
Call Off Order Form for Management Consultancy Services

**FINANCIAL ADVISORS FOR THE EMERGENCY CO-ORDINATION AND PLANNING
GROUP**

TO

DEPARTMENT FOR TRANSPORT

FROM

BRAMBLE HUB LIMITED

CONTRACT REFERENCE: TROP0047

FRAMEWORK SCHEDULE 4

CALL OFF ORDER FORM AND CALL OFF TERMS

PART 1 – CALL OFF ORDER FORM

SECTION A

This Call Off Order Form is issued in accordance with the provisions of the Framework Agreement for the provision of **RM3745** dated **4th September 2017**.

The Supplier agrees to supply the Services specified below on and subject to the terms of this Call Off Contract.

For the avoidance of doubt this Call Off Contract consists of the terms set out in this Call Off Order Form and the Call Off Terms.

Order Number	TROP0047
From	Department for Transport Great Minster House 33 Horseferry Road London SW1P 4DR ("CUSTOMER")
To	Bramble Hub Limited 9e Albert Embankment London SE1 7SP ("SUPPLIER")

SECTION B

CALL OFF CONTRACT PERIOD

1.1.	Commencement Date: 15 th March 2021
	Expiry Date: End date of Initial Period 14th December 2021 End date of Extension Period N/A Minimum written notice to Supplier in respect of extension: N/A

SERVICES

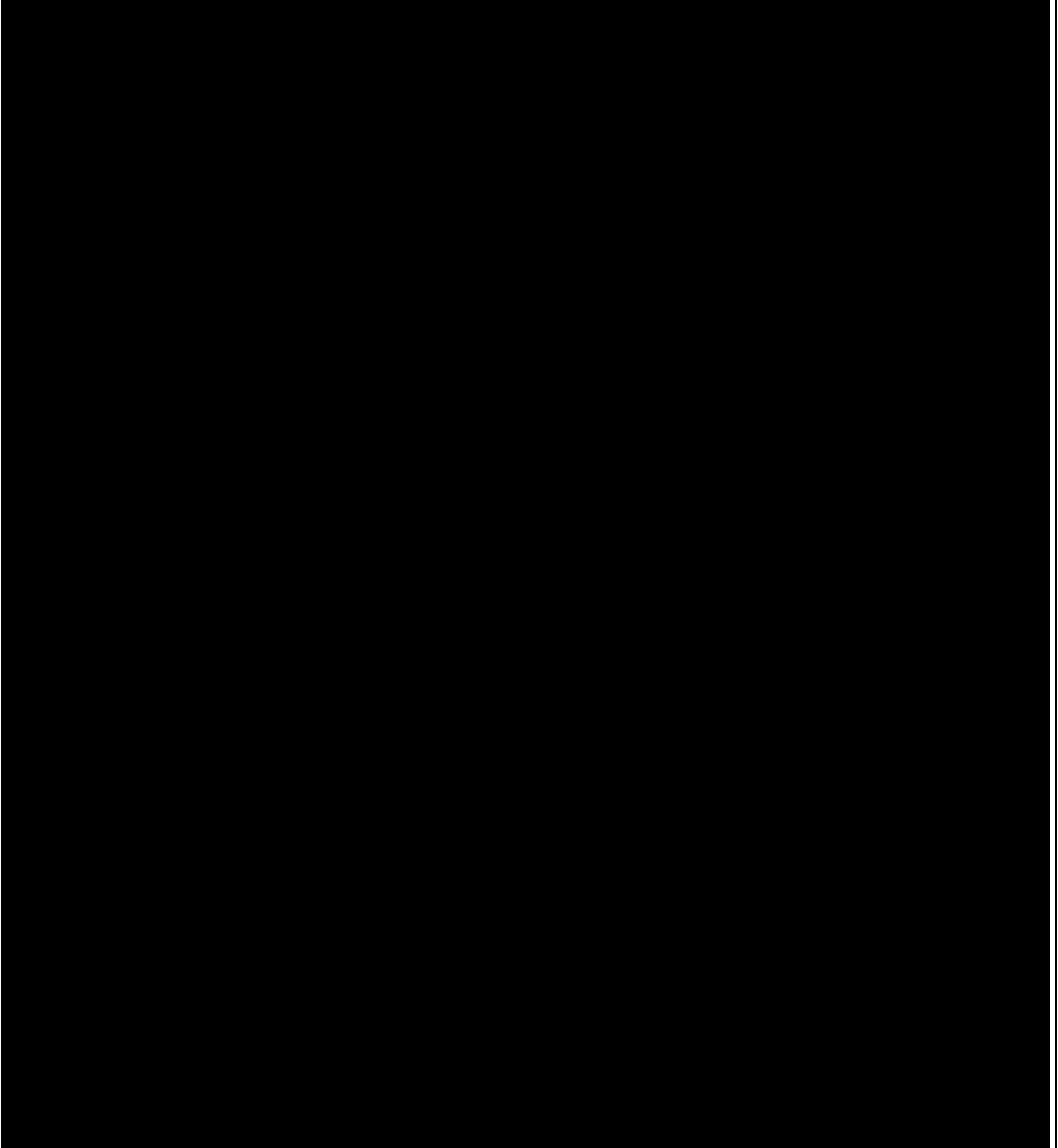
2.1.	Services required:
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	In Call Off Schedule 2 (Services) Please refer to Annex A - Statement of Requirements, Section 5
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PROJECT PLAN

3.1.	Project Plan: In Call Off Schedule 4 (Project Plan)
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CONTRACT PERFORMANCE

4.1.	Standards: Please refer to Annex A - Statement of Requirements, Section 11
4.2	Service Levels/Service Credits: 

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4.3	Critical Service Level Failure: Not applied
4.4	Performance Monitoring: Not applied
4.5	Period for providing Rectification Plan: In Clause 39.2.1(a) of the Call Off Terms

PERSONNEL

5.1	Key Personnel: <div></div> <div></div>
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	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5.2	<p>Relevant Convictions (Clause 28.2 of the Call Off Terms):</p> <p>Clause 28.2 shall apply</p>

PAYMENT

6.1	<p>Call Off Contract Charges (including any applicable discount(s), but excluding VAT):</p> <p>In Annex 1 of Call Off Schedule 3 (Call Off Contract Charges, Payment and Invoicing)</p> <p>See Annex C – Price Response</p>
6.2	<p>Payment terms/profile (including method of payment e.g. Government Procurement Card (GPC) or BACS):</p> <p>In Annex 2 of Call Off Schedule 3 (Call Off Contract Charges, Payment and Invoicing)</p>
6.3	<p>Reimbursable Expenses:</p> <p>Please refer to Annex A – Statement of Requirements, Section 12 & 18</p>

6.4	Customer billing address (paragraph 7.6 of Call Off Schedule 3 (Call Off Contract Charges, Payment and Invoicing)): <div style="background-color: black; height: 15px; width: 230px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 200px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 170px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 120px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 80px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 80px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 340px; margin-bottom: 2px;"></div>
6.5	Call Off Contract Charges fixed for (paragraph 8.2 of Schedule 3 (Call Off Contract Charges, Payment and Invoicing)): The life of the Call Off Contract from the Call Off Commencement Date
6.6	Supplier periodic assessment of Call Off Contract Charges (paragraph 9.2 of Call Off Schedule 3 (Call Off Contract Charges, Payment and Invoicing)) will be carried out on: Not applied
6.7	Supplier request for increase in the Call Off Contract Charges (paragraph 10 of Call Off Schedule 3 (Call Off Contract Charges, Payment and Invoicing)): Not Permitted

LIABILITY AND INSURANCE

7.1	Estimated Year 1 Call Off Contract Charges: The sum of £1,000,000
7.2	Supplier's limitation of Liability (Clause 37.2.1 of the Call Off Terms); In Clause 37.2.1 of the Call Off Terms
7.3	Insurance (Clause 38.3 of the Call Off Terms): Clause 38.3 shall apply

TERMINATION AND EXIT

8.1	Termination on material Default (Clause 42.2.1(c) of the Call Off Terms): In Clause 42.2.1(c) of the Call Off Terms
8.2	Termination without cause notice period (Clause 42.7.1 of the Call Off Terms): In Clause 42.7.1 of the Call Off Terms
8.3	Undisputed Sums Limit: In Clause 43.1.1 of the Call Off Terms
8.4	Exit Management: Not applied

SUPPLIER INFORMATION

9.1	Supplier's inspection of Sites, Customer Property and Customer Assets: Not applicable
9.2	Commercially Sensitive Information: Any further Commercially Sensitive information shall be agreed upon between the Customer and the Supplier.

OTHER CALL OFF REQUIREMENTS

10.1	Recitals (in preamble to the Call Off Terms): Recital A
10.2	Call Off Guarantee (Clause 4 of the Call Off Terms): Not required

10.3	Security: <div style="background-color: black; height: 15px; width: 100%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 80%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 100%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 95%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 98%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 97%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 99%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 85%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 20%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 100%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 85%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 80%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 95%; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 40%; margin-bottom: 2px;"></div>
10.4	ICT Policy: Not applied
10.5	Testing: Not applied
10.6	Business Continuity & Disaster Recovery: In Call Off Schedule 8 (Business Continuity and Disaster Recovery) Disaster Period: For the purpose of the definition of “Disaster” in Call Off Schedule 1 (Definitions) the “Disaster Period” shall be for the duration of the contract
10.7	NOT USED
10.8	Protection of Customer Data (Clause 35.2.3 of the Call Off Terms): Clause 35.2.3 shall apply
10.9	Notices (Clause 56.6 of the Call Off Terms): Customer’s postal address and email address: <div style="background-color: black; height: 15px; width: 200px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 150px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 150px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 50px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 80px; margin-bottom: 2px;"></div> <div style="background-color: black; height: 15px; width: 180px; margin-bottom: 2px;"></div> Supplier’s postal address and email address:

	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
10.10	Transparency Reports In Call Off Schedule 13 (Transparency Reports)
10.11	Alternative and/or additional provisions (including any Alternative and/or Additional Clauses under Call Off Schedule 14 and if required, any Customer alternative pricing mechanism): <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
10.12	Call Off Tender: In Call Off Schedule 16 <p>[REDACTED]</p>
10.13	Publicity and Branding (Clause 36.3.2 of the Call Off Terms) Clause 36.3.2 shall apply
10.14	Staff Transfer Annex to Call Off Schedule 10, List of Notified Sub-Contractors (Call Off Tender).
10.15	Processing Data Call Off Schedule 17

1. The contact details of the Customer Data Protection Officer is:
To be included at Contract Award
2. The contact details of the Suppliers Data Protection Officer is:
To be included at Contract Award
3. The Processor shall comply with any further written instructions with respect to processing by the Controller.
4. Any such further instructions shall be incorporated into this Schedule.

Contract Reference:	TROP0047
Date:	15th March 2021
Description Of Authorised Processing	Details
Identity of the Controller and Processor	The Parties acknowledge that for the purposes of the Data Protection Legislation the Parties are independent controllers of Personal Data under this Framework Agreement.
Use of Personal Data	Managing the obligations under the Call Off Contract Agreement, including exit management, and other associated activities.
Duration of the processing	For the duration of the Framework Award plus 7 years.

	Nature and purposes of the processing	
	Type of Personal Data	<p>Full name</p> <p>Workplace address</p> <p>Workplace Phone Number</p> <p>Workplace email address</p> <p>Names</p> <p>Job Title</p> <p>Compensation</p> <p>Tenure Information Qualifications or certifications</p> <p>Nationality</p> <p>Education & training history</p> <p>Previous work history</p> <p>Personal Interests</p> <p>References and referee details</p> <p>Driving license details</p> <p>National insurance number</p> <p>Bank statements</p> <p>Utility bills</p> <p>Job title or role</p> <p>Job application details</p> <p>Start date</p> <p>End date & reason for termination</p>

		<p>Contract type</p> <p>Compensation data</p> <p>Photographic facial Image</p> <p>Biometric data</p> <p>Birth certificates</p> <p>IP address</p> <p>Details of physical and psychological health or medical condition</p> <p>Next of kin & emergency contact details</p> <p>Record of absence, time tracking & annual leave</p>
	Categories of Data Subject	



FORMATION OF CALL OFF CONTRACT

BY SIGNING AND RETURNING THIS CALL OFF ORDER FORM (which may be done by electronic means) the Supplier agrees to enter a Call Off Contract with the Customer to provide the Services in accordance with the terms Call Off Order Form and the Call Off Terms.


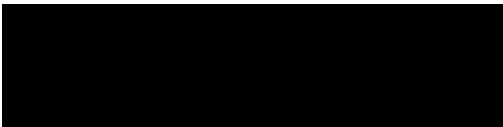
The Parties hereby acknowledge and agree that they have read the Call Off Order Form and the Call Off Terms and by signing below agree to be bound by this Call Off Contract.

In accordance with paragraph 7 of Framework Schedule 5 (Call Off Procedure), the Parties hereby acknowledge and agree that this Call Off Contract shall be formed when the Customer acknowledges (which may be done by electronic means) the receipt of the signed copy of the Call Off Order Form from the Supplier within two (2) Working Days from such receipt.

For and on behalf of the Supplier:

Name and Title	
Signature	
Date	22/04/2021

For and on behalf of the Customer:

Name and Title	
Signature	
Date	20/04/2021

ANNEX A – STATEMENT OF REQUIREMENTS



Crown
Commercial
Service

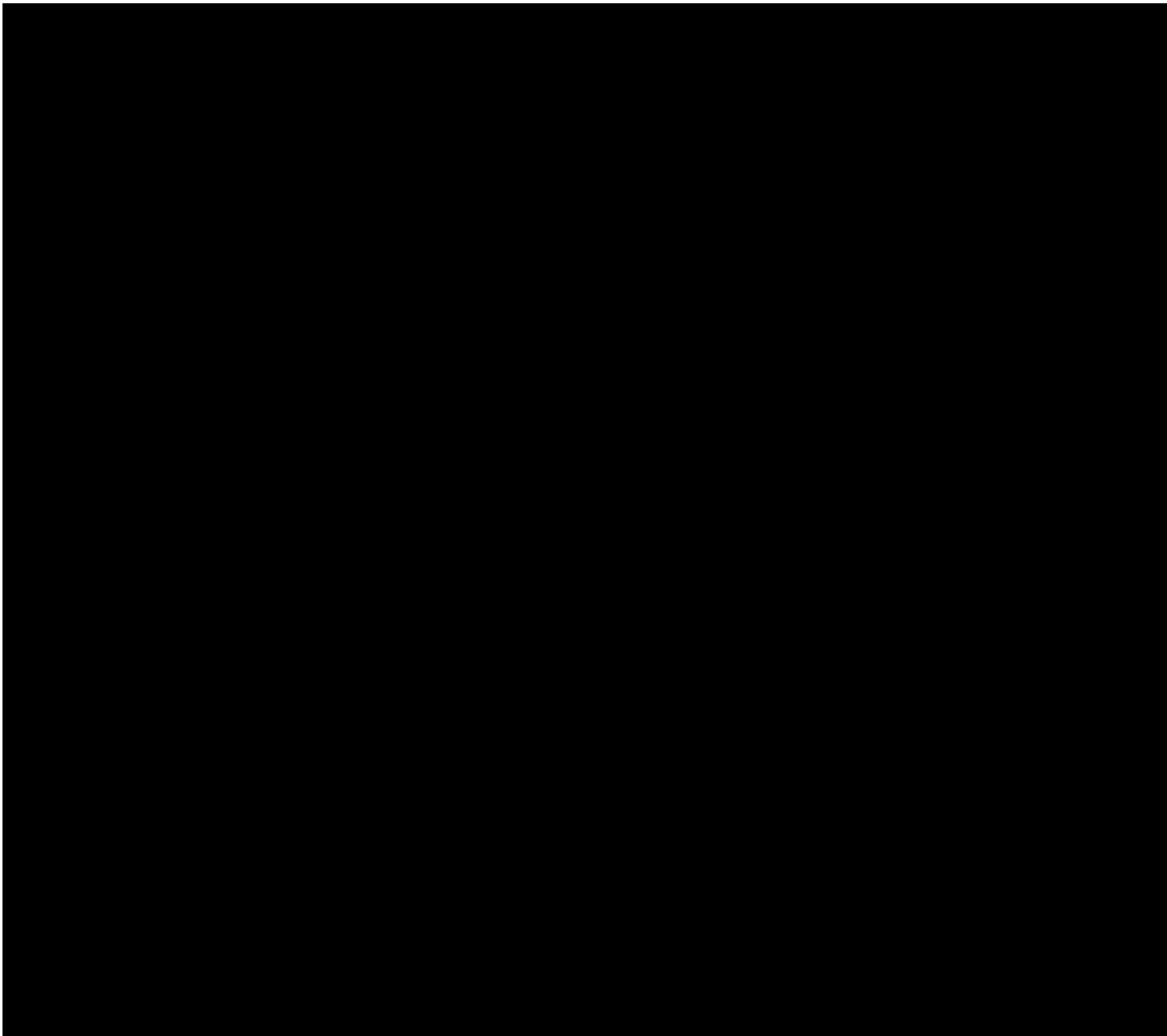
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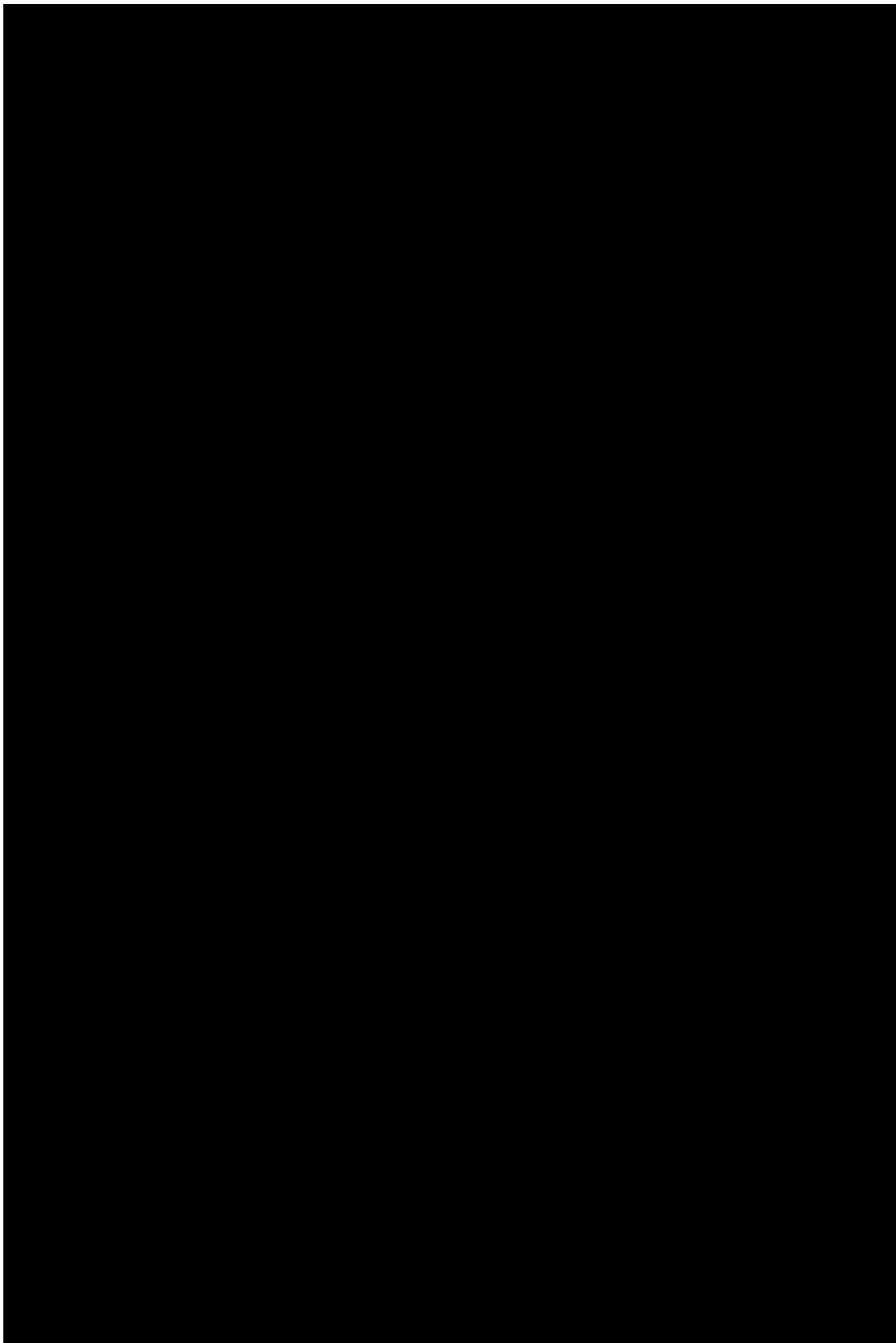
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The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study, and the fourth part discusses the conclusions and implications of the findings.

The research was conducted using a quantitative approach, and the data was collected from a sample of participants. The results of the study show that there is a significant relationship between the variables being studied. The findings have important implications for the field of research, and they provide a basis for further investigation.

In conclusion, the study has shown that the research objectives have been achieved, and the findings are consistent with the hypotheses. The results of the study provide a clear understanding of the relationship between the variables, and they have important implications for the field of research.

The first of these is the fact that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The second is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The third is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The fourth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The fifth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The sixth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The seventh is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The eighth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The ninth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable. The tenth is that the system is not a simple one. It is a complex system, and the behavior of the system is not predictable.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations has developed the Convention on the Rights of the Child (1989) and the United Nations Children's Fund (UNICEF) has developed the Innocent Initiative (1990).

The purpose of this paper is to discuss the needs of children in the 1990s and to propose a framework for addressing these needs.

The paper is organized as follows. First, the needs of children in the 1990s are discussed. Then, a framework for addressing these needs is proposed. Finally, some conclusions are drawn.

Needs of children

The needs of children in the 1990s are discussed in terms of the following four dimensions: (1) physical needs, (2) emotional needs, (3) social needs, and (4) educational needs.

Physical needs. The physical needs of children in the 1990s are discussed in terms of the following three dimensions: (1) health, (2) nutrition, and (3) shelter.

Health. The health of children in the 1990s is discussed in terms of the following three dimensions: (1) infectious diseases, (2) non-communicable diseases, and (3) mental health.

Nutrition. The nutrition of children in the 1990s is discussed in terms of the following three dimensions: (1) malnutrition, (2) obesity, and (3) micronutrient deficiencies.

Shelter. The shelter of children in the 1990s is discussed in terms of the following three dimensions: (1) housing, (2) safety, and (3) environment.

Emotional needs. The emotional needs of children in the 1990s are discussed in terms of the following three dimensions: (1) self-esteem, (2) self-control, and (3) self-respect.

Social needs. The social needs of children in the 1990s are discussed in terms of the following three dimensions: (1) family, (2) community, and (3) society.

Educational needs. The educational needs of children in the 1990s are discussed in terms of the following three dimensions: (1) basic education, (2) vocational education, and (3) higher education.

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the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1998. The public sector has become a major employer in the UK, and its growth has been a key factor in the overall growth of the economy.

The public sector has also become a major provider of social services, and its growth has been a key factor in the overall growth of the economy. The public sector has become a major provider of social services, and its growth has been a key factor in the overall growth of the economy.

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The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The second of these is the fact that the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The third of these is the fact that the system is open. It is not a closed system, and it interacts with its environment. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fourth of these is the fact that the system is self-organizing. It is not a system that is controlled from the outside, and it is not a system that is designed from the top down. It is a system that organizes itself, and its behavior emerges from the interactions between its parts. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The fifth of these is the fact that the system is resilient. It is not a system that is fragile, and it is not a system that is easily disrupted. It is a system that is able to withstand change, and it is able to adapt to new circumstances. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The sixth of these is the fact that the system is sustainable. It is not a system that is unsustainable, and it is not a system that is doomed to failure. It is a system that is able to maintain itself, and it is able to continue to exist over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The seventh of these is the fact that the system is equitable. It is not a system that is unfair, and it is not a system that is biased. It is a system that is able to provide for the needs of all its members, and it is able to ensure that everyone has a fair chance of success. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eighth of these is the fact that the system is transparent. It is not a system that is opaque, and it is not a system that is hidden. It is a system that is able to be understood, and it is able to be communicated. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The ninth of these is the fact that the system is accountable. It is not a system that is irresponsible, and it is not a system that is unaccountable. It is a system that is able to be held responsible, and it is able to be held accountable. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The tenth of these is the fact that the system is inclusive. It is not a system that is exclusive, and it is not a system that is discriminatory. It is a system that is able to include everyone, and it is able to ensure that everyone has a voice. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The eleventh of these is the fact that the system is innovative. It is not a system that is stagnant, and it is not a system that is uncreative. It is a system that is able to generate new ideas, and it is able to bring them to life. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

The twelfth of these is the fact that the system is adaptable. It is not a system that is inflexible, and it is not a system that is rigid. It is a system that is able to change, and it is able to adapt to new circumstances. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion, from 1.1 billion in 1980 to 2.3 billion in 1999. The number of people aged 15 years and over has increased by 1.1 billion, from 1.1 billion in 1980 to 2.2 billion in 1999.

There are a number of reasons why the world population is growing so rapidly. One of the main reasons is that the number of children born to each woman has increased. In 1980, the average woman in the world had 2.5 children. In 1999, the average woman in the world had 2.7 children.

Another reason why the world population is growing so rapidly is that the number of people who are surviving to old age has increased. In 1980, the average person in the world lived for 55 years. In 1999, the average person in the world lived for 65 years.

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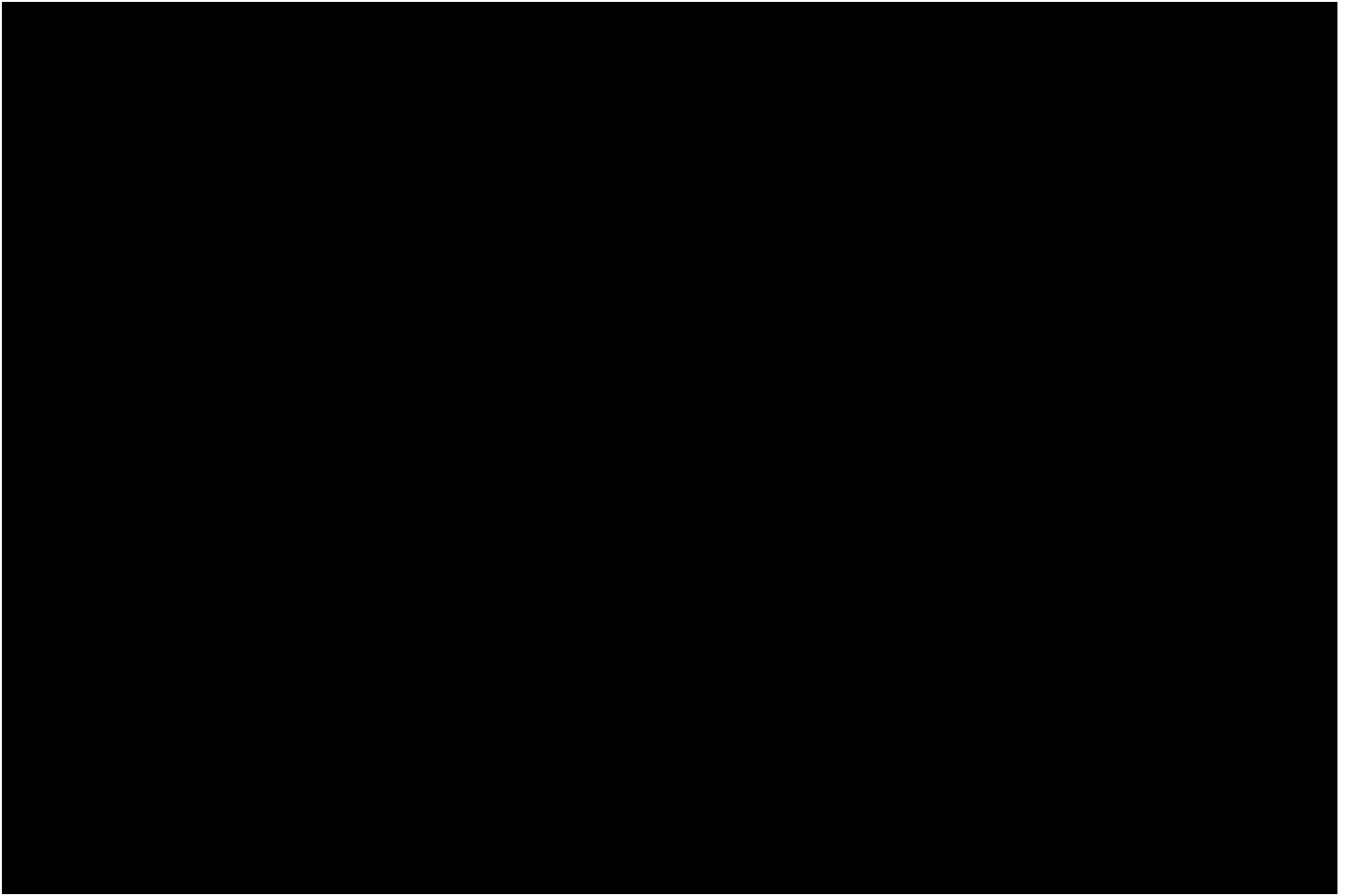
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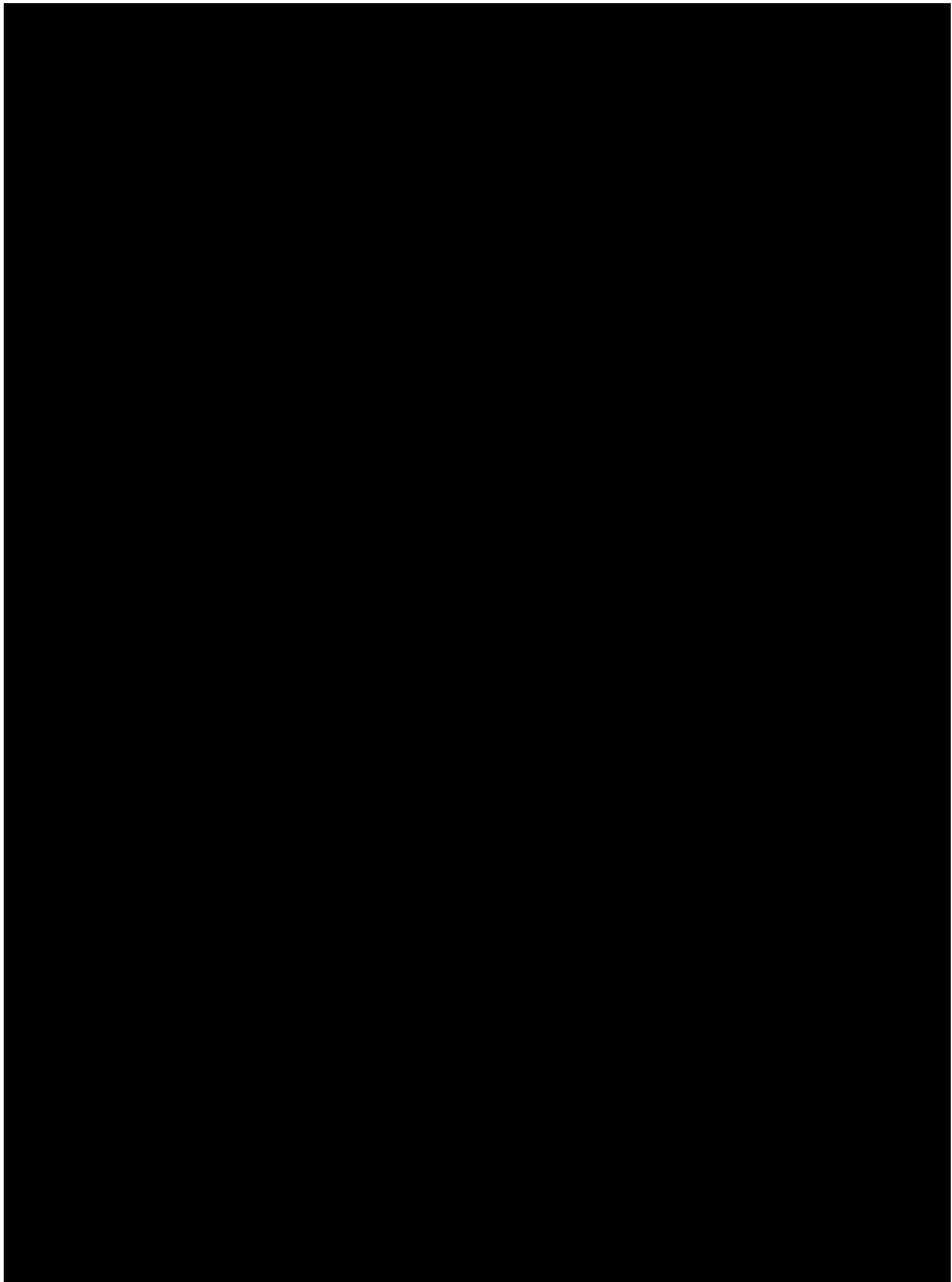
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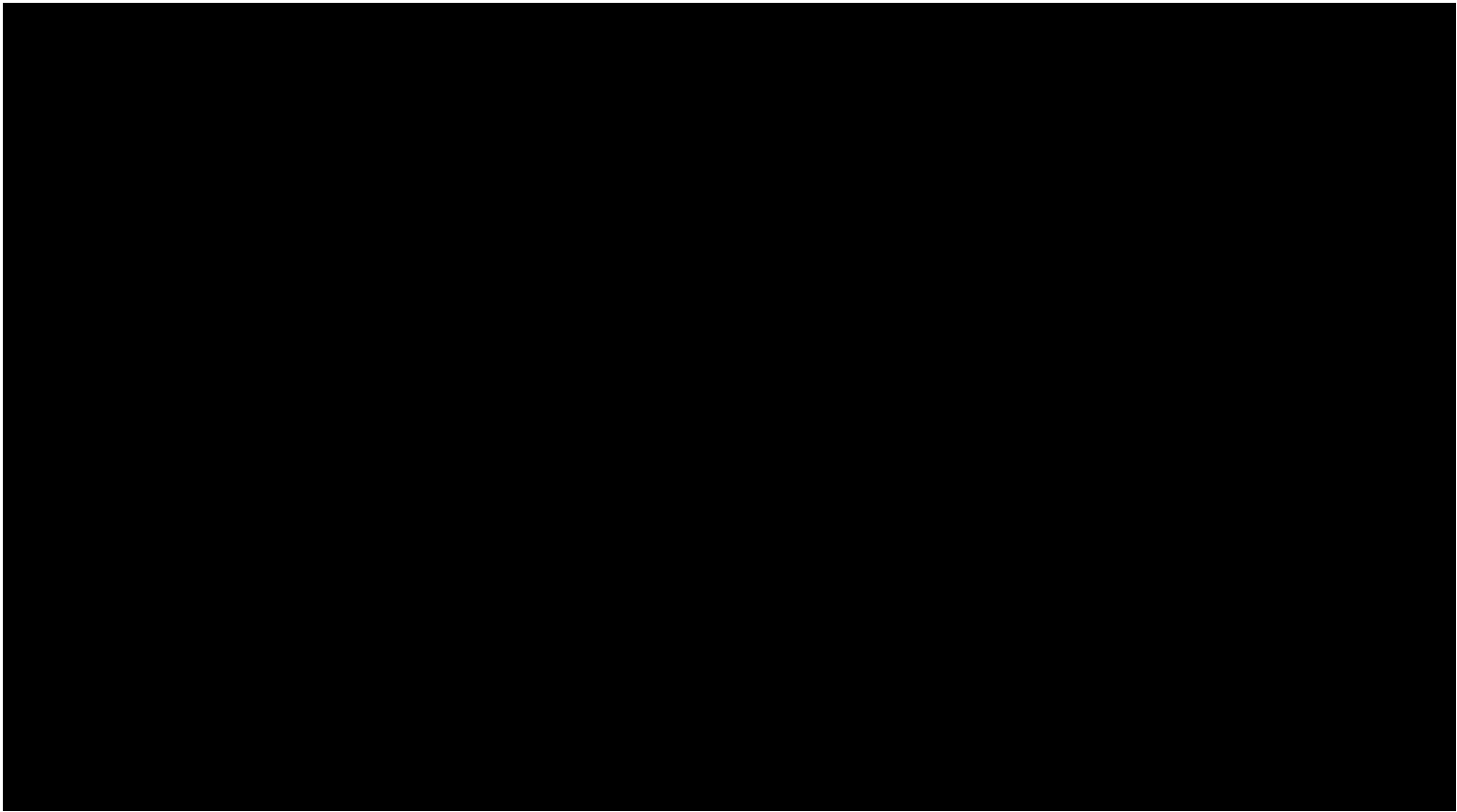
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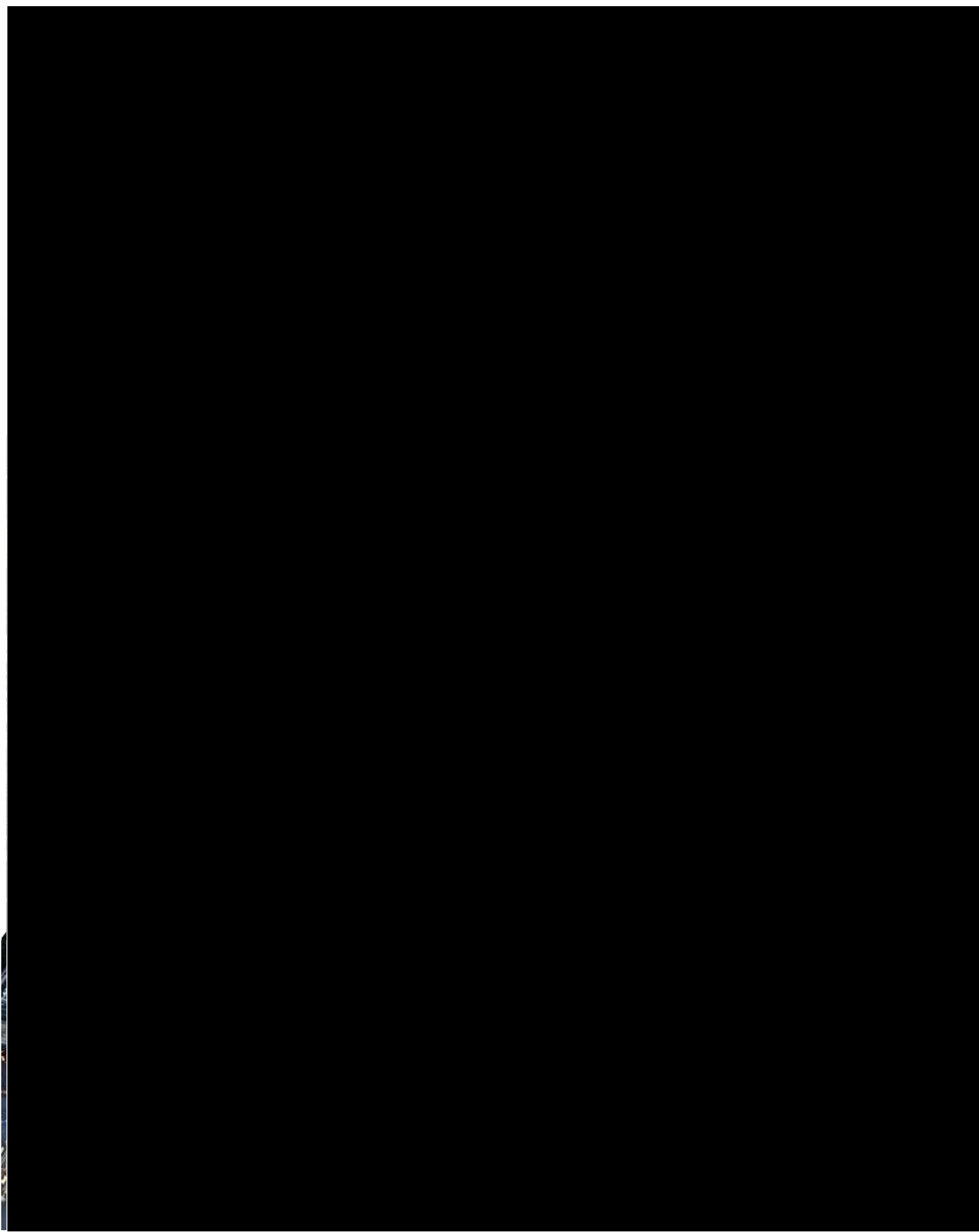




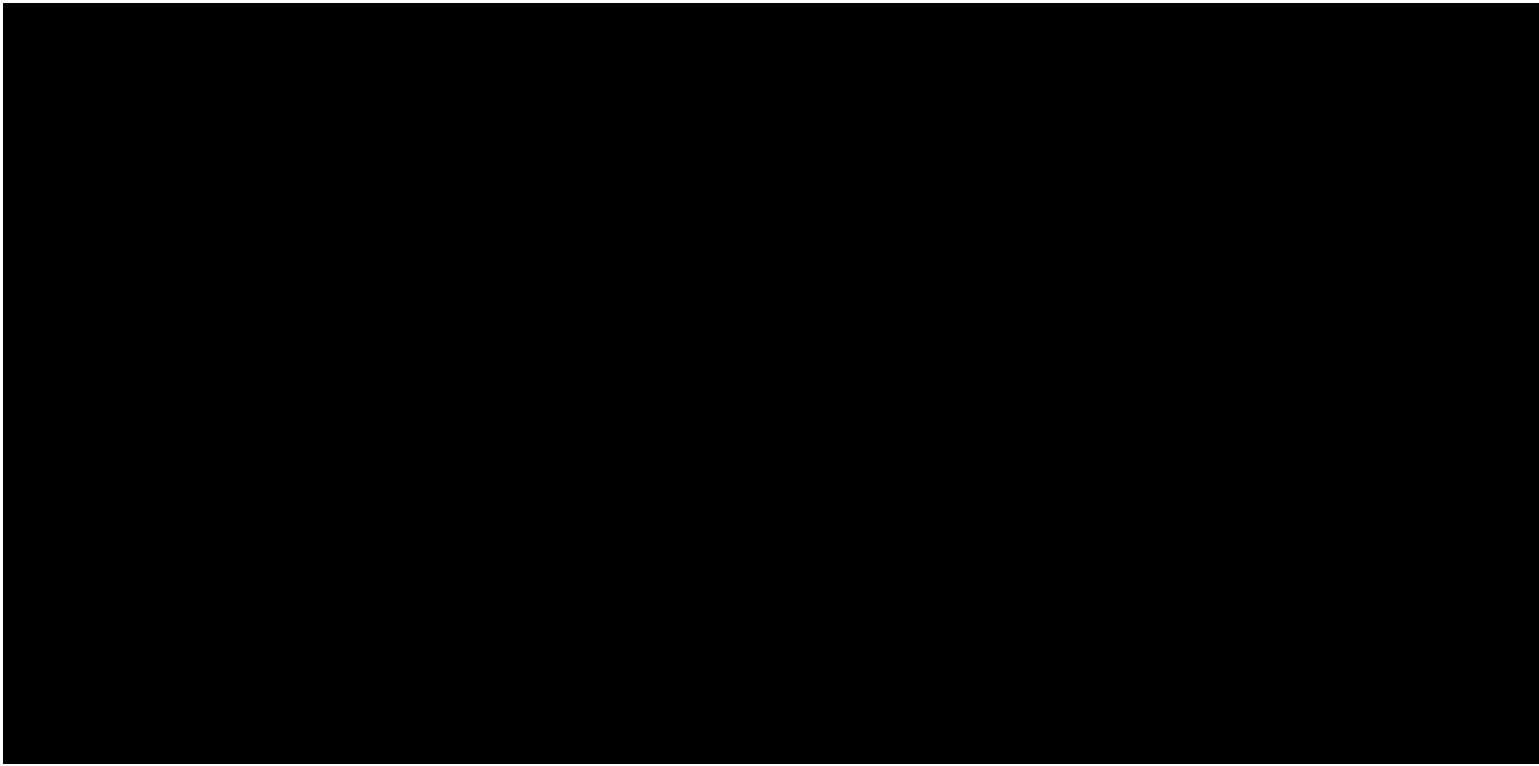


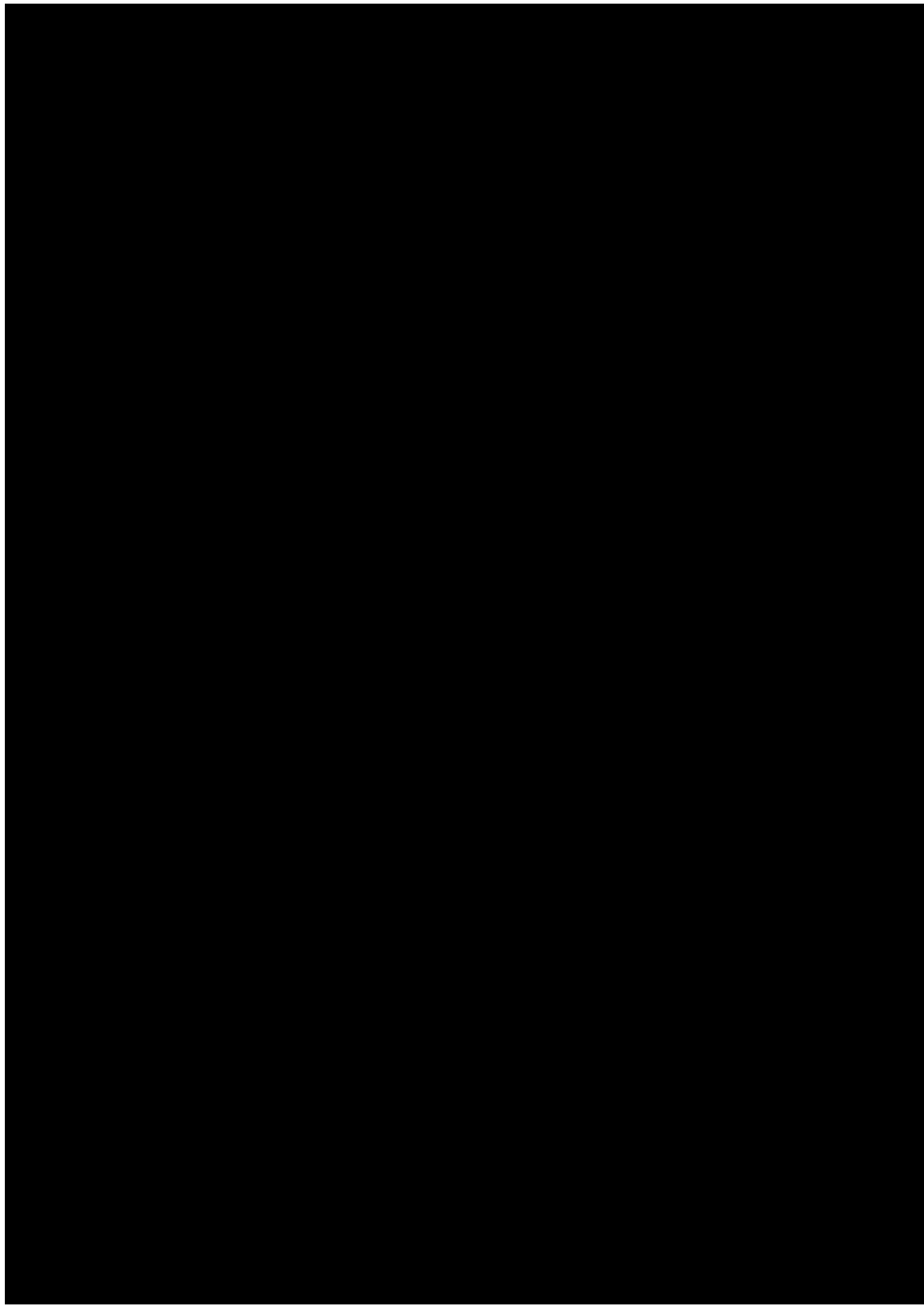


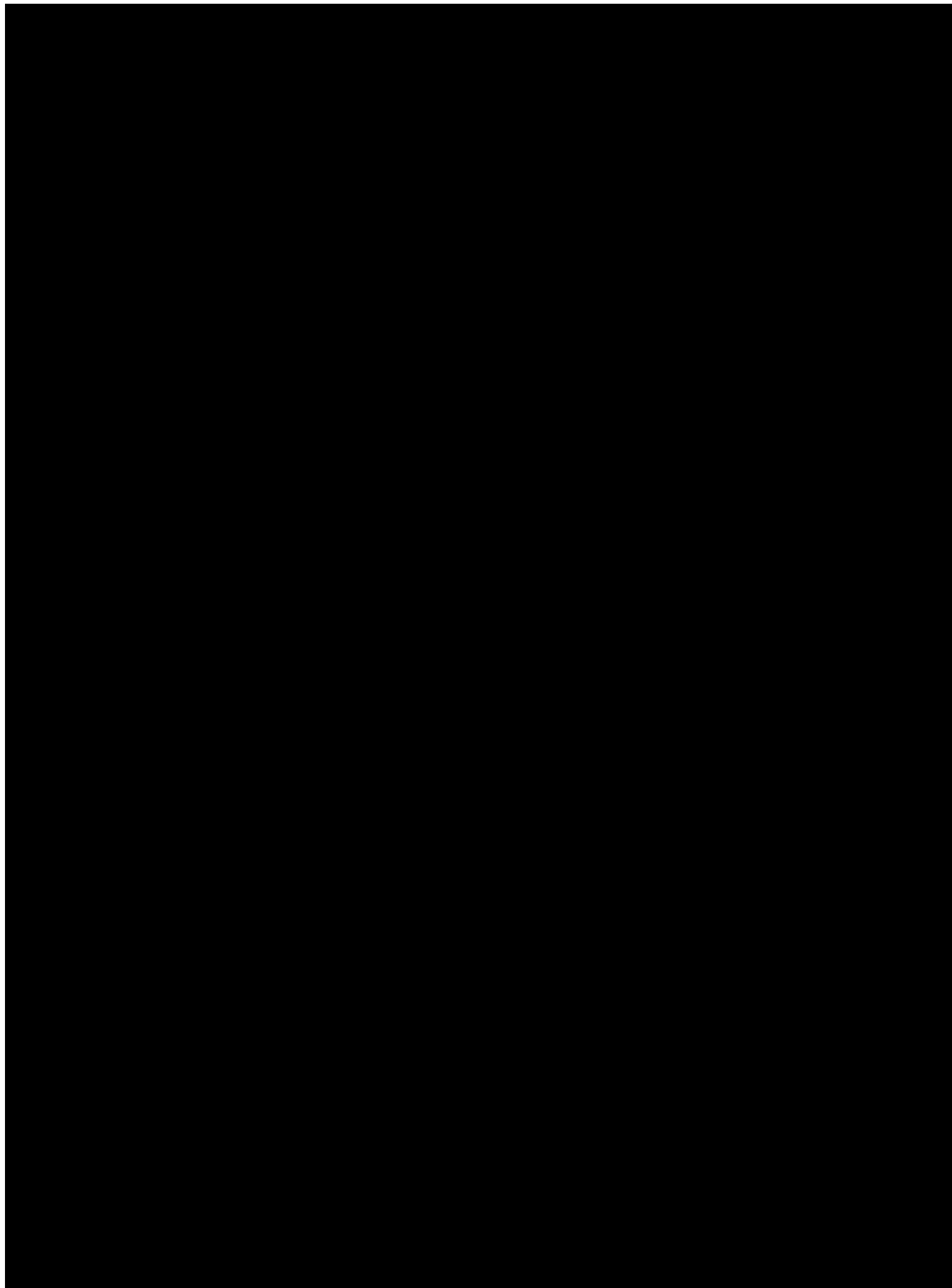
ANNEX B – TENDER RESPONSE

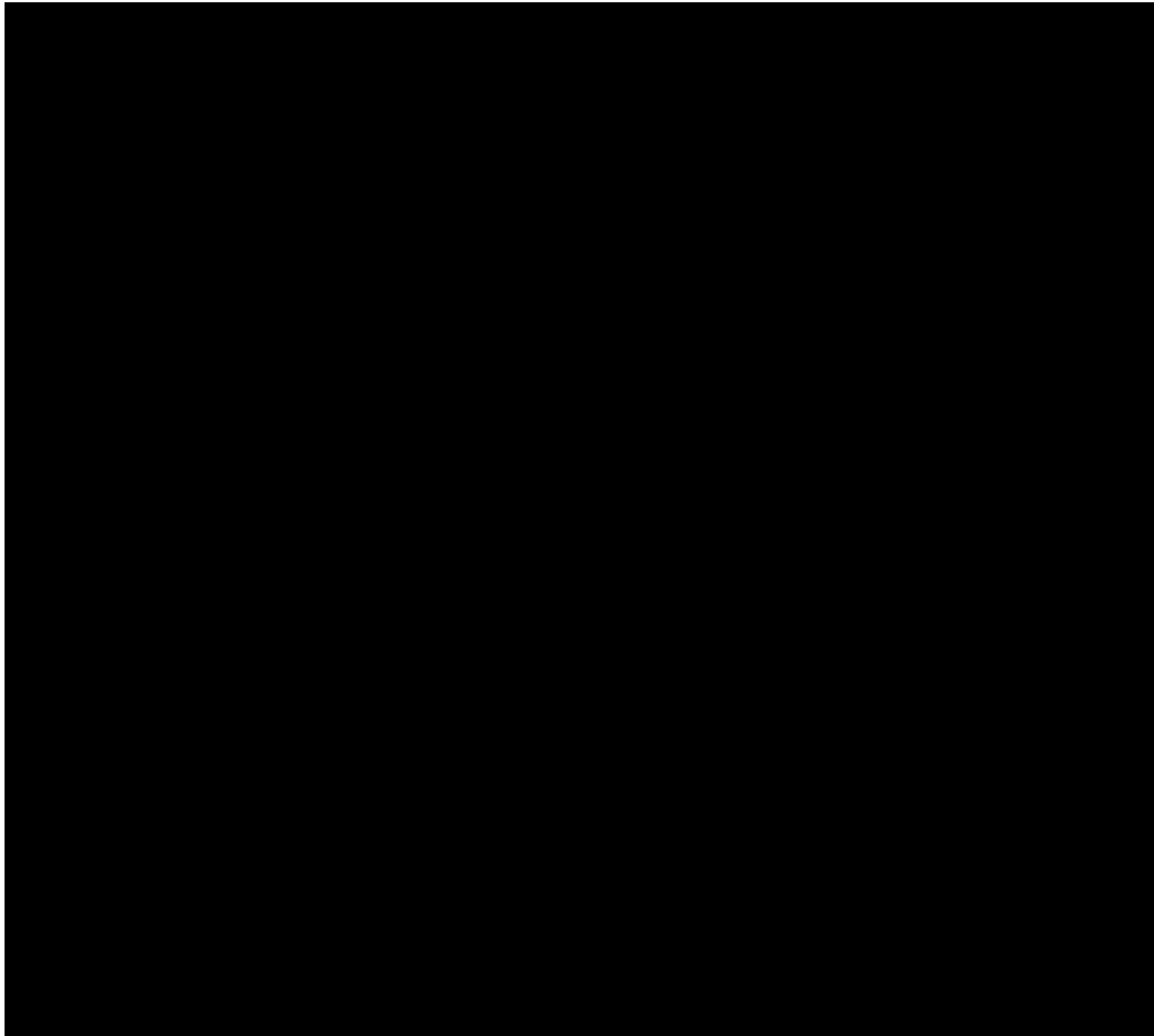


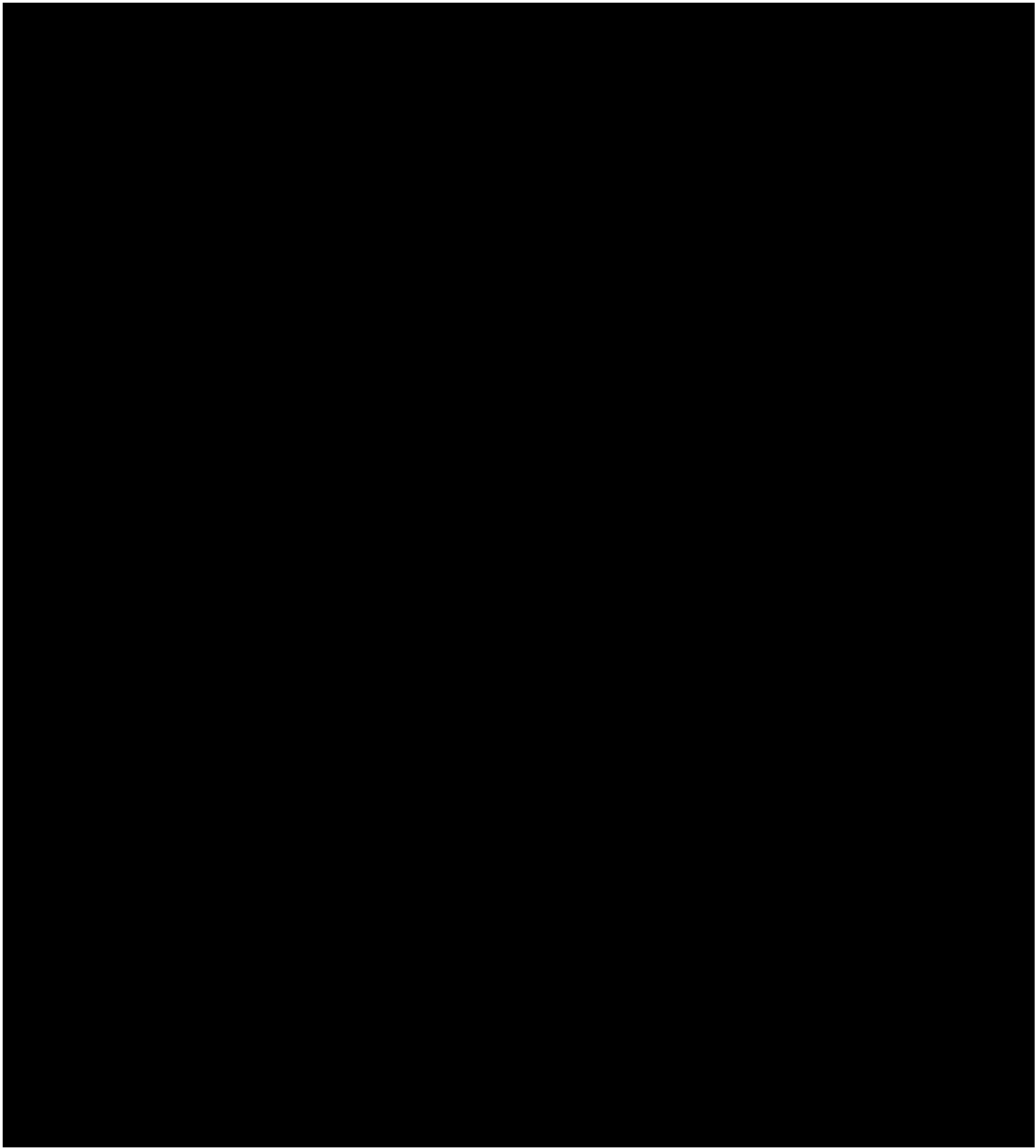


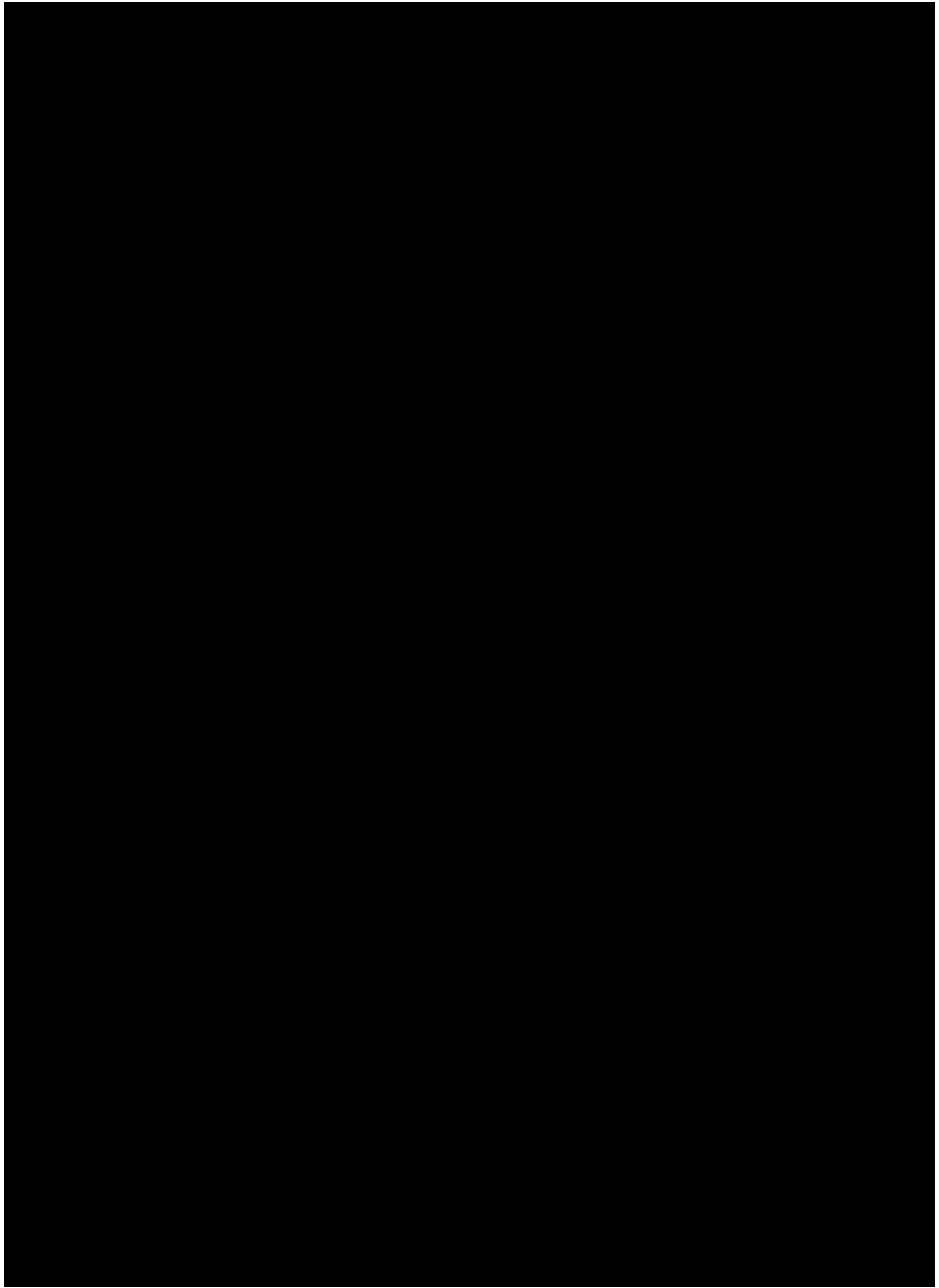












the 1990s, the incidence of *S. flexneri* has increased in the United Kingdom [10]. In the United States, *S. flexneri* has been reported to be the most common serotype of *Shigella* isolated from children with shigellosis [11].

There is a paucity of data on the prevalence of *Shigella* in the United Kingdom. In a study of 1000 patients with acute diarrhoea, 10% were found to have *Shigella* [12]. In a study of 1000 patients with acute diarrhoea, 10% were found to have *Shigella* [12]. In a study of 1000 patients with acute diarrhoea, 10% were found to have *Shigella* [12].

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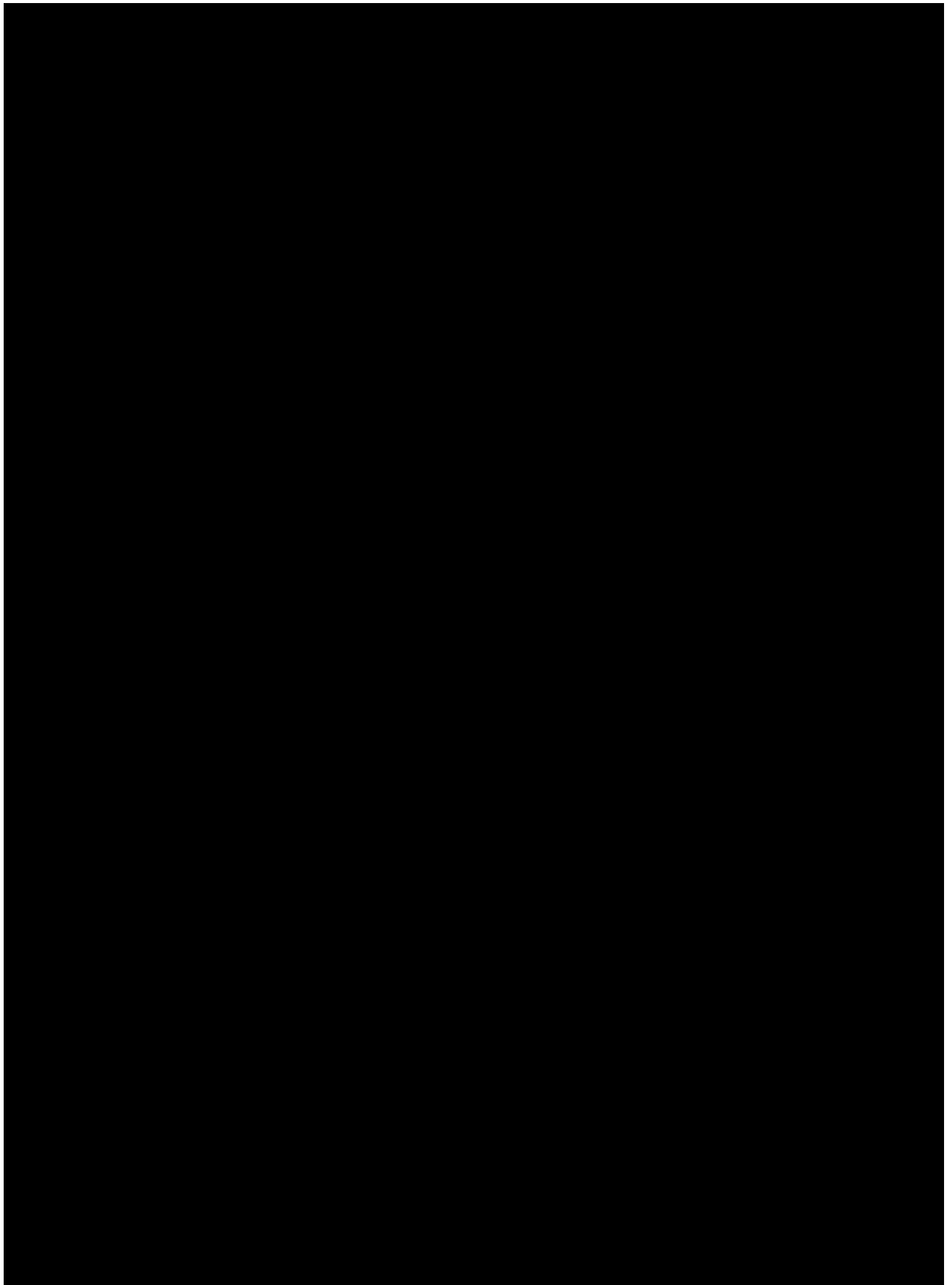
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the 'information' and 'communication' fields. The 'information' field is defined as:

...the study of the nature, sources, uses, and management of information, and the study of the communication of information. The field includes the study of the history, theory, and practice of information science, and the study of the social, cultural, and economic aspects of information and communication. (p. 111)

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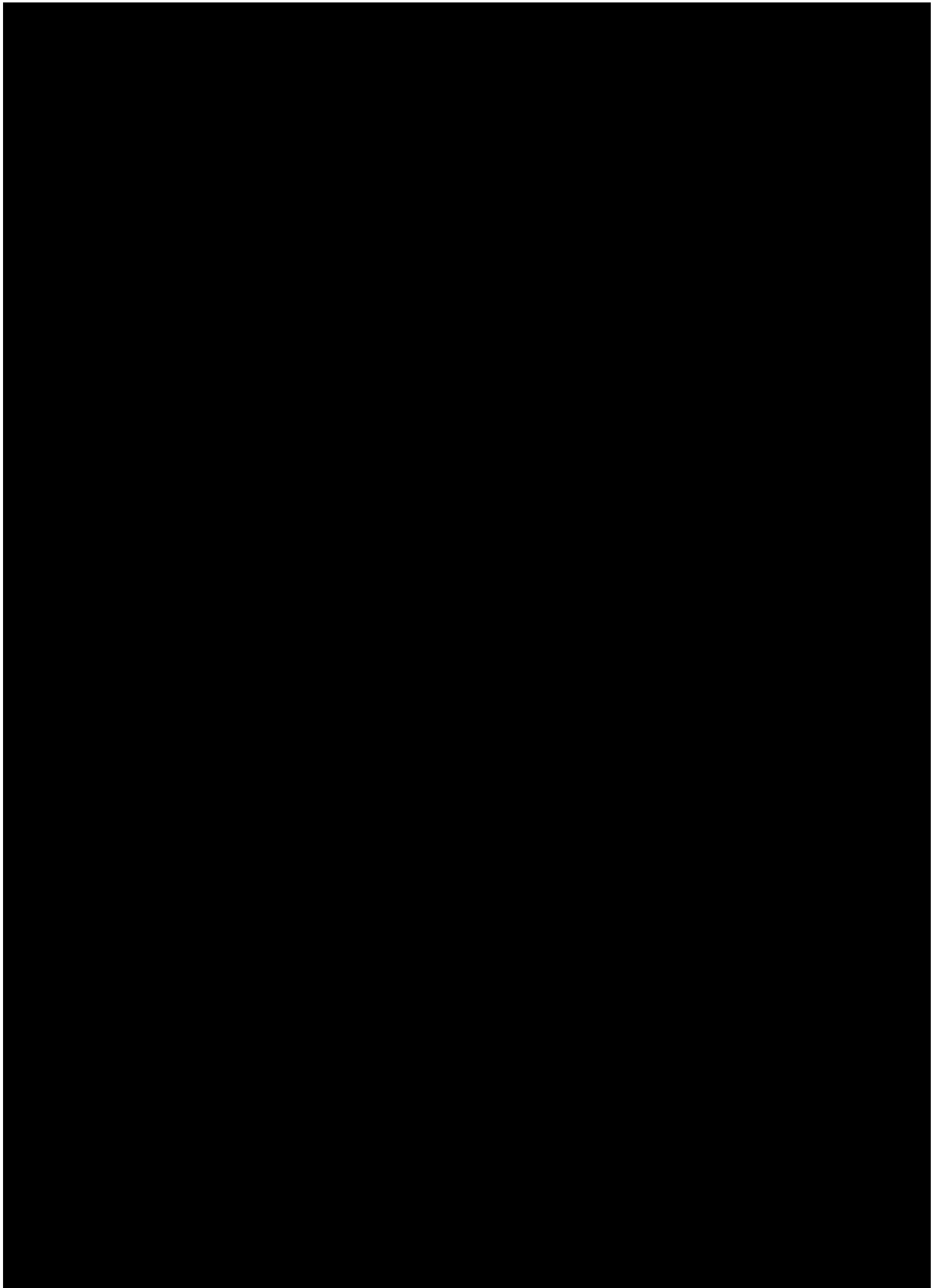
The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion section summarizes the main findings and provides recommendations for future research.

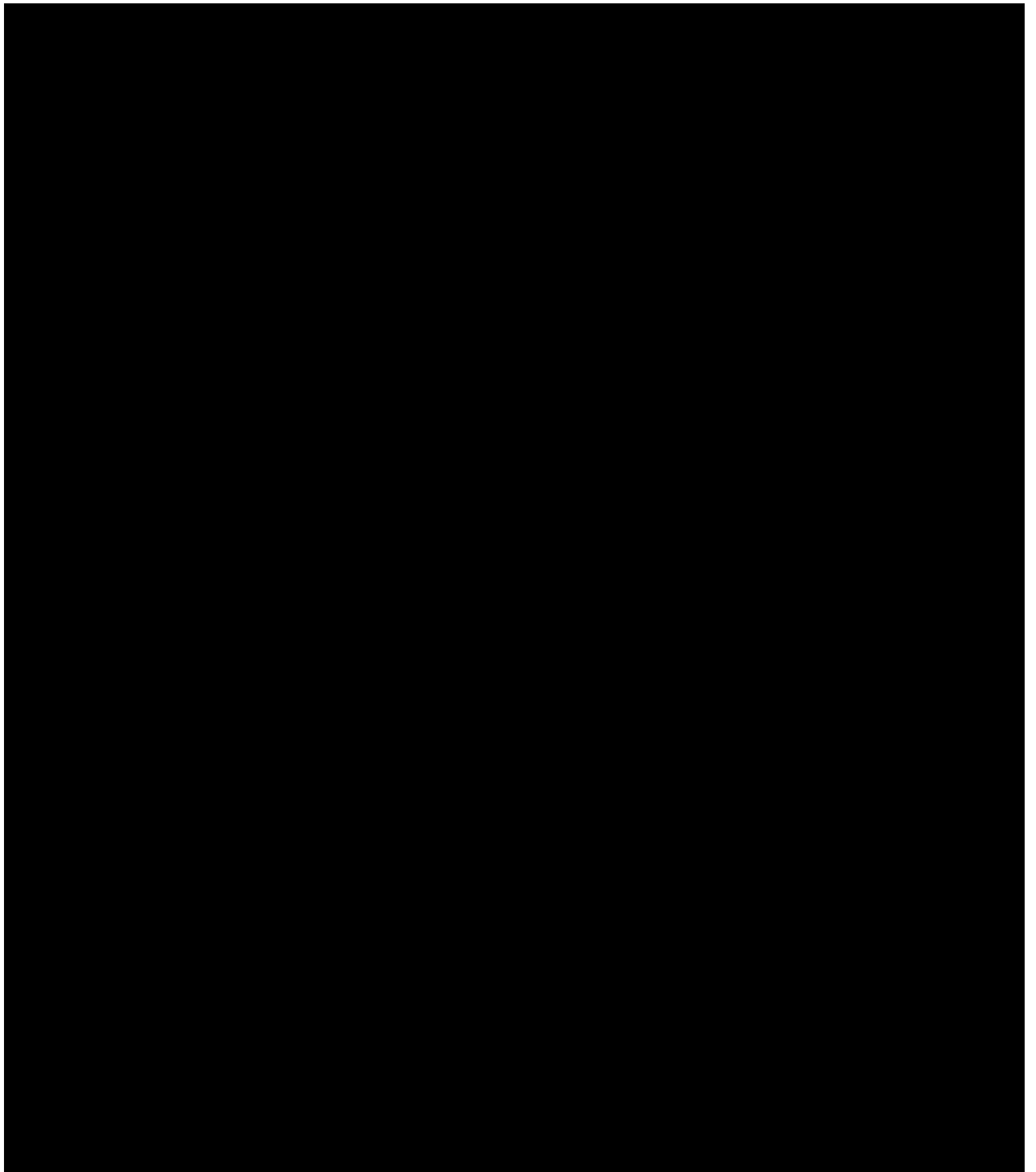
The study was conducted in a laboratory setting. The participants were recruited from a local university and were assigned to two groups: the experimental group and the control group. The experimental group received the intervention, while the control group did not. The data was collected over a period of six weeks.

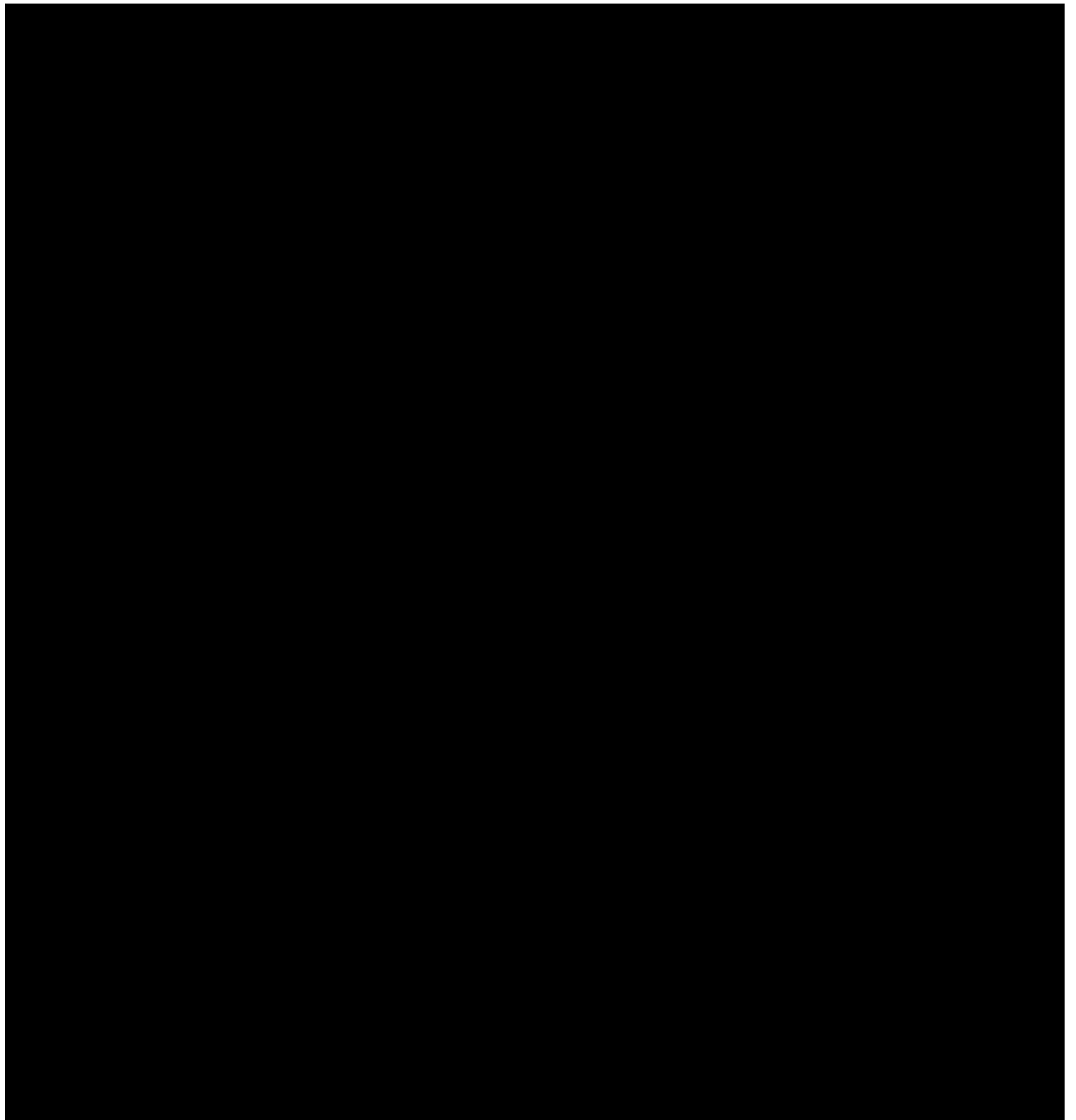
The results of the study show that the intervention had a significant positive effect on the outcome variable. The experimental group showed a significant improvement in the outcome variable compared to the control group. The findings suggest that the intervention is effective in improving the outcome variable.

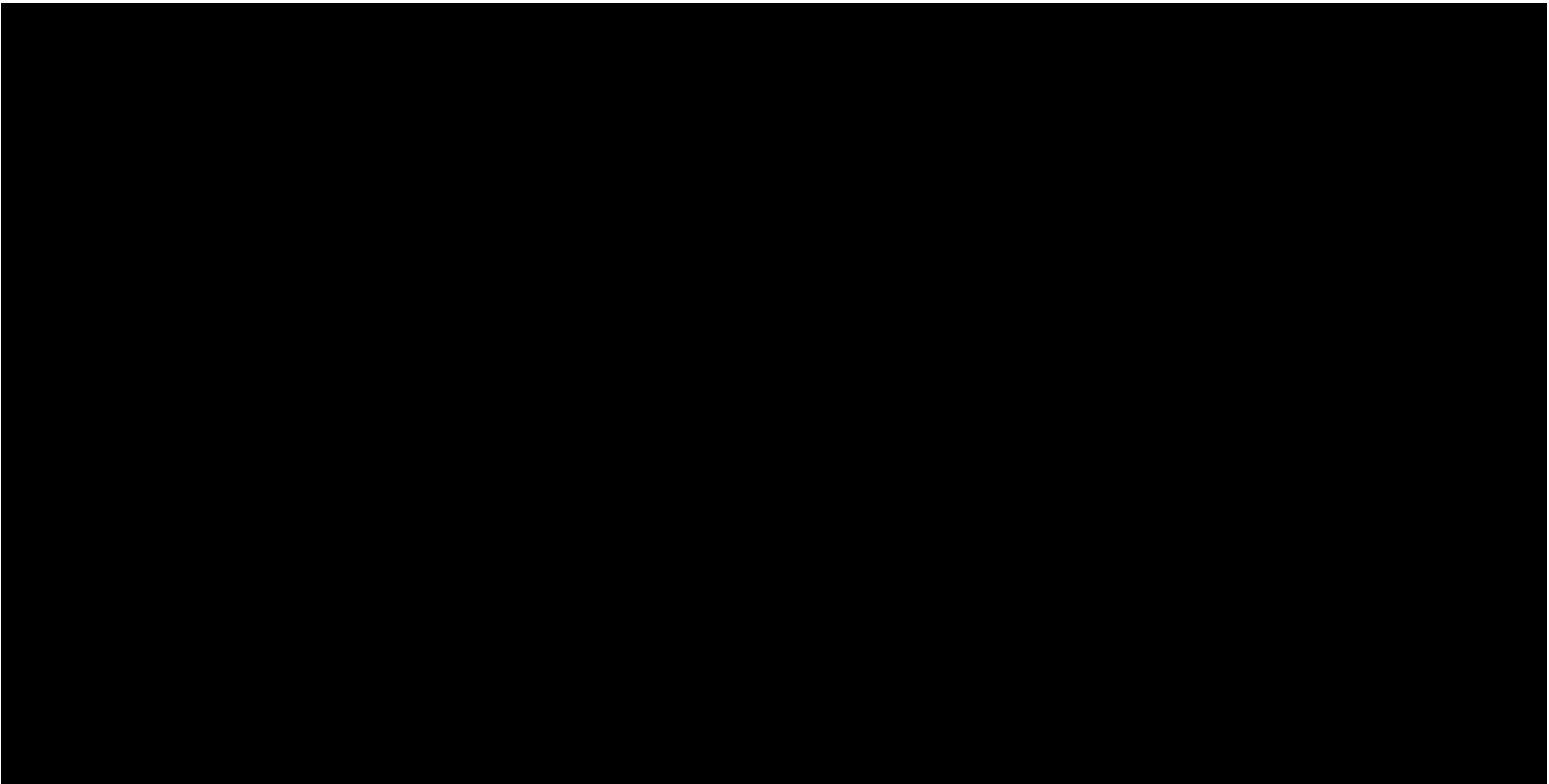
The conclusion of the study is that the intervention is effective in improving the outcome variable. The findings suggest that the intervention is a promising approach for improving the outcome variable. Further research is needed to confirm the findings and to explore the long-term effects of the intervention.











the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of children in the world who are under 5 years of age has increased by 1.1 billion in the same period. The number of children in the world who are under 15 years of age is projected to increase by 1.5 billion by the year 2025 (United Nations 1999).

There is a growing concern that the rapid increase in the number of children in the world is leading to a decline in the quality of life for children. This is because the rapid increase in the number of children is leading to a decline in the resources available to each child. This is particularly true in developing countries, where the resources available to each child are already limited. This is a major concern for the world's leaders, who are trying to find ways to improve the quality of life for children in the world.

One of the ways to improve the quality of life for children is to provide them with access to education. Education is a key to improving the quality of life for children, as it gives them the skills and knowledge they need to succeed in life. However, in many developing countries, access to education is limited. This is because the government does not have enough money to build schools and hire teachers. This is a major problem for the world's leaders, who are trying to find ways to improve the quality of life for children in the world.

Another way to improve the quality of life for children is to provide them with access to healthcare. Healthcare is a key to improving the quality of life for children, as it gives them the medical care they need to stay healthy. However, in many developing countries, access to healthcare is limited. This is because the government does not have enough money to build hospitals and hire doctors. This is a major problem for the world's leaders, who are trying to find ways to improve the quality of life for children in the world.

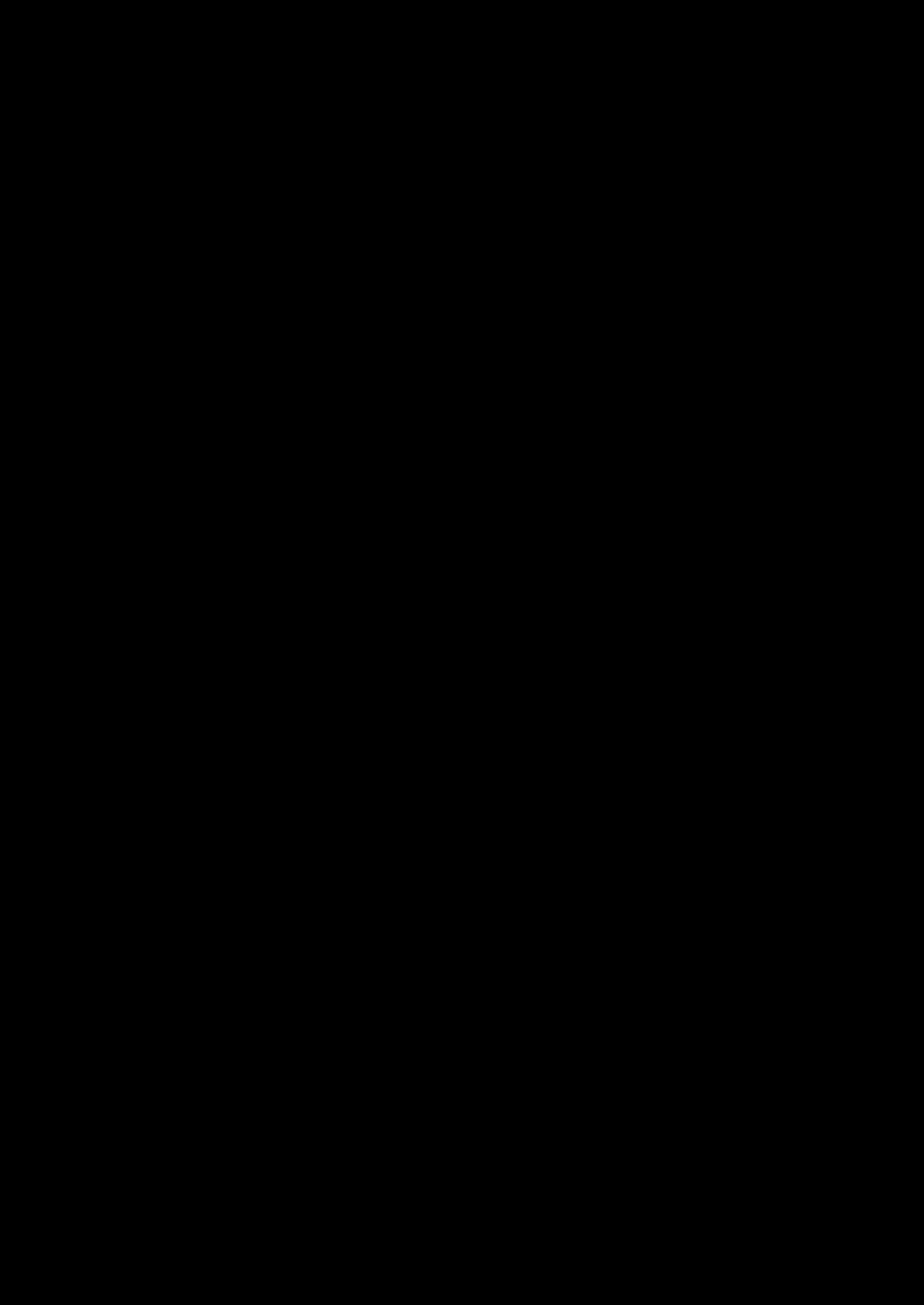
There are many other ways to improve the quality of life for children, but these are the two most important. Education and healthcare are the key to improving the quality of life for children, and the world's leaders must find ways to provide them with access to these services. This is a major challenge for the world's leaders, but it is one that must be met if we are to improve the quality of life for children in the world.

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the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999). The number of people in the world who are 65 years of age and over has increased by 150 million in the same period. The number of people in the world who are 15 years of age and over has increased by 1.5 billion (United Nations 1999).

There is a growing awareness of the need to address the needs of the young and the old in the context of the rapidly changing world. The World Bank (1999) has identified the need to address the needs of the young and the old as a key priority for the 21st century. The World Bank (1999) has identified the need to address the needs of the young and the old as a key priority for the 21st century. The World Bank (1999) has identified the need to address the needs of the young and the old as a key priority for the 21st century.

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The first part of the paper discusses the importance of the research and the objectives of the study. It then moves on to a literature review, which provides a background on the topic and identifies the gaps in the existing research. The methodology section describes the research design, data collection, and analysis. The results section presents the findings of the study, and the conclusion summarizes the main points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data were collected from a representative sample of the population, and the analysis was carried out using appropriate statistical methods. The results of the study are presented in a clear and concise manner, and the conclusions are based on the evidence gathered.

The findings of the study have important implications for the field of research, and they provide valuable insights into the issues being studied. The research also highlights the need for further investigation in this area, and it offers suggestions for how this can be achieved.

In conclusion, the research has shown that there is a need for further investigation in this area, and it has provided valuable insights into the issues being studied. The findings of the study have important implications for the field of research, and they offer suggestions for how this can be achieved.

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...the study of the processes of information creation, organisation, storage, retrieval, dissemination and use, and the social, cultural, economic and political contexts in which these processes take place. (p. 10)

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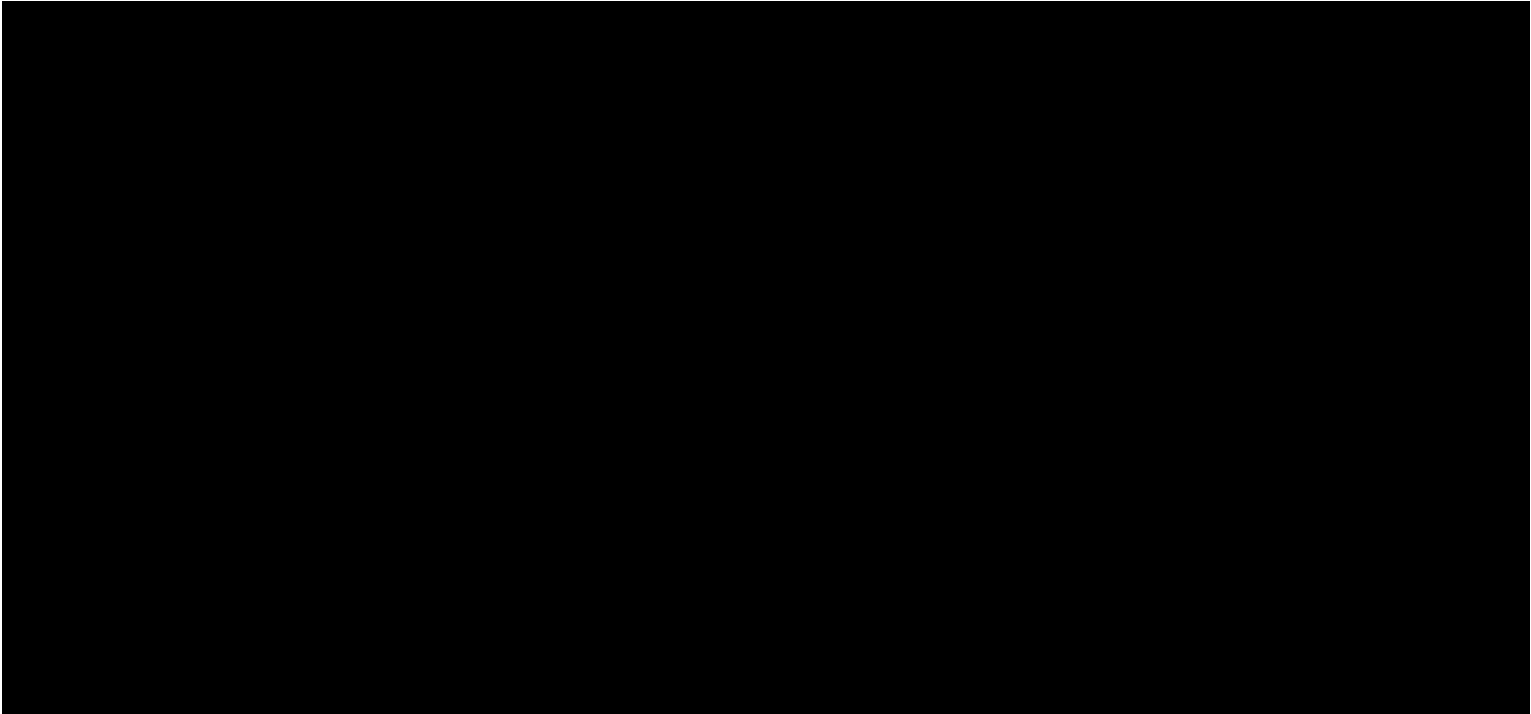
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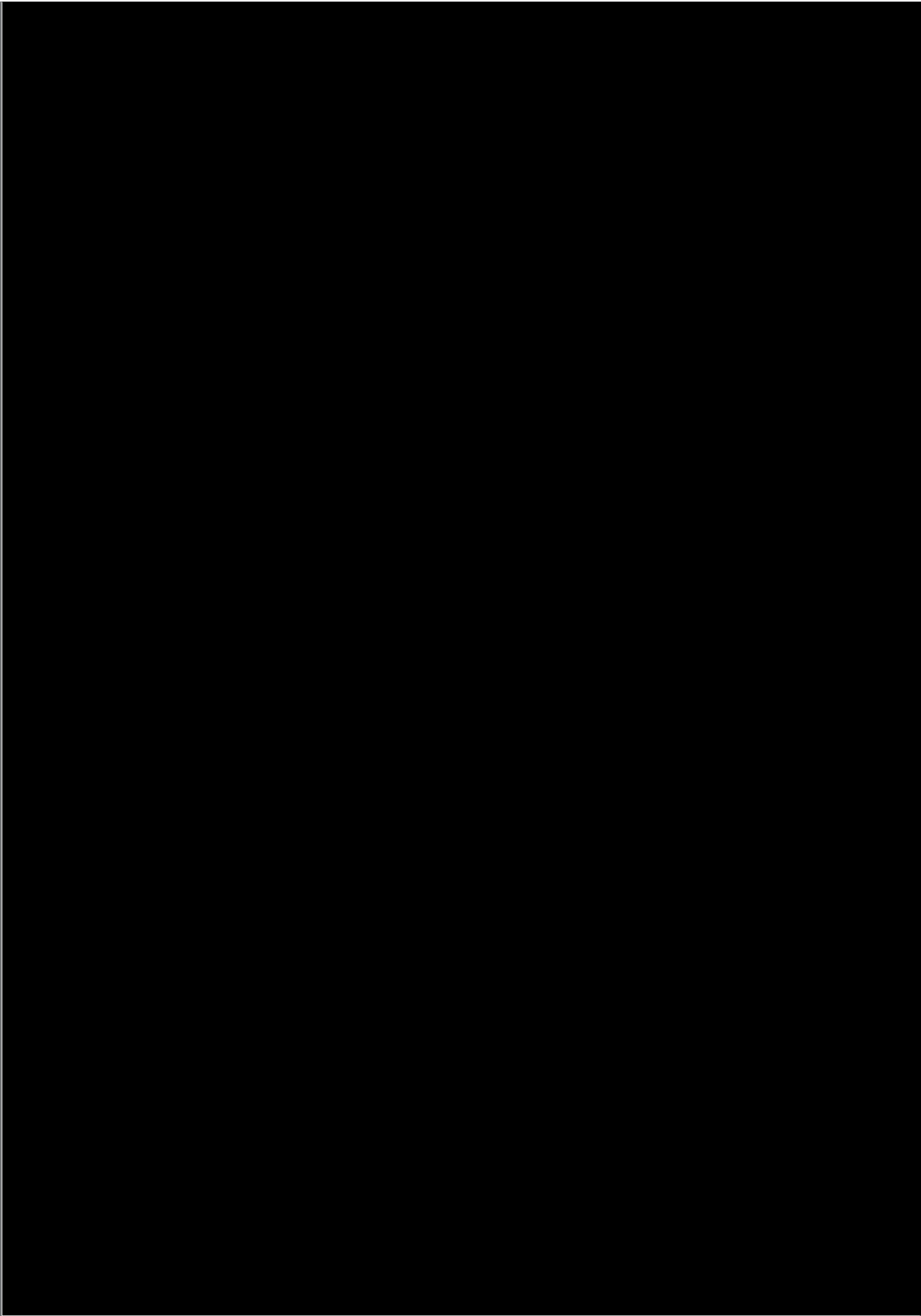
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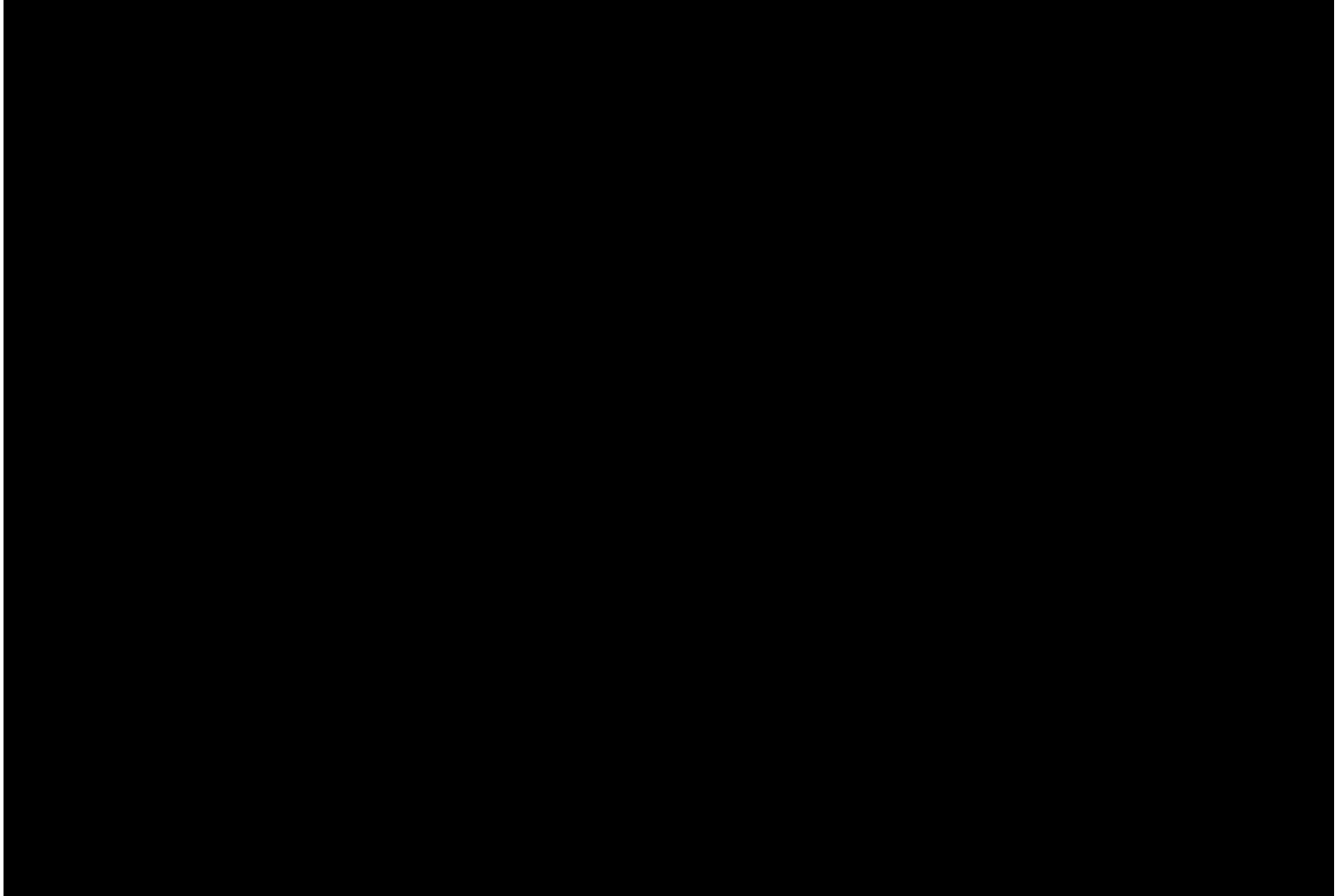
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The first of these is the *Journal of the American Medical Association* (JAMA), which has been a leading voice in the medical profession for over a century. It is a weekly publication that covers a wide range of topics, from clinical medicine to public health. The second is the *New England Journal of Medicine* (NEJM), which is a leading journal in the field of clinical medicine. The third is the *Lancet*, which is a leading journal in the field of public health. The fourth is the *British Medical Journal* (BMJ), which is a leading journal in the field of clinical medicine. The fifth is the *Annals of the New York Academy of Sciences* (ANAS), which is a leading journal in the field of public health. The sixth is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of clinical medicine. The seventh is the *Journal of the Royal Society of Public Health* (JRSPH), which is a leading journal in the field of public health. The eighth is the *Journal of the Royal Society of Tropical Medicine and Hygiene* (JRSTMH), which is a leading journal in the field of tropical medicine. The ninth is the *Journal of the Royal Society of Medicine* (JRM), which is a leading journal in the field of clinical medicine. The tenth is the *Journal of the Royal Society of Public Health* (JRSPH), which is a leading journal in the field of public health.

the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion, from 1.1 billion in 1980 to 2.3 billion in 1999. The number of children under 15 years of age in the world is projected to increase to 3.1 billion by 2015, with the largest increases occurring in the developing countries (United Nations, 1999).

There is a growing awareness of the need to address the needs of children in the world, and the United Nations has developed a series of goals for the year 2015, known as the Millennium Development Goals (MDGs). The MDGs are a set of eight goals that are intended to address the most pressing development issues of the world, including poverty, hunger, education, and the environment. The first goal is to eradicate extreme poverty and hunger, and the eighth goal is to develop a global partnership for development.

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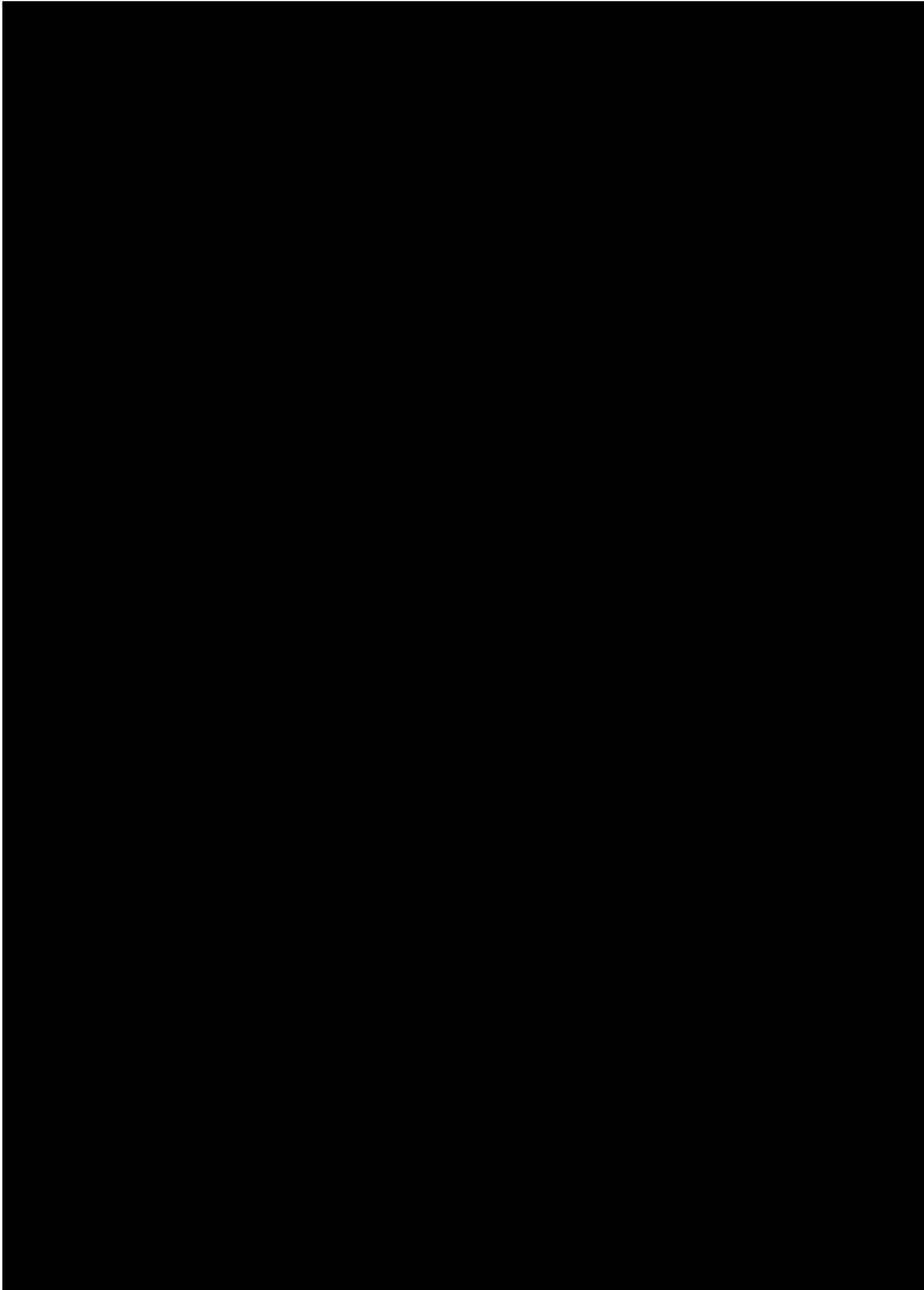
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The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The next section describes the methodology used in the study, including the data sources and the statistical techniques employed. The results of the study are then presented, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and suggestions for further research.

The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants. The data was then analyzed using statistical software. The results of the analysis are presented in the following table:

Variable	Mean	Standard Deviation
Variable 1	1.2	0.5
Variable 2	2.5	0.8
Variable 3	3.1	1.2
Variable 4	4.5	1.5
Variable 5	5.2	1.8

The results of the study indicate that there is a significant relationship between the variables. The findings suggest that the research has important implications for the field. Further research is needed to explore the relationship between the variables in more detail.



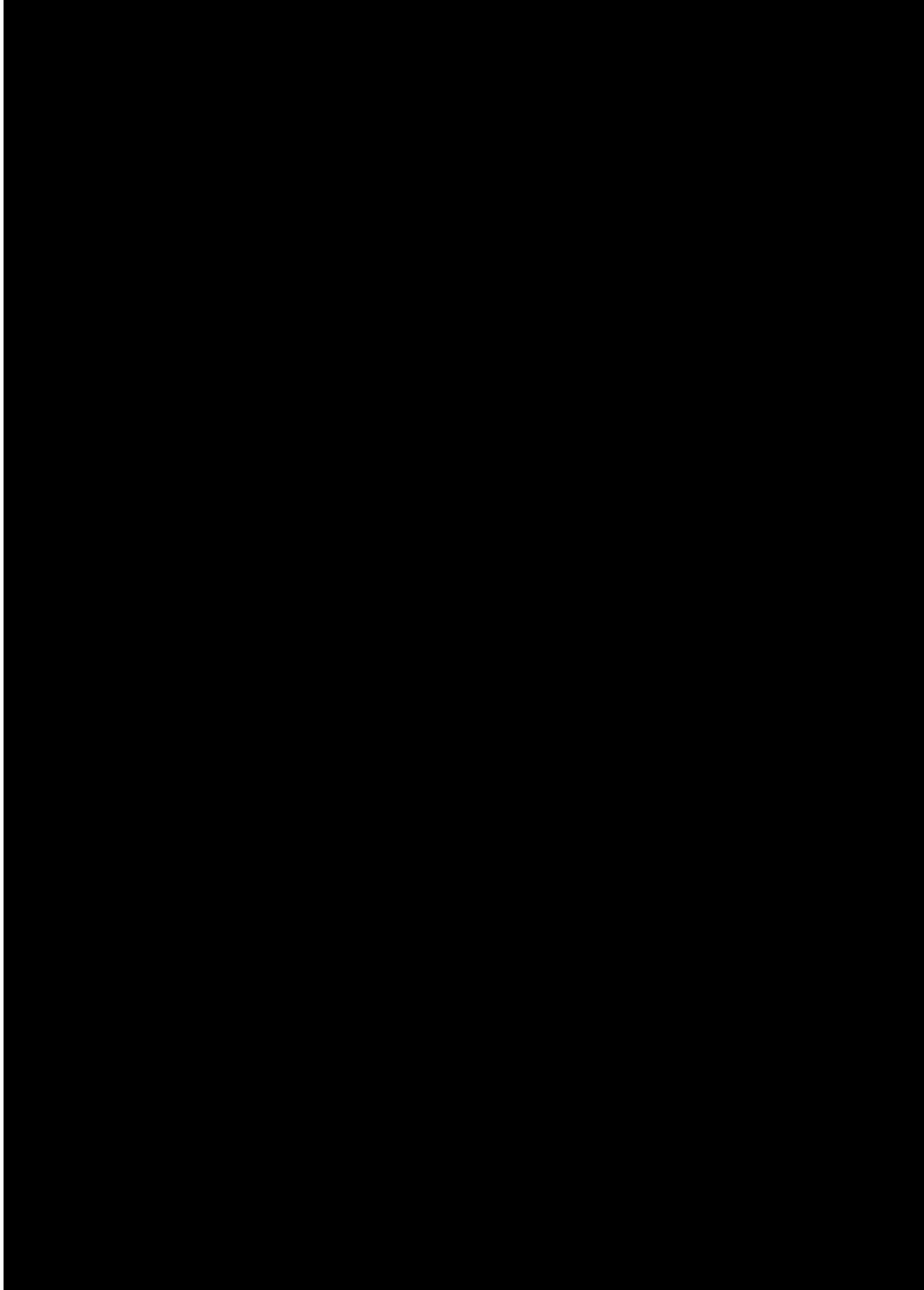
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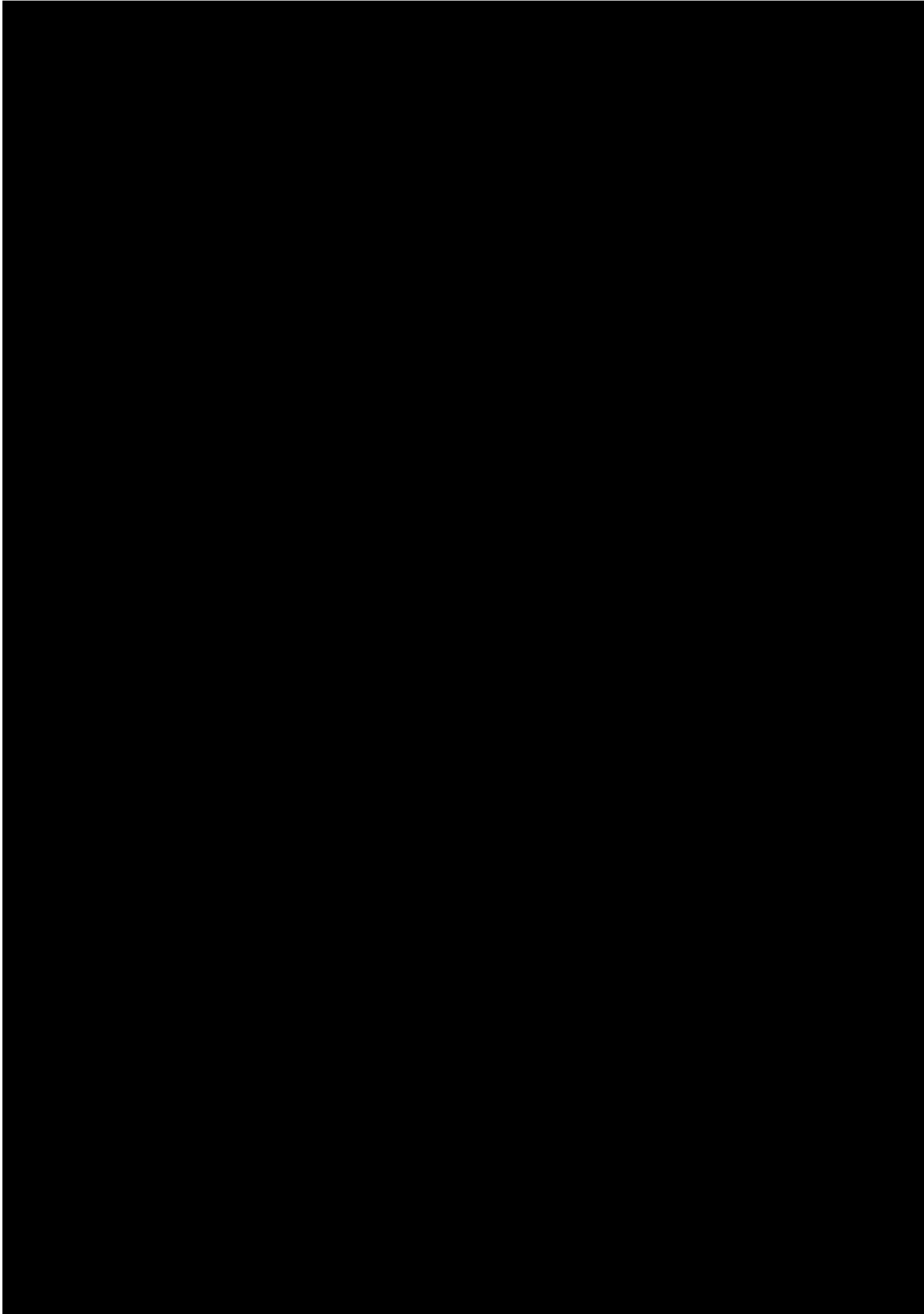
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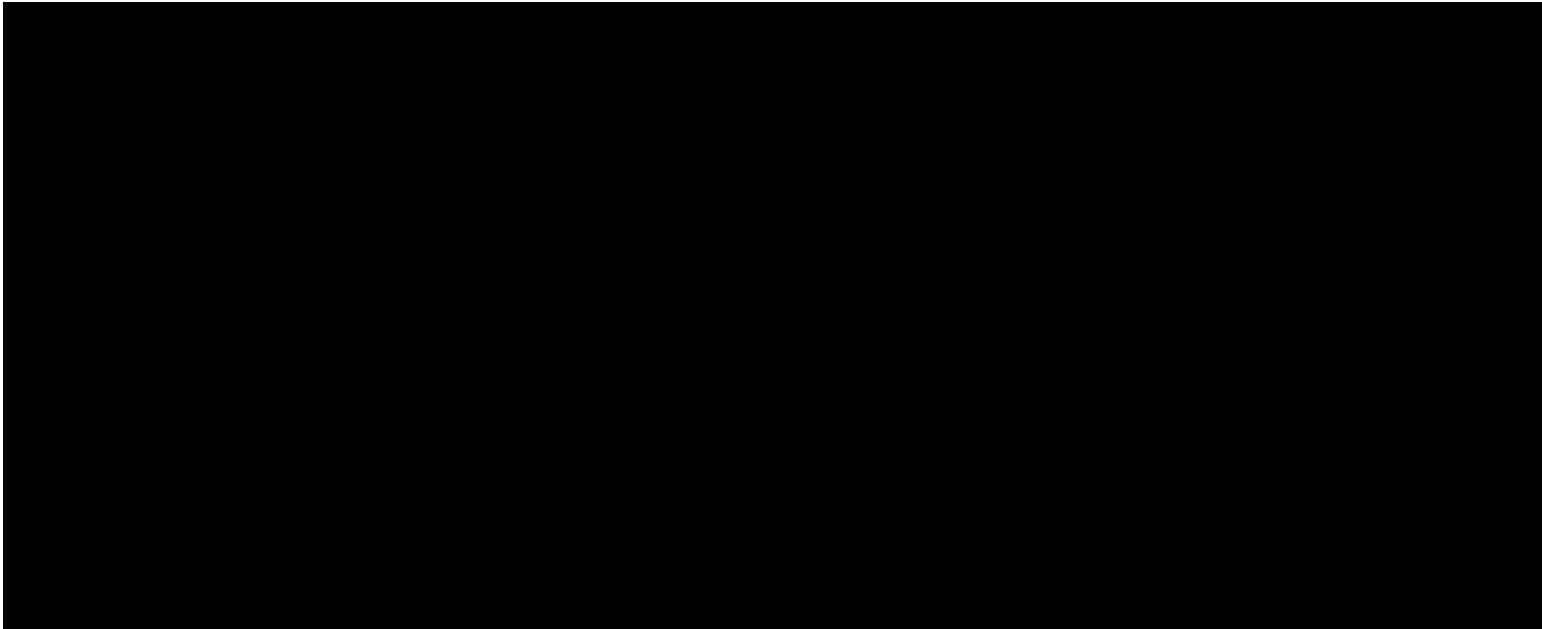
The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to determine the relationships between the variables.

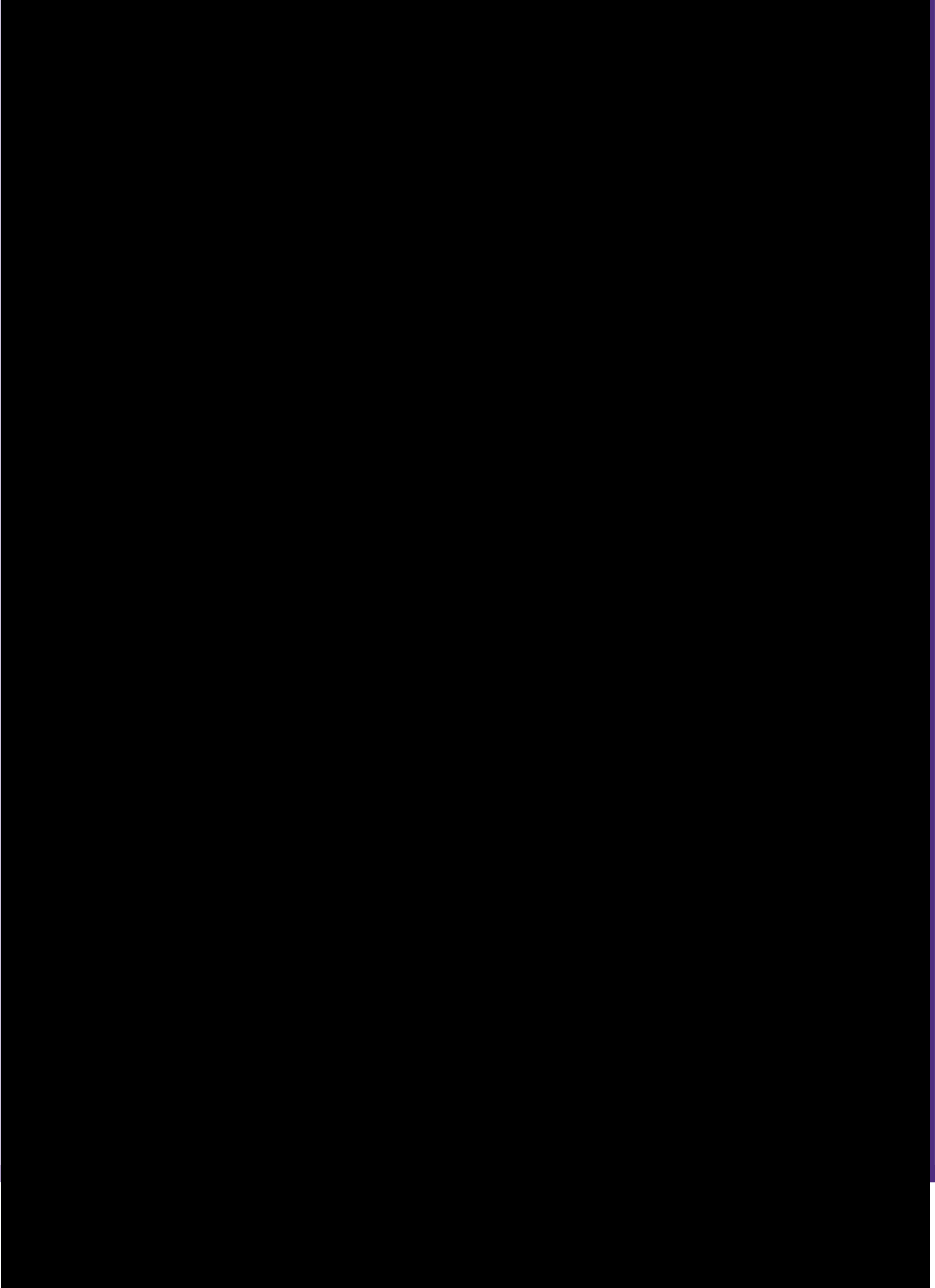
The results of the study show that there is a significant positive relationship between the variables. This finding is consistent with the previous research on the topic. The study also found that there are some differences in the results between the different groups of participants.

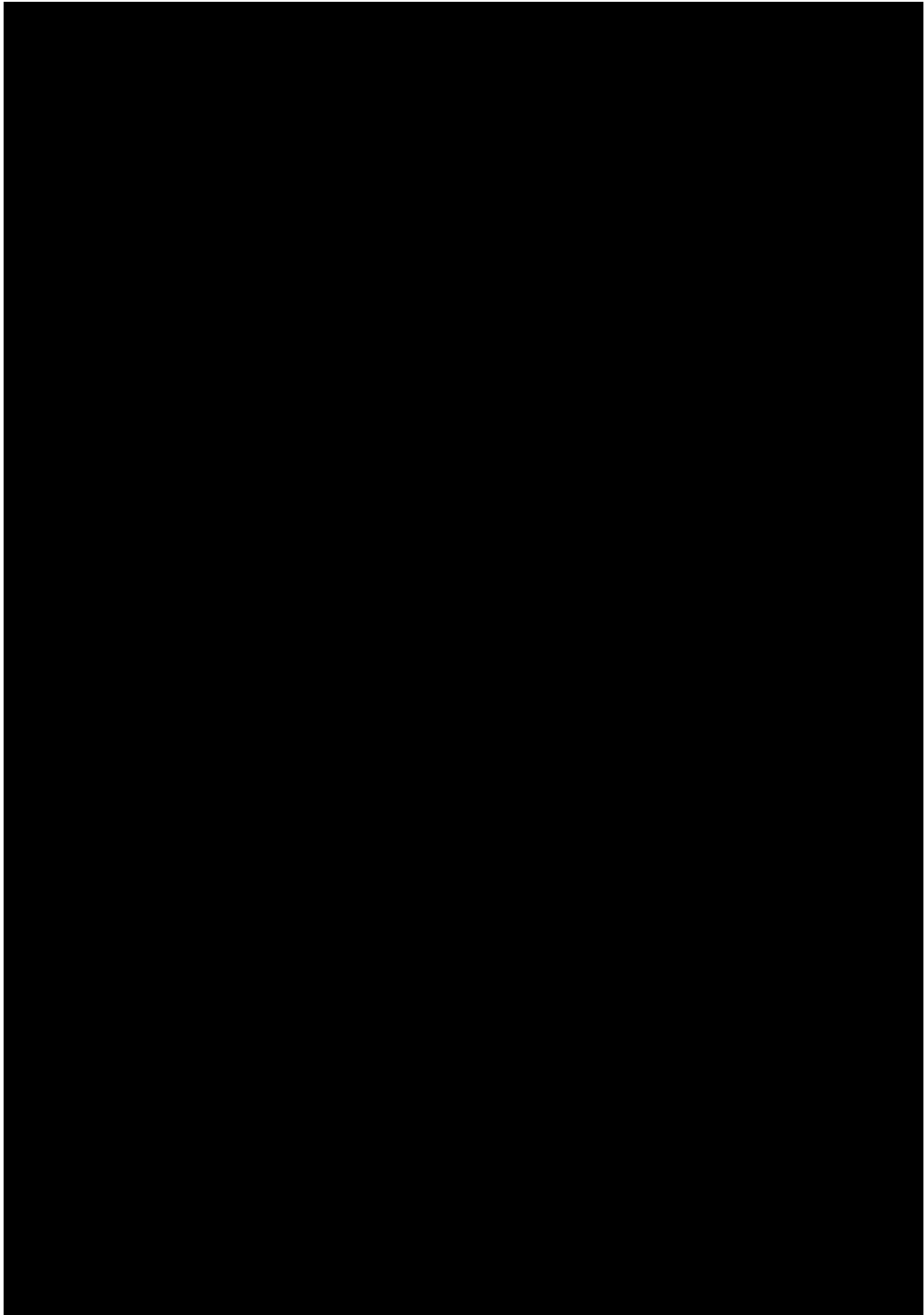
The conclusions of the study suggest that the findings have important implications for practice and policy. Further research is needed to explore the relationships between the variables in more detail.











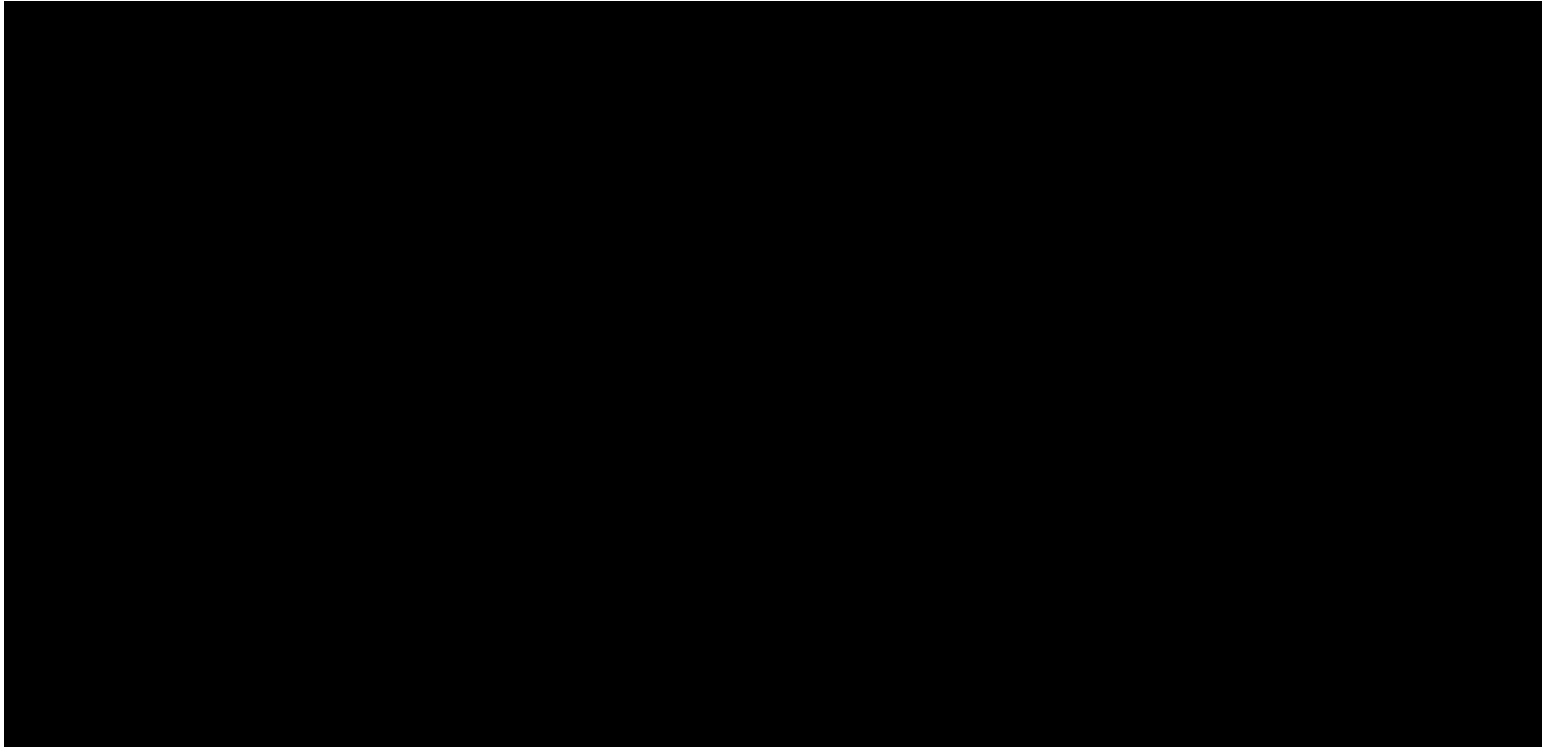
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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants, and the results were analyzed using statistical methods. The findings of the study indicate that there is a significant relationship between the variables being studied.

The results of the study suggest that the research has important implications for the field. Further research is needed to explore the relationship between the variables in more detail.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings have important implications for the field and suggest that further research is needed.





The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and it is only by looking at the whole that we can understand it. This is the first principle of systems thinking: the whole is greater than the sum of its parts.

The second principle is that the system is dynamic. It is not a static system, and it is not a system that can be understood by looking at a single point in time. The system is a process, and it is only by looking at the process that we can understand it. This is the second principle of systems thinking: the system is a process, and it is only by looking at the process that we can understand it.

The third principle is that the system is interconnected. The parts of the system are not isolated from each other, and they are not independent of each other. The parts of the system are interconnected, and it is only by looking at the interconnections that we can understand the system. This is the third principle of systems thinking: the system is interconnected, and it is only by looking at the interconnections that we can understand the system.

The fourth principle is that the system is self-organizing. The system is not a system that is imposed from the outside, and it is not a system that is controlled from the outside. The system is a system that is self-organizing, and it is only by looking at the self-organization that we can understand the system. This is the fourth principle of systems thinking: the system is self-organizing, and it is only by looking at the self-organization that we can understand the system.

The fifth principle is that the system is resilient. The system is not a system that is fragile, and it is not a system that is easily broken. The system is a system that is resilient, and it is only by looking at the resilience that we can understand the system. This is the fifth principle of systems thinking: the system is resilient, and it is only by looking at the resilience that we can understand the system.

The sixth principle is that the system is adaptable. The system is not a system that is rigid, and it is not a system that is unable to change. The system is a system that is adaptable, and it is only by looking at the adaptability that we can understand the system. This is the sixth principle of systems thinking: the system is adaptable, and it is only by looking at the adaptability that we can understand the system.

The seventh principle is that the system is sustainable. The system is not a system that is unsustainable, and it is not a system that is doomed to fail. The system is a system that is sustainable, and it is only by looking at the sustainability that we can understand the system. This is the seventh principle of systems thinking: the system is sustainable, and it is only by looking at the sustainability that we can understand the system.

The eighth principle is that the system is equitable. The system is not a system that is inequitable, and it is not a system that is unfair. The system is a system that is equitable, and it is only by looking at the equity that we can understand the system. This is the eighth principle of systems thinking: the system is equitable, and it is only by looking at the equity that we can understand the system.

The ninth principle is that the system is just. The system is not a system that is unjust, and it is not a system that is unfair. The system is a system that is just, and it is only by looking at the justice that we can understand the system. This is the ninth principle of systems thinking: the system is just, and it is only by looking at the justice that we can understand the system.

The tenth principle is that the system is good. The system is not a system that is bad, and it is not a system that is evil. The system is a system that is good, and it is only by looking at the goodness that we can understand the system. This is the tenth principle of systems thinking: the system is good, and it is only by looking at the goodness that we can understand the system.

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study, and the fourth part discusses the conclusions and implications of the findings.

The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to determine the relationships between the variables of interest.

The results of the study indicate that there is a significant positive relationship between the variables of interest. This finding is consistent with the previous research in the field. The implications of these findings suggest that the research has practical applications in the field of study.

In conclusion, the study has provided valuable insights into the relationships between the variables of interest. Further research is needed to explore the underlying mechanisms of these relationships and to test the generalizability of the findings.

ANNEX C – PRICE RESPONSE

