear guidance on the role of SPs in ensuring a functional GRM and coordinating with PMU and SNSA on response.

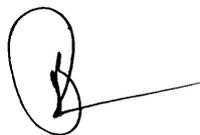
- ✓ Establish a referral pathway for SEA/SH cases that may emerge during the implementation of the project and build linkage to key GBV service providers.
 - Develop the Code of conduct (CoC) on SEA/SH for all the project actors of all levels and support DYD, MoYS and SPs to implement the CoC during hiring of project staff. Develop behavioral standards and disseminate them with all the stakeholders.
 - Provide supervision and quality assurance of SEA/SH incident response mechanism under the project.
 - Build capacity of DYD on SEA/SH incident response. Provide Capacity building training for all project staff of MOYS, DYD, SP, SNSA and other relevant project staff.
 - Raise awareness in communities on SEA/SH.
 - Develop Training guidelines for SPs to provide training on SEA/SH to sub-consultants, contractors, community groups, youth groups, employer and other relevant stakeholders. Develop training guidelines for PMU to train all project staff.
 - Communication strategy and materials
 - Assist PMU in implementing the SN related communication strategy.
 - Work with the PMU in developing and producing communication materials and activities.
- (iv) Establishment of 20 childcare (1 for each of the selected 20 upazila) facilities that meet the minimum quality standards set by national guidelines, such as *The Child Day Care Act of 2021*, and global standards outlined in the *Guidance Note: Essential Elements of Quality Guidance* (see Annex 4). Model design, service provision plans, locations, operating procedures, facility staff training curriculum, caregiver recruitment plans and learning materials must be approved by the PMU and designated partners prior to implementation:

Estimated Duration: Childcare facilities are expected to become operational within 6 months from contract effectiveness and remain operational until the end of the contract.

Estimated Capacity: Childcare facilities are expected to operate 8-10 hours each day with an estimated capacity for 30 children in the age range of 0-6 years. Facility operating hours must align with anticipated needs of NEET beneficiaries and with the working hours of mothers and families to realize the true benefit of childcare services.

Model Design and Preparatory Activities

- Develop or adapt a standard model for childcare facilities.



- Develop or adapt standard operating protocols, training curriculum for caregivers and facility staff, and learning materials. Learning materials should be age and culturally appropriate and include play materials for learning through play.
- Ensure equipment and materials as per approved model, if required design and renovate center.
- Develop caregiver recruitment criteria, recruitment strategies, and provide training to recruited caregivers and facility staff, prioritizing women from the communities where childcare facilities are being provided.
- ◆ **Community Mobilization**
 - Carry out robust community mobilization activities for at least two months in the community to facilitate uptake of childcare services by community members. Mobilization activities are critical to generate initial demand and uptake to avoid undersubscription in the project areas.

Implementation

- ◆ Please see Annex 4 for detailed outline of minimum global standards the agency is expected to follow in providing childcare services. Key points are provided below; however, the firm must refer to the full guidance note provided by the PMU in developing childcare facilities:
 - Childcare facilities must offer a safe and clean environment free of hazards with ventilation, light, and accessible exits and age-appropriate toilet and handwashing facilities.
 - Childcare facilities must ensure full security, monitoring, cognitive development, specifically on ensuring child safeguarding (i.e. Positive discipline strategies used to promote positive behaviors and no corporal punishment, verbal abuse, exploitation or humiliation. All personnel will be required to sign and abide by a code of conduct and be held accountable for any grievances files against them.)
 - There should be attention to children's health and hygiene. The provider would be expected to provide snacks/meals/drinking water.
 - Childcare services will include monthly parent meetings and ensure the establishment of appropriate mechanisms for parents to provide feedback and register complaints.

Monitoring and Evaluations

- Develop adequate monitoring and evaluation systems and regularly report to the PMU and designated partners on implementation progress, quality, and feedback from users .
- Provide monthly reporting to PMU and designated partners in a format approved by PMU and designated partners.
- ◆ The selected agency will be expected to work closely with the PMU, service providers and designated partners throughout the design and implementation of childcare facilities. Childcare services are expected align with training activities conducted by service providers e.g., hours of operation, location, duration etc.



- ◆ The selected agency will be expected to work closely with relevant partners to support an impact evaluation of the childcare pilot. The agency is required to follow impact evaluation protocol and procedures to be defined during the design phase.
- (v) SN will be responsible for relevant monitoring and process evaluations including establishing the baseline, mid-term review and end-line completion report. Evaluation reports should include efficiency and costing information as they relate to the implementation of SN strategies and activities, achievement of SN impacts and so on.

6. Qualification and Experiences of Key-Experts of SNSA

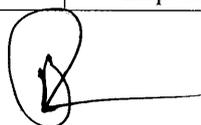
The following tables provide the key professional minimum qualification for educational background and professional experiences.

Table 4: Qualification and Experiences of Key-Experts of SNSA

SI No	Position	Qualification	Experience
1	Team Leader	<ul style="list-style-type: none"> ▪ Master's Degree in sociology, social work, anthropology, women's studies, development studies or other relevant disciplines. ▪ Strong project management skills with a demonstrated track record of successful project delivery. ▪ Efficient in ensuring that an effective monitoring system is in place for achieving program targets and sound financial management, ensuring that value for money can be effectively demonstrated to the donor. ▪ Skilled in report writing both in Bangla and English, analyzing data for decision making and participation. 	<ul style="list-style-type: none"> ▪ Minimum 20 years of general experience ▪ Minimum 15 years of progressive work experience in any national/international organization relevant to mainstreaming gender into skills development and jobs, in line with climate change programs to promote gender equity, including designing and strategic direction of SN, gender, GESI, gender audit and/or gender program analysis, and gender targeted support. Experience on youth-targeted projects is preferred. ▪ Minimum 10 years' experience as a Team Leader/Project Director is required. ▪ Experience in developing, managing, and leading program related strategic liaison with GoB, donors, and development partners. ▪ Have expertise in leading the development of high-



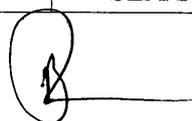
SI No	Position	Qualification	Experience
			<p>quality programming, annual plans, and budgeting processes.</p> <ul style="list-style-type: none"> ▪ Strong skills and experience in maintaining good working relationships with government officials, Ministries, Development Partners as well as divisional and district-level authorities.
2	Gender/ GBV Expert	<ul style="list-style-type: none"> ▪ Master's degree in sociology, social work, anthropology, gender studies, development studies or other relevant disciplines. ▪ Have demonstrated knowledge on gender and youth analyses and gender and youth integration programming. 	<ul style="list-style-type: none"> ▪ Minimum ten (10) years of progressive work experience in any national/international organization relevant to mainstreaming gender into skills development and jobs, in line with climate change programs to promote gender equity, including designing and strategic direction of gender, GESI, SN, gender audit and/or gender program analysis, and gender targeted support, and GBV prevention and response. ▪ Have expertise in designing GESI guideline for each project activity and relevant players, partners, agencies. ▪ Proven experience to conducting gender and youth analyses and gender and youth integration programming. ▪ Experience in designing and developing monitoring strategy, tools, and information flow strategy in connection to overall project monitoring framework for SN and GESI. ▪ Experience in conducting



SI No	Position	Qualification	Experience
			mapping of GBV service providers, especially for project areas where there are gaps in mapping of such service providers and SEA/SH Grievance Redress Mechanism and referral pathways in partnership with the identified GBV service provider.
3	Social Norms Expert	<ul style="list-style-type: none"> ▪ Master's degree in sociology, social work, anthropology, gender studies, development studies or other relevant disciplines. ▪ An ability to communicate effectively with people on all levels both inside and outside the organization on issues that could be complex or sensitive in nature. ▪ Clear knowledge and understanding of social and gender norms within the project context (both geographic and technical context). ▪ Extensive professional knowledge on community dynamics, leadership structure, cultural sensitivity, and inclusivity for promoting an enabling environment and responsiveness. 	<ul style="list-style-type: none"> ▪ Minimum ten (10) years specific experience in a similar field from a social perspective and have a proven track record. ▪ Experience in demonstrating awareness of SN strategy and responsiveness to gender and social issues in cross-cultural contexts. ▪ Experience in successfully designing and facilitating participatory training and workshops. ▪ Expertise on designing an overall SN strategy for promoting an enabling environment for NEET youth, with special focus on inclusion, gender related norms, community engagement and so on.
4	Communication Expert	<ul style="list-style-type: none"> ▪ Master's Degree, preferably in Social Sciences /Mass Communication or 	<ul style="list-style-type: none"> ▪ At least ten (10) years' experience, preferably in communication, advocacy in youth development, women



SI No	Position	Qualification	Experience
		relevant discipline.	<p>empowerment, SN and gender inclusion.</p> <ul style="list-style-type: none"> ▪ Excellent experience of rapport building, networking, public relation, liaison, and relationship building for communication and advocacy. ▪ Expertise on support to communication firm to design, develop the communication strategy, materials for the project and implement advocacy strategy and plan through consortium. ▪ Have experience on preparing document best practices related to Gender Equality & Inclusion, and youth empowerment and prepare evidence-based documents for conducting policy advocacy issues.
5	Training Expert	<ul style="list-style-type: none"> ▪ Master degree from gender studies, sociology, social work, anthropology, development studies, or other relevant disciplines. 	<ul style="list-style-type: none"> ▪ Minimum ten (10) years specific experience in a similar field from a social perspective and have a proven track record. ▪ Expertise on managing and facilitating the training, Orienting and capacity building events of implementing the guideline of GESI and addressing GBV, SEA/SH for all relevant stakeholders including the partner organizations and GoB officials, community people. ▪ Experience in developing training guidelines to provide training on GESI, GBV, SEA/SH to service providers,



SI No	Position	Qualification	Experience
			<p>staffs, contractor, community groups, youth groups, employer, and other relevant stakeholders.</p> <ul style="list-style-type: none"> ▪ Experience on managing and facilitating trainings, develop Training guidelines for youth specially for female and disadvantaged group.
6	Monitoring and Evaluation Expert	<ul style="list-style-type: none"> ▪ Master's from preferably Economics, Statistics, Public Administration, development studies, or other relevant disciplines. 	<ul style="list-style-type: none"> ▪ Minimum ten (10) years specific experience in a similar field from a social perspective and have a proven track record. ▪ Experienced in leading, designing and Developing Monitoring strategy and tools for SN, GESI, SEA/SH and Monitoring framework including roles and responsibilities. ▪ Designing the tools and information flow strategy in connection with the overall project monitoring framework. ▪ Experience in data input to MIS online portal. ▪ Experience to conduct mapping of GBV service providers, especially for project areas where there are gaps in mapping of such service providers and SEA/SH Grievance Redress Mechanism and referral pathways in partnership with the identified GBV service provider.
7	Childcare Expert	<ul style="list-style-type: none"> ▪ Master's degree in early childhood development or other related disciplines. 	<ul style="list-style-type: none"> ▪ At least 10 years of relevant work experience in any reputable national/



SI No	Position	Qualification	Experience
		<ul style="list-style-type: none"> ▪ Knowledge and expertise in safeguarding children from violence, abuse, and exploitation. ▪ Possess specialized professional training in the field of early childhood development/childcare. ▪ Proficiency in comprehending the sophisticated structure of child caregiver training and proposing enhancements to the system, aiming for improved child development outcomes and increased female workforce participation. 	<ul style="list-style-type: none"> ▪ international NGO/relevant agencies in a similar position. ▪ Have at least 5 years of experience as a Childcare Professional, demonstrating expertise in offering supervisory oversight within Child Care Centers and providing guidance to caregivers and parents. ▪ Experience in developing and implementing educational and recreational programs, which has focus on fostering the physical, emotional, behavioral, and social skills of children.
8	Researcher	<ul style="list-style-type: none"> ▪ Graduation/post-graduation from sociology, social work, anthropology, development studies, or other relevant disciplines. ▪ PhD degree will be considered as an additional qualification. ▪ Report writing both Bangla in English, analyze data for decision making and participation. 	<ul style="list-style-type: none"> ▪ Minimum ten (10) years specific experience in a similar field from a social perspective and have a proven track record on research related work. ▪ Experienced in leading, designing and conducting study specially on gender sensitization, social norms that impact female labor force participation. ▪ Have proven experience in demonstrating knowledge and successful ability to conduct gender and youth analyses and gender and youth integration programming including addressing the GBV, SEA/SH.



7. Qualification and Experiences of Non-Key Experts of SNSA

The following tables provide the key professional minimum qualification for educational background and professional experiences.

Table 5: Qualification and Experiences of non-Key Experts of SNSA

SI No	Position	Qualification	Experience
1	Jr. Gender Expert	<ul style="list-style-type: none"> ▪ Master's degree in sociology, social work, anthropology, gender studies, development studies or other relevant disciplines. ▪ Demonstrated knowledge on gender and youth analyses and gender and youth integration programming. 	<ul style="list-style-type: none"> ▪ Minimum of five (5) years of progressive experience with an inter/national organization mainstreaming gender into skills development and jobs, in line with climate change programs to promote gender equity, including designing and strategic direction of gender, gender sensitization, GESI, SN, gender audit and/or gender program analysis, and gender targeted support. ▪ Have expertise in design GESI guideline for each project activity and relevant players, partners, agencies. ▪ Proven experience in conducting gender and youth analyses and gender and youth integration programming. ▪ Experience in designing and developing monitoring strategy, tools and information flow strategy in connection to overall project monitoring framework for SN and GESI. ▪ Experience to conduct mapping of GBV service providers, especially for project areas where there are gaps in mapping of such service providers and SEA/SH Grievance Redress Mechanism and referral pathways in partnership with the identified GBV service provider.
2	Jr. Social Norms Expert	<ul style="list-style-type: none"> ▪ Master's Degree in sociology, social work, anthropology, gender studies, development studies 	<ul style="list-style-type: none"> ▪ Minimum five (5) years of specific experience in a similar field from a social perspective and have a proven track record.



SI No	Position	Qualification	Experience
		<p>or other relevant disciplines.</p> <ul style="list-style-type: none"> ▪ Clear knowledge and understanding of social and gender norms within the project context (both geographic and technical context). ▪ An ability to communicate effectively with people on all levels both inside and outside the organization on issues that could be complex or sensitive in nature. 	<ul style="list-style-type: none"> ▪ Extensive professional knowledge on community dynamics, leadership structure, cultural sensitivity and inclusivity for promoting an enabling environment and responsiveness. ▪ Expertise on designing an overall SNSA strategy for promoting an enabling environment for NEET youth, with special focus on inclusion, gender related norms, community engagement and so on. ▪ Have experience in demonstrating awareness of SN strategy and responsiveness to gender and social issues in cross-cultural contexts. ▪ Proven experience to successfully design and facilitate participatory training and workshops.
3	Training Specialist	<ul style="list-style-type: none"> ▪ Master Degree in studies, sociology, social work, anthropology, development studies, or other relevant disciplines. 	<ul style="list-style-type: none"> ▪ Minimum five (5) years of specific experience in a similar field from a social perspective and have a proven track record. ▪ Expertise on managing and facilitating the training, Orienting and capacity building events of implementing the guideline of GESI and addressing GBV, SEA/SH for all relevant stakeholders including the partner organizations and GoB officials, community people. ▪ Experience in developing training guidelines to provide training on GESI, GBV, SEA/SH for service providers, staffs, contractor, community groups, youth groups, employer and other relevant stakeholders. ▪ Expertise on managing and facilitating trainings, developing training



SI No	Position	Qualification	Experience
			guidelines for youth specially for female and disadvantaged group.
4	Finance and Accounts Officer	<ul style="list-style-type: none"> ▪ Master's Degree in business administration, finance, accounting, or other relevant disciplines. 	<ul style="list-style-type: none"> ▪ Minimum ten (10) years specific experience in financial management, banking transaction and VAT & Tax management and have a proven track record. ▪ Expertise on work practices and procedures for better operational efficiency and potential issues in accounts, financial processes and controls ▪ Expertise on providing support and input to project financial planning processes, produce and review financial reports, ensuring that expenditure is according to approved contractual budgets. ▪ Expertise on maintenances of purchase procedures, keeping invoice and all other relevant documents, so that internal & external Audit can be performed without any objections.
5	Admin and Procurement Officer	<ul style="list-style-type: none"> ▪ Master's Degree in business administration, public administration, or other relevant disciplines. 	<ul style="list-style-type: none"> ▪ Minimum ten (10) years specific experience in procurement of goods, work and services, HR management strategies and have a proven track record. ▪ Expertise on preparing/review/finalize procurement documents like bidding documents, Terms of Reference, Request for Proposals (RFP) Document, bid/proposal evaluation reports etc. ▪ Expertise on implementation of administrative policy & procedure for smooth operations, manage conflict resolution, disciplinary issues & conduct departmental enquiry & grievance procedure.



Sl No	Position	Qualification	Experience
6	Research Associate	<ul style="list-style-type: none"> ▪ Bachelor's Degree in social science or arts or equivalent degree. 	<ul style="list-style-type: none"> ▪ Minimum 5 years of general experience in a similar position ▪ Minimum 2 years of specific experience in a similar field
7	Research Assistant	<ul style="list-style-type: none"> ▪ Bachelor's Degree in social science or arts or equivalent degree. 	<ul style="list-style-type: none"> ▪ Minimum 2 years of general experience in a similar position ▪ Minimum 1 year of specific experience in a similar field

Table 6: Person-Months (PM) of the Key Expert

SN	Position	No	PM	Total
1	Team leader	1	30	30
2	Gender/ GBV Expert	1	30	30
3	Social Norms Expert	1	30	30
4	Communication Expert	1	24	12
5	Training Expert	1	24	24
6	Monitoring and Evaluation Expert	1	30	30
7	Childcare Expert	1	30	30
8	Researcher	1	12	12
Total		8	210	210

Table 7: Person-Months (PM) of the Non-Key Expert

SN	Position	No	MM	Total
1	Jr. Gender Expert	2	30	60
2	Jr. SN Expert	2	30	60
3	Training Specialist	4	18	72
4	Finance and Accounts Office	1	30	30
5	Admin and Procurement Officer	1	30	30
6	Research Associate	3	18	54
7	Research Assistant	3	18	54
Total		16	174	360

8. Supporting Staff

The SNSA may employ supporting staff for the supervision of the assignment activities and operation of the project office, if required. The supporting staff may include:

- Multiple data enumerator
- Certified Care giver as per requirement for 20 Childcare facilities in 20 (twenty) upazilas (1 for each upazila). VLTCs will be accompanied by childcare facilities or



alternative caregiver arrangements for the trainees who are mothers of children aged six years or younger in 20 selected Upazilas all over Bangladesh.

- Office support staff as per requirement

9. Deliverables

- i) Inception Report. This report should include:
 - Annual work plan with Biannual Milestone
 - Approach and methodology including target numbers, indicators and evaluation plan
 - Detail office setup including information about officials and staff
 - If there is any detailed information on office setup in project areas (division, district and upazila)
- ii) Overall SN Strategy
- iii) Longitudinal study on SN changes, spatial differences
- iv) Reports on 2 Follow up studies, 1 impact evaluation and 1 gender norm evolution study.
- v) Gender Equality and Social Inclusion (GESI) guideline for each project activity and relevant players, partners, agencies.
- vi) Training manuals in alignment with the SNs strategies and activities, and GESI guideline.
- vii) Childcare model design, service provision plans, operating procedures, facility staff training curriculum, caregiver recruitment plans and learning materials
- viii) Monitoring framework, tools and reporting templates and supervision mechanism.
- ix) Bi-annual progress reports on the findings during monitoring.
- x) Training guidelines for SPs to provide training on SEA/SH.
- xi) SEA/SH Risk Management and tools.
- xii) SN impact evaluation Report.

10. SN impact evaluation Report

- a. Overall management, evaluation, payment and communication
- b. Facilitate working with all implementers/partners/agencies
- c. Guide and participate in the consultations
- d. Review the strategy, participate in review process
- e. Approval of steps

11. Expected Time Schedule

A service agreement will be signed between PMU and the selected Social Norm Specialized Agency (SNSA) for a maximum of 33 months duration. The duration of the agreement could be renewed based on the further requirement of the project and satisfaction of the services. The service agreement with the respective SNSA shall include the following:



- Carry out its obligations under the Service Agreement with due diligence and efficiency and in accordance with sound technical, economic, financial, managerial, environmental and social standards and practices satisfactory to the PMU-DYD.
- SNSA will have to maintain a standard financial management system.
- SNSA will preserve all documents and payment documents regarding the assign task under EARN project.

12. Reportable to

All the selected SNSA will report to the Project Director, EARN project, Department of Youth Development (DYD) under Ministry of Youth and Sports (MoYS).

13. Payment structure

The total cost of the assignment will depend on the deliverables.

Table 8: Payment schedules

Deliverables	Frequency	Delivery Months	Share of payment (%)
Inception Report	1	2	10.00
Overall SN Strategy (SNS)	1	6	10.00
Longitudinal study on SN changes including spatial differences	1	9	10.00
Gender Equality and Social Inclusion (GESI) guideline	1	9	10.00
Training manuals in alignment with the SNS Strategy and GESI guideline	1	12	5.00
Reports on Follow up studies on the SNS	2	18, 30	8.00
Monitoring framework, tools and reporting templates and supervision mechanism	1	10, 20, 30	6.00
Bi-annual progress reports	3	12, 24, 30	9.00
Training guidelines tailored for PMUs and for SPs to provide training on SEA/SH	1	10	5.00
Sexual Exploitation and Abuse (SEA)/Sexual Harassment (SH) Risk Management plan and tools	1	10	5.00
SN impact evaluation Report	1	27	6.00
Annual implementation efficiency report	2	18, 30	6.00
Completion Report	1	30	10.00

Annex-1: Gender Equality and Social Inclusion (GESI) Design and Mainstreaming

Develop implementation guidelines that include mainstream Gender Equality and Social Inclusion (GESI) across all project activities and tiers of engagement:

- *Key illustrative activities for GESI mainstreaming under the Project Component 1 include:* developing guidelines ensuring that all project activities such as beneficiary Selection and profiling, community mobilization, formation of Community Groups, awareness raising, organization of center management committees, establishment and functioning of village level training centers (VLTC), selection of trades, hiring and training of instructors, delivery of blended and offline training, are gender sensitive and inclusive of persons with disabilities and other vulnerable groups
- *Key illustrative activities for GESI mainstreaming under the Project Component 2 include:* developing guidelines ensuring that all project activities such as training and sensitization of employers, implementation of internship and apprenticeship opportunities, labor mediation services and enterprise visits, seed financing mechanism and incubation support are gender sensitive and inclusive of persons with disabilities and other vulnerable groups
- *Key illustrative activities for GESI mainstreaming under the Project Component 3 include:* developing guidelines ensuring that all project activities such as the functioning of community groups including communications and mobilization, SN activities and career counseling support, leadership development and positive youth engagement at the UYIC and Youth centers are gender sensitive and inclusive of persons with disabilities and other vulnerable groups.



Annex-2: Trade List

Industries / Sectors	Name of Trades
1. Agricultural Industry	a. Sustainable Agriculture and Organic Farming
2. Livestock & Fisheries	a. Sustainable Livestock Production,
	b. Processing and Diversified
	c. Applications
	d. Sustainable Aquamarine/Mariculture Production
	e. Sustainable Dairy Production
3. Service Industry	a. ICT, Outsourcing, and Freelancing (GIG economy)
	b. Sales and Marketing
	c. E-Vehicle
	d. Waste Recycling and Management
	e. Logistic Sector
	f. Traditional & High Demand Trades
4. Tourism & Hospitality Management	a. Restaurant and Food Service
	b. Hotel and Hospitality Management
5. Energy Industry	a. Renewable Energy and Green Technology
6. Manufacturing & Small Cottage Industry	a. Light Industry
	b. Toy Industry
	c. Craft & Handmade Industry
7. Flower Industry	a. Sustainable Floriculture Industry
8. Apparel Industry	a. RMG Sector
9. Fertilizer Industry	a. Sustainable Fertilizer
10. Fintech Industry	a. Bank-led Mobile Financial Services (MFS) Sector
11. Packaging Industry	a. Product Packaging and Canning
12. Health, Pharmaceuticals, & Hospital	a. Health Sector
13. Demand based training for SEZ / EPZ / EZ	



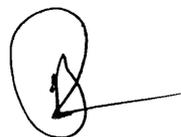
Annex-3: Upazila List

SI No	Division	District	Upazila
1.	Barishal	Barguna	Patharghata
2.	Barishal	Barishal	Bakerganj
3.	Barishal	Barishal	Mehendiganj
4.	Barishal	Barishal	Muladi
5.	Barishal	Bhola	Bhola Sadar
6.	Barishal	Bhola	Charfasson
7.	Barishal	Jhalokati	Nalchhity
8.	Barishal	Patuakhali	Bauphal
9.	Barishal	Patuakhali	Galachipa
10.	Barishal	Pirojpur	Mathbaria
11.	Chattogram-1	Bandarban	Alikadam
12.	Chattogram-1	Bandarban	Bandarban Sadar
13.	Chattogram-1	Bandarban	Lama
14.	Chattogram-1	Bandarban	Naikkhongchhari
15.	Chattogram-1	Bandarban	Rowangchhari
16.	Chattogram-1	Bandarban	Ruma
17.	Chattogram-1	Bandarban	Thanchi
18.	Chattogram-3	Brahmanbaria	Banchharampur
19.	Chattogram-3	Brahmanbaria	Bijoyagar
20.	Chattogram-3	Brahmanbaria	Brahmanbaria Sadar
21.	Chattogram-3	Brahmanbaria	Kasba
22.	Chattogram-3	Brahmanbaria	Nabinagar
23.	Chattogram-3	Brahmanbaria	Nasirnagar
24.	Chattogram-3	Brahmanbaria	Sarail
25.	Chattogram-3	Chandpur	Chandpur Sadar
26.	Chattogram-3	Chandpur	Faridganj
27.	Chattogram-3	Chandpur	Hajiganj
28.	Chattogram-3	Chandpur	Kachua
29.	Chattogram-2	Chattogram	Anwara
30.	Chattogram-2	Chattogram	Banskhali
31.	Chattogram-2	Chattogram	Fatikchhari
32.	Chattogram-2	Chattogram	Hathazari
33.	Chattogram-2	Chattogram	Mirsarai
34.	Chattogram-2	Chattogram	Rangunia
35.	Chattogram-2	Chattogram	Raozan
36.	Chattogram-2	Chattogram	Satkania
37.	Chattogram-2	Chattogram	Sitakunda
38.	Chattogram-3	Cumilla	Barura
39.	Chattogram-3	Cumilla	Burichang
40.	Chattogram-3	Cumilla	Chandina
41.	Chattogram-3	Cumilla	Chauddagram
42.	Chattogram-3	Cumilla	Daudkandi
43.	Chattogram-3	Cumilla	Debidwar
44.	Chattogram-3	Cumilla	Laksam

Sl No	Division	District	Upazila
45.	Chattogram-3	Cumilla	Lalmai
46.	Chattogram-3	Cumilla	Manoharganj
47.	Chattogram-3	Cumilla	Muradnagar
48.	Chattogram-3	Cumilla	Nangalkot
49.	Chattogram-2	Cox's Bazar	Chakaria
50.	Chattogram-2	Cox's Bazar	Coxs Bazar Sadar
51.	Chattogram-2	Cox's Bazar	Eidgaon
52.	Chattogram-2	Cox's Bazar	Kutubdia
53.	Chattogram-2	Cox's Bazar	Maheshkhali
54.	Chattogram-2	Cox's Bazar	Pekua
55.	Chattogram-2	Cox's Bazar	Ramu
56.	Chattogram-2	Cox's Bazar	Teknaf
57.	Chattogram-2	Cox's Bazar	Ukhia
58.	Chattogram-3	Feni	Feni Sadar
59.	Chattogram-3	Feni	Sonagazi
60.	Chattogram-1	Khagrachhari	Dighinala
61.	Chattogram-1	Khagrachhari	Guimara
62.	Chattogram-1	Khagrachhari	Khagrachhari Sadar
63.	Chattogram-1	Khagrachhari	Lakkhichhari
64.	Chattogram-1	Khagrachhari	Mahalechhari
65.	Chattogram-1	Khagrachhari	Manikchhari
66.	Chattogram-1	Khagrachhari	Matiranga
67.	Chattogram-1	Khagrachhari	Panchhari
68.	Chattogram-1	Khagrachhari	Ramgarh
69.	Chattogram-3	Lakshmipur	Lakshmipur Sadar
70.	Chattogram-3	Lakshmipur	Ramganj
71.	Chattogram-3	Noakhali	Begumganj
72.	Chattogram-3	Noakhali	Companiganj
73.	Chattogram-3	Noakhali	Hatiya
74.	Chattogram-3	Noakhali	Senbag
75.	Chattogram-3	Noakhali	Sonaimuri
76.	Chattogram-3	Noakhali	Subarnachar
77.	Chattogram-3	Noakhali	Noakhali Sadar
78.	Chattogram-1	Rangamati	Baghaichhari
79.	Chattogram-1	Rangamati	Barkal
80.	Chattogram-1	Rangamati	Kawkhali
81.	Chattogram-1	Rangamati	Belaichhari
82.	Chattogram-1	Rangamati	Kaptai
83.	Chattogram-1	Rangamati	Jurachhari
84.	Chattogram-1	Rangamati	Langadu
85.	Chattogram-1	Rangamati	Naniarchar
86.	Chattogram-1	Rangamati	Rajasthali
87.	Chattogram-1	Rangamati	Rangamati Sadar
88.	Dhaka	Dhaka	Dhamrai
89.	Dhaka	Dhaka	Keraniganj



SI No	Division	District	Upazila
90.	Dhaka	Dhaka	Nawabganj
91.	Dhaka	Dhaka	Savar
92.	Dhaka	Faridpur	Alfadanga
93.	Dhaka	Faridpur	Bhanga
94.	Dhaka	Faridpur	Char Bhadrasan
95.	Dhaka	Faridpur	Faridpur Sadar
96.	Dhaka	Faridpur	Sadarpur
97.	Dhaka	Gazipur	Gazipur Sadar
98.	Dhaka	Gazipur	Kaliakair
99.	Dhaka	Gazipur	Kaliganj
100.	Dhaka	Gazipur	Kapasias
101.	Dhaka	Gazipur	Sreepur
102.	Dhaka	Gopalganj	Gopalganj Sadar
103.	Dhaka	Gopalganj	Kashiani
104.	Dhaka	Gopalganj	Kotalipara
105.	Dhaka	Gopalganj	Muksudpur
106.	Dhaka	Gopalganj	Tungipara
107.	Dhaka	Kishoregonj	Austagram
108.	Dhaka	Kishoregonj	Bajitpur
109.	Dhaka	Kishoregonj	Karimganj
110.	Dhaka	Kishoregonj	Katiadi
111.	Dhaka	Kishoregonj	Kishoreganj Sadar
112.	Dhaka	Kishoregonj	Nikli
113.	Dhaka	Kishoregonj	Pakundia
114.	Dhaka	Madaripur	Madaripur Sadar
115.	Dhaka	Madaripur	Shibchar
116.	Dhaka	Manikganj	Daulatpur
117.	Dhaka	Manikganj	Shibalay
118.	Dhaka	Manikganj	Singair
119.	Dhaka	Munshiganj	Munshiganj Sadar
120.	Dhaka	Munshiganj	Sirajdikhan
121.	Dhaka	Munshiganj	Sreenagar
122.	Dhaka	Narayanganj	Araihazar
123.	Dhaka	Narayanganj	Sonargaon
124.	Dhaka	Narayanganj	Narayanganj Sadar
125.	Dhaka	Narayanganj	Rupganj
126.	Dhaka	Narsingdi	Manohardi
127.	Dhaka	Narsingdi	Narsingdi Sadar
128.	Dhaka	Narsingdi	Raipura
129.	Dhaka	Narsingdi	Shibpur
130.	Dhaka	Rajbari	Rajbari Sadar
131.	Dhaka	Shariatpur	Bhedarganj
132.	Dhaka	Shariatpur	Gosairhat
133.	Dhaka	Tangail	Ghatail
134.	Dhaka	Tangail	Kalihati



Sl No	Division	District	Upazila
135.	Dhaka	Tangail	Madhupur
136.	Dhaka	Tangail	Mirzapur
137.	Dhaka	Tangail	Nagarpur
138.	Dhaka	Tangail	Sakhipur
139.	Dhaka	Tangail	Tangail Sadar
140.	Khulna	Bagerhat	Morelganj
141.	Khulna	Chuadanga	Alamdanga
142.	Khulna	Jashore	Jhikargachha
143.	Khulna	Jashore	Jashore Sadar
144.	Khulna	Jashore	Manirampur
145.	Khulna	Jashore	Sharsha
146.	Khulna	Jhenaidah	Jhenaidah Sadar
147.	Khulna	Jhenaidah	Maheshpur
148.	Khulna	Jhenaidah	Shailkupa
149.	Khulna	Khulna	Dumuria
150.	Khulna	Khulna	Dighalia
151.	Khulna	Khulna	Rupsa
152.	Khulna	Kushtia	Daulatpur
153.	Khulna	Kushtia	Kumarkhali
154.	Khulna	Kushtia	Kushtia Sadar
155.	Khulna	Kushtia	Mirpur
156.	Khulna	Magura	Magura Sadar
157.	Khulna	Magura	Mohammadpur
158.	Khulna	Magura	Shalikha
159.	Khulna	Meherpur	Gangni
160.	Khulna	Narail	Lohagara
161.	Khulna	Satkhira	Satkhira Sadar
162.	Khulna	Satkhira	Shyamnagar
163.	Khulna	Satkhira	Tala
164.	Mymensingh	Jamalpur	Islampur
165.	Mymensingh	Jamalpur	Jamalpur Sadar
166.	Mymensingh	Jamalpur	Melandaha
167.	Mymensingh	Mymensingh	Bhaluka
168.	Mymensingh	Mymensingh	Dhobaura
169.	Mymensingh	Mymensingh	Fulbaria
170.	Mymensingh	Mymensingh	Gafargaon
171.	Mymensingh	Mymensingh	Gouripur
172.	Mymensingh	Mymensingh	Haluaghat
173.	Mymensingh	Mymensingh	Ishwarganj
174.	Mymensingh	Mymensingh	Mymensingh Sadar
175.	Mymensingh	Mymensingh	Muktagachha
176.	Mymensingh	Mymensingh	Nandail
177.	Mymensingh	Mymensingh	Fulpur
178.	Mymensingh	Mymensingh	Tarakanda
179.	Mymensingh	Mymensingh	Trishal

SI No	Division	District	Upazila
180.	Mymensingh	Netrakona	Kalmakanda
181.	Mymensingh	Netrakona	Kendua
182.	Mymensingh	Netrakona	Netrakona Sadar
183.	Mymensingh	Netrakona	Purbadhala
184.	Mymensingh	Sherpur	Nakla
185.	Mymensingh	Sherpur	Nalitabari
186.	Mymensingh	Sherpur	Sherpur Sadar
187.	Rajshahi	Bogura	Gabtali
188.	Rajshahi	Bogura	Sherpur
189.	Rajshahi	Bogura	Shibganj
190.	Rajshahi	Joypurhat	Akkelpur
191.	Rajshahi	Naogaon	Manda
192.	Rajshahi	Naogaon	Mahadebpur
193.	Rajshahi	Naogaon	Naogaon Sadar
194.	Rajshahi	Naogaon	Niamatpur
195.	Rajshahi	Natore	Singra
196.	Rajshahi	Chapainawabganj	Chapainawabganj Sadar
197.	Rajshahi	Chapainawabganj	Shibganj
198.	Rajshahi	Pabna	Chatmohar
199.	Rajshahi	Pabna	Ishwardi
200.	Rajshahi	Pabna	Pabna Sadar
201.	Rajshahi	Pabna	Santhia
202.	Rajshahi	Pabna	Sujanagar
203.	Rajshahi	Rajshahi	Bagmara
204.	Rajshahi	Rajshahi	Godagari
205.	Rajshahi	Sirajganj	Belkuchi
206.	Rajshahi	Sirajganj	Rayganj
207.	Rajshahi	Sirajganj	Shahjadpur
208.	Rajshahi	Sirajganj	Sirajganj Sadar
209.	Rajshahi	Sirajganj	Ullapara
210.	Rangpur	Dinajpur	Birganj
211.	Rangpur	Dinajpur	Chirirbandar
212.	Rangpur	Dinajpur	Dinajpur Sadar
213.	Rangpur	Dinajpur	Nababganj
214.	Rangpur	Dinajpur	Parbatipur
215.	Rangpur	Gaibandha	Gaibandha Sadar
216.	Rangpur	Gaibandha	Gobindaganj
217.	Rangpur	Gaibandha	Sadullapur
218.	Rangpur	Gaibandha	Sundarganj
219.	Rangpur	Kurigram	Nageshwari
220.	Rangpur	Kurigram	Ulipur
221.	Rangpur	Lalmonirhat	Lalmonirhat Sadar
222.	Rangpur	Nilphamari	Dimla
223.	Rangpur	Nilphamari	Jaldhaka
224.	Rangpur	Nilphamari	Saidpur

Sl No	Division	District	Upazila
225.	Rangpur	Panchagarh	Panchagarh Sadar
226.	Rangpur	Rangpur	Badarganj
227.	Rangpur	Rangpur	Mithapukur
228.	Rangpur	Rangpur	Pirgachha
229.	Rangpur	Rangpur	Pirganj
230.	Rangpur	Thakurgaon	Pirganj
231.	Rangpur	Thakurgaon	Thakurgaon Sadar
232.	Sylhet	Habiganj	Baniachong
233.	Sylhet	Habiganj	Chunarughat
234.	Sylhet	Habiganj	Madhabpur
235.	Sylhet	Habiganj	Nabiganj
236.	Sylhet	Moulvibazar	Baralekha
237.	Sylhet	Moulvibazar	Kamalganj
238.	Sylhet	Moulvibazar	Kulaura
239.	Sylhet	Moulvibazar	Moulvibazar Sadar
240.	Sylhet	Moulvibazar	Rajnagar
241.	Sylhet	Moulvibazar	Sreemangal
242.	Sylhet	Sunamganj	Chhatak
243.	Sylhet	Sunamganj	Dowarabazar
244.	Sylhet	Sunamganj	Jagannathpur
245.	Sylhet	Sunamganj	Sunamganj Sadar
246.	Sylhet	Sylhet	Dakkhin Surma
247.	Sylhet	Sylhet	Golapganj
248.	Sylhet	Sylhet	Gowainghat
249.	Sylhet	Sylhet	Kanaighat
250.	Sylhet	Sylhet	Osmaninagar

Annex 4: Guidance Note: Essential Elements of Quality in Childcare Settings

Global guidance and best practice on essential elements of quality in childcare settings. The annex provides a snapshot of essential elements. A more comprehensive note will be made available upon the selection of the firm.

While there can be considerable variation in childcare settings and the level of resources available, quality childcare can be achieved through focusing on a few critical elements, which can be flexibly implemented across high- and low-resource settings. This section outlines the basic elements of quality that are needed across all programs, focusing on key principles that can be flexibly implemented across diverse types of provision (including center-based and home-based provision), rather than restrictive standards, which may not be feasible in lower resource settings or some local contexts. Section 3 builds on this by illustrating how some of these elements are implemented in different ways across low-resource settings.

The main aspects of quality are generally conceptualized as either structural or process. Structural quality focuses on the physical environment and basic characteristics of childcare services, whereas process quality is about the experiences that children have within these environments and relies heavily on their interactions with, and the capabilities of, childcare practitioners. These structural and process quality elements support childcare settings to provide the critical components of inclusive, nurturing care.² In many systems, there is a focus on elements of structural quality, which are easier to define and monitor than process quality. While structural quality elements are necessary and lay strong foundations for process quality, they are insufficient for ensuring positive child outcomes and so a joint focus on elements of process quality is essential.

The key variables for structural quality include ensuring (i) the **physical environment** is safe and secure with enough space to move around, free from hazards, adequate ventilation, light, accessible exits and appropriate toilets and handwashing facilities, (ii) the core **program characteristics meet basic needs**, such as a manageable adult to child ratio (with higher ratios for younger children) and provision of clean drinking water and age-appropriate nutritious food,³ (iii) that there are a variety of age-appropriate play and learning **materials** to support development and learning, and (iv) that children are cared for by a **workforce** which is trained to keep children safe, notice and respond to their signals and individual needs and support their development, and is provided a living wage and adequate working conditions. For more information on the workforce, please see Box 4.

The key variables for process quality include aspects of program delivery such as: a (i) **age-appropriate play-based activities and pedagogy** that support cognitive, socio-emotional and motor development through a mix of structured activities/curricula and significant time for free play including time for food and naps (for younger children) (see Box 3 for more details); the promotion of children's (ii) **health, hygiene, nutrition, protection and wellbeing**; and (iii) **caring and responsive interactions**. This includes warm and responsive interactions between carers/educators and children to foster strong bonds, protect children from psychological harm and support their development, opportunities for children to interact and learn from each other, and ongoing two-way interactions with parents. Given these elements rely on childcare practitioners' capabilities, ensuring practitioners are well-trained, supported, and motivated (through elements indicated under structural quality) is essential for improving process quality.

² The five components of nurturing care are: good health, adequate nutrition, safety and security, responsive caregiving and opportunities to play and learn (see Box 1). For more information, please see the [Nurturing Care Framework](#).

³ This could be provided by parents or organized / provided through the setting.



See Box 4 for more details on the workforce. A summary of structural and process quality variables and elements is provided in Table 1.

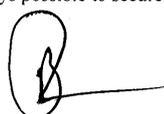
Table 1: Summary of Structural and Process Quality

	Variables	Elements
STRUCTURAL QUALITY	(i) Physical environment	Safe and clean environment (free of hazards, secured premises, and with ventilation, light, and accessible exits), adequate space with decorations, age-appropriate toilet and handwashing facilities, age-appropriate furniture
	(ii) Program characteristics	Meet basic needs through provision of drinking water and age-appropriate nutritious food and a manageable ratio of adults to children with higher ratios for younger children)
	(iii) Materials	Variety of age- and culturally appropriate, play and learning materials
	(iv) Workforce	Trained to keep children safe, respond to their needs and support their development; provided a living wage, adequate working conditions, supervision and opportunities for professional development; lead person with overall responsibility and suitable people in direct contact with children.
↓ Structural quality lays foundations to enable the target program characteristics and quality interactions		
PROCESS QUALITY	(i) Activities & pedagogy	Age-appropriate play-based activities and pedagogy that support cognitive, socio-emotional and motor development through a mix of structured activities/curricula and significant time for free play including time for food and naps (for younger children)
	ii) Health, hygiene, nutrition, protection & wellbeing	Attention to children' health, hygiene, nutrition, protection, and wellbeing, including having clear, inclusive protocols and practices in place
	(iii) Interactions	Warm and responsive caregiver-child interactions and age-appropriate communication, opportunities for child-to-child interactions, regular engagement with parents

Table 2: Basic standards of quality for childcare settings for all children

Structural Quality	
PHYSICAL ENVIRONMENT: Should be safe, stimulating and structurally conducive to children's development	
✓	Safe construction and environments, e.g., secure premises, physically accessible exits, sufficient light, adequate airflow, protections from disease (e.g., mosquitoes) and from weather (heat/rain/cold/wind/), free from litter, smoke, sharp, rusty or broken materials/equipment.
✓	Appropriate and accessible toilet and handwashing facilities (and diaper change areas) for young children. <i>Note: child-sized toilets or adaptations/supports (e.g., steps), availability of potties and changing area for younger children.</i>
✓	Age-appropriate furniture: mats and safe sleeping spaces at minimum. <i>Note: small tables and chairs for children to rotate through activities highly desirable but not needed for every child,</i>
✓	Adequate indoor space of at least 1 sq. meter per child at minimum. <i>Note: outdoor space or outdoor play opportunities highly desirable.⁴</i>
✓	Bright, culturally appropriate decorations (ideally with children's artwork displayed at eye level).
PROGRAM CHARACTERISTICS: Meet basic needs through provision of water and food, manageable adult to child ratios to ensure individualized care and attention, and a duration that meets family needs.	

⁴ Outdoor space of 3 sq. meter per child is highly desirable but it is not always possible to secure a safe outdoor space for play in urban environments.



	✓ Availability of clean drinking water and diverse food (including age-appropriate food for children ages 6 months + depending on program duration). <i>Note: this could be provided by parents or organized / provided through the setting.</i>
	✓ Age-appropriate adult-to-child ratios. Higher ratios for younger children: recommended ratios of 1:3-1:9 for children under 3 years old; 1:10-1:15 for children over 3 years. <i>Note: ratio includes assistants.</i>
	✓ Duration that reflects the needs of working parents (e.g., half day duration may provide a partial service, but full day may be needed to fulfil a childcare function for working parents).
MATERIALS: Variety of age- appropriate books, play, and learning materials to explore and build skills.	
	✓ Variety of age-appropriate culturally appropriate play and learning materials, including for mark-making/writing, art, imaginary play, multisensory play, music, construction, educative/early maths play materials, and storybooks. <i>Note: materials can be low-cost, from nature, and locally made.</i>
	✓ For children under 3 years, ensure objects are not choking hazards.
WORKFORCE: Practitioners are appropriately trained and supported to meet children’s needs and are fairly compensated.	
	✓ Specialized training in child development through play-based activities, health, hygiene, nutrition, and protection. The minimum level of training should be 2-8 weeks plus follow up support through visits and feedback from coaches/supervisors. <i>See Box 4 for details.</i>
	✓ Regular opportunities to update skills and qualifications, including through in-service training and supervision support.
	✓ Lead person identified with overall responsibility for the children and the setting.
	✓ Suitability of people in regular direct contact with the children (e.g., ensure assistants appropriate characteristics, experience/training, not under the influence of alcohol or other substances, record checks in countries with such systems). <i>Note: for home-based provision, this should apply also to household members in contact with children.</i>
	✓ Fair compensation and adequate working conditions. At the settings level, this includes providing a living wage and benefits (and aligning with policies where they exist). ⁵
Process Quality	
PROGRAM DELIVERY: Should cover all domains of child development, employ play-based and age-appropriate activities in languages that children speak at home, and apply good practices around children’s health, hygiene, nutrition and protection.	
Activities & pedagogy	✓ Daily schedule regularly reviewed with children and parents. Includes time for activities, nutritious food and naps. ⁶
	✓ Mix of structured activities with learning objectives, unstructured/free play time, and <u>limited to no screen time</u> .
	✓ Facilitation of activities and interactions with children are in the language that children speak at home.
	✓ Age-appropriate, play-based activities/curricula that covers core development domains (cognitive, socio-emotional, language, and motor). <i>Note: strategies to observe and record individual children’s progress and understand their abilities to ensure responsive provision; this should not be understood as assessment.</i>
	✓ Play and learning materials are within reach of children and organized (e.g., by activity corners).
	✓ Childcare setting layout fosters development with space for children to move and interact and include activity corners, mat(s) for small and large group activities and writing/drawing surfaces.
Health, hygiene, protection, & wellbein	✓ Correct handling of babies. <i>Note: e.g., supporting head, no shaking, protect fontanel.</i>
	✓ All children are supervised by a responsible adult at all times.
	✓ Children are taught how to wash hands and to use toilet facilities safely; safe waste management.
	✓ Highly desirable: linkages with nutrition and health professionals for growth monitoring, health checks, immunisation, disability assessment and referral when needed.

⁵ At the systems level, this includes policies to include the full-time and part-time workforce under a living wage and afford them social protections.

⁶ The existence of a daily routine is part of program characteristics under structural quality, but discussing, reviewing and implementing the daily routine is considered part of activities and pedagogy under process quality.



g practices	✓ Simple processes for attending to ill/injured children, including a first aid kit available (and someone trained to use it) and what to do when children need urgent medical attention.
	✓ Simple processes for noting and responding to child protection concerns
	✓ Emergency systems in place (e.g., fire/disasters) including for contacting parents and emergency/community services.
	✓ Arrangements in place to support children with disabilities.
INTERACTIONS with children: The social, emotional, and physical interactions between children and childcare practitioners should foster close bonds and allow them to express themselves and explore.	
✓ Warmth, encouragement, and responsiveness shown to each baby and each child's verbal and non-verbal cues	
✓ Positive discipline strategies used to promote positive behaviors -does not use (or threaten) corporal punishment, verbal abuse or humiliation.	
✓ Babies and children engaged in age-appropriate communication. <i>Note: for babies, interact and expose them to language by narrating what is happening, repeating, or responding to their sounds/movements. For young children, ask questions individually, use open ended questions and engage in back-and-forth dialogue (not rote learning).</i>	
✓ Interactions encouraged between all children to develop culturally appropriate socio-emotional skills.	
INTERACTIONS with parents: Regular and engaged communication to support children's needs and development	
✓ Parents engaged in regular communication on children's needs, what they are doing, their progress across different domains, how to work together to support their development, and involving parents in decision making processes. <i>Note: this could include regular opportunities for informal discussion at drop-off and pick-up times, formal meetings, sharing information on child development, etc.</i>	
✓ Security process in place for dropping off and picking up children.	

Sources: Lopez Boo, Araujo, and Tome (2016); Berlinski and Schady (2015); Bendini and Devercelli (2022); American Academy of Paediatrics (2005); ILO (2018 and 2024); WHO (2023)



Prescribed Format for Submission of Expression of Interest (EOI)

(In Case of Joint Venture, Same Form to be completed by each member of JV)

Package No.	:	S15.5
Assignment Title	:	Selection of Social Norm Specialized Agency (SNSA)
Type of Entity for this Eoi	:	
Single	:	
Entity/Joint Venture	:	
If JV,	:	
Lead/Partner	:	

1. Letter of Submission:

[Addressing the Project Director, *In case of Joint Venture the Lead Partner can only submit this letter*]

2. Age of the Organization/Agency/Firm :

(Year of Establishment, as per Registration Certificate)

(Necessary Attachments: Agency /Firm's Registration Certificate)

3. Legal Establishment of the Organization/Agency/Firm

Certifications from NGO Affairs/ Social Welfare

TIN No. :

VAT Registration No. :

(Necessary Attachments: TIN Certificate, VAT Certificate)

4. Organization/Agency/Firm Description (General Information)

(Necessary Attachments: Organization Profile/Brochure/Annual Report etc.)

5. Financial Capacity of the Organization/Agency/Firm (Turnover of last 4 years, best 3 years will be counted)

2023-24 :

2022-23 :

2021-22 :

2020-21 :

(Necessary Attachments: Audit Report)



6. Experience of the Organization/Agency/Firm in Similar Tasks/Assignments in between January 2015 till December 2024.

(Example of Past Experience of Similar Nature and/or Complexity including Cost and Duration of the Assignment)

Total No. of Similar Nature Assignment done by Organization/Agency/Firm :

Assignment t/ Project Name/ Title/:	Type of Assignment t/ Project	Assignment Location	Name and Address of the Client/Donor	Service Duration (Start & End Dates)	Value of Service/Contract Price in BDT			Man-Month Input	
					Total Value	No. of Partners (if Any)	Value of Service Provided by the Firm	Firm's Input	Partners' Input (if Any)

(Necessary Attachments: Details Description of Mentioned Similar Nature Assignment done by the Firm Separately.

Only 'CERTIFICATE OF COMPLETION' issued by the competent authority should be treated as past experience. The ongoing project and or Project/Contract implemented by Consultants/NGO's or under own fund will not be considered as completed contract.

7. Availability of Key Professionals to Carry out the Assignment

Total number of Key Professionals :

SN	Name of Key Professionals	Position held in the Firm	Educational Qualification	Total Years of Experience	Years of Experience in Relevant Field	No. of Years as Firm's Employee

(CV of the Key Professionals need not be submitted)

8. Organizational Capacity of the Organization/Agency/Firm

Address of the Head office	:	
Office Space of the Head office (Area, Floor No. etc.)	:	
No. of Support Staffs (Excluding Key Professionals)	:	
Description of Important Office Equipment	:	
Number of own/permanent offices in proposed working areas with detail	:	
Number of rental offices in proposed working areas with detail	:	
Available logistics in proposed working area to perform the service	:	

