
TERMS OF REFERENCE

Impact Evaluation (IE) of Rupantaran Programme

Consultancy Assignment for International Evaluation Agency

1. BACKGROUND AND JUSTIFICATION:

The United Nations (UN) defines adolescence as the period between 10-19 years. This transition period from childhood to adulthood is marked by biological growth and major social role transitions affected by many socio-economic factors ultimately shaping the foundations for adult life. Nepal is home to 5.8 million adolescents (2.8 million girls), accounting for around 20% of its total population.¹ Although adolescents represent a significant proportion of the population, their specific issues, concerns, and needs have been largely undiscussed or unaddressed in the legal and political contexts. They are excluded from decisions that affect them and have limited access to information on issues affecting their lives.

Situation of child marriage in Nepal

Legally, Nepal has set the age for marriage at 20 and recognizes child marriage as a human rights violation that can lead to abuse, violence, and unhealthy life consequences. This aligns with SDG Goal 5.3, which aims to eliminate all harmful practices, such as child, early, and forced marriage by 2030. Furthermore, Nepal's commitment is reinforced through its National Strategy to End Child Marriage, which provides a comprehensive approach to tackle the issue across various sectors.

Despite its declining trend, child marriage is pervasive across Nepal. According to the Nepal DHS 2022 women marry earlier than men. One in five women (21%) aged 15–19 is currently married or in union, as compared with only 5% of men in the same age group. Around 35% of women and 7% of men aged 20–24 are married before the age of 18. Among women aged 15–19, 14% have ever been pregnant and 10% have had a live birth.² There is variation in child marriage across the country. The behavioral drivers of child marriage and adolescent pregnancy in Nepal are multifaceted and deeply intertwined with societal norms, economic conditions, and cultural expectations. A recent UNICEF qualitative study showed that poverty, discriminatory practices, and limited agency of adolescents, especially girls and in certain communities, contribute to early marriages. The influence of family decisions, perceptions of physical attractiveness and the desire for independence also play a pivotal role. Additionally, the lack of education and awareness, coupled with societal pressures and traditional beliefs, contribute to the perpetuation of these practices.³ In addition, a study conducted by UNFPA has also revealed that child marriage is more prevalent in rural areas and among less educated groups; and financial hardship, parental pressure, and the desire of elders to see girls married before they pass away have been the major drivers of child marriage. Elopement at an early age is also on rise, which accounted for 28% of child marriages among girls, driven by factors like social restrictions, insecurity, pre-marital pregnancy, and dowry issues⁴.

¹ National Statistics Office [Nepal]. National Population and Housing Census 2021 (National Report Vol 01). Kathmandu, Nepal; 2023. Available at: https://censusnepal.cbs.gov.np/results/files/result-folder/National%20Report_English.pdf
Available at: dhsprogram.com/pubs/pdf/FR379/FR379.pdf

² Ministry of Health and Population [Nepal], New ERA, and ICF. 2023. Nepal Demographic and Health Survey 2022. Kathmandu, Nepal: Ministry of Health and Population [Nepal]. Available at: dhsprogram.com/pubs/pdf/FR379/FR379.pdf

³ Nepal Health research council (NHRC) and UNICEF. Behavioral Determinants of Child Marriage and Adolescent Pregnancy in Nepal: A qualitative study. Kathmandu, Nepal; 2024. Available at: [ECM - Main Report.pdf \(unicef.org\)](https://ecm-main-report.pdf.unicef.org)

⁴ UNFPA and CREHPA, 2023: Study report on the Sexual and Reproductive Health Status of Adolescents and Youth in the Programme Areas of UNFPA Nepal

Child marriage significantly disrupts the critical transition from adolescence to adulthood. During this period, young individuals should be developing autonomy, exploring their identities, and gaining skills for self-governance. However, child marriage imposes adult roles and responsibilities prematurely, often leading to emotional and behavioral challenges. The lack of maturity and preparation for these roles can result in adverse outcomes, such as diminished educational opportunities, increased risk of poverty, and health complications, both for the young individuals and their offspring. The consequences of early marriage manifest across multiple domains, significantly impacting education, health, and family dynamics. To avoid legal consequences, child marriages are often kept hidden. The repercussions of early marriage can affect career prospects and girls encounter substantial hurdles in returning to school after marriage.⁵ Psychological distress is prevalent among adolescents and youth (A&Y) in Nepal, with 15% experiencing distress of varying severity. Adolescents have higher levels of severe distress, particularly females with child marriage and gender-based violence (GBV) being significant contributing factors.⁶

To effectively address this issue, an intersectional, gender-transformative approach is required, ensuring that adolescents girls can have a childhood free of the risks associated with child marriage. Adolescent empowerment is critical in the fight against child marriage because it provides them with knowledge, skills, resources, and agency. Adolescents can resist child marriage, advocate for their rights, and actively participate in decision-making processes that affect their lives if they are empowered. However, empowerment efforts need to be complemented by other programmes that support girls to enroll and remain in school, access health, protection, and livelihood services.

Global Programme to Accelerate Action to End Child Marriage (GPECM)

The Global Programme to Accelerate Action to End Child Marriage (GPECM) is a programme implemented jointly by UNFPA and UNICEF. It was launched in March 2016 to address child, early and forced marriage. The programme was designed as a 15-year programme (2016–2030) to contribute to Sustainable Development Goal (SDG) target 5.3, which aims to eliminate all harmful practices, including child marriage. This joint, global programme is the first UN-led initiative which is tackling reducing rates of child marriage at scale. Phase I started in 2016 and ended in 2019, and Phase II ran from 2020–2023. Currently, Phase III (2024–2030) is ongoing.^{7,8,9} It has three outcomes:

- 1) Adolescent girls at risk of and affected by child marriage are effectively making their own informed decisions and choices regarding marriage, sexual and reproductive health (including childbearing), education and livelihoods.
- 2) Relevant sectoral systems and institutions effectively respond to the needs of adolescent girls and their families in targeted global programme areas.
- 3) Enhanced legal and political response to prevent child marriage and to support pregnant, married, separated, divorced, or widowed adolescent girls and girls at risk of child marriage.

The GPECM aligns with Nepal's legal framework, the Sustainable Development Goals (SDGs 5.3), and international human rights standards and has been built on programmatic actions, political support, resources, and evidence for addressing child marriage through multi sectoral interventions. A multi-tier programme is designed in accordance with the national priorities identified in the National Strategy on

⁵ NHRC and UNICEF (2024), Behavioural Determinants of Child Marriage and Adolescent Pregnancy in Nepal: A qualitative study. Kathmandu, Nepal: Nepal Health research council (NHRC) & United Nations Children's Fund. Available at: Behavioural Determinants of Child Marriage and Adolescent Pregnancy in Nepal | UNICEF Nepal

⁶ UNFPA and CREHPA, 2023: Study report on the Sexual and Reproductive Health Status of Adolescents and Youth in the Programme Areas of UNFPA Nepal

⁷ The Global Programme to End Child Marriage. Phase I (2016–2019) Report. Available at: GP_2020_Phase_I_Report.pdf (unfpa.org)

⁸ UNFPA-UNICEF Global Programme to End Child Marriage. PHASE II Programme Document (2020 - 2023). Available at: <https://www.unicef.org/media/69671/file/GP-2020-Phase-II-Programme-Document-ENG.pdf>

⁹ UNFPA-UNICEF Global Programme to End Child Marriage. PHASE III Programme Document (2024 - 2030). Available at: <https://www.unicef.org/documents/phase-iii-programme-document>

Ending Child Marriage and global programme theory of change. The programme focuses on six outcomes:

- 1) Supporting most marginalized girls to build enhanced knowledge, education and skills, and attitudes of marginalized adolescent girls on matters such as their rights, relationships, sexual and reproductive health, and financial literacy.
- 2) Creating enabling family and community environment where families, young boys, traditional and religious leaders, and other influencers demonstrate more gender-equitable attitudes, reject child marriage and support for girls' rights.
- 3) Supporting increased capacity of education, health, gender-based violence prevention and response, child protection, and social protection systems to deliver coordinated, quality programmes and services that are responsive to the needs of adolescent girls and their families.
- 4) Support increased capacity of federal, provincial, and local level social protection, poverty reduction, and economic empowerment programmes and services to respond to the needs of the poorest adolescent girls and their families.
- 5) Enhance capacity of governments institutions at federal, provincial, and local levels, local authorities, and civil society organizations to coordinate and implement strategies, policies, budgeted national, and action plans, policies, and systems to end child marriage; and
- 6) Support increased capacity of government institutions and civil society organizations to generate, disseminate and use quality and timely evidence to inform policy and programme design, track progress and document lessons.

One of the pillars of the GPECM programme is around enhancing knowledge, education and skills, and attitudes of marginalized adolescent girls on matters such as their rights, relationships, sexual and reproductive health, and financial literacy. Both UNFPA and UNICEF in Nepal are using a common adolescent empowerment tool "Rupantaran", which is a social and financial skills package to foster social and gender role changes in adolescent girls and boys.

The Rupantaran training package (Programme)

The "Rupantaran" social and financial skills training package was developed jointly by UNICEF and UNFPA in coordination and collaboration with various government entities in 2014. The package is now being used by various organizations including local governments for adolescent empowerment. The specific objective of Rupantaran is to equip the adolescents, particularly girls, with practical skills and knowledge on gender equality, human rights, reproductive health, child marriage, gender-based violence, nutrition, communication, decision-making, and negotiation skills.

The training package includes the following components three components:

1. Life skills and social education
2. Financial education
3. Livelihoods awareness, including micro-enterprise development training.

UNICEF and UNFPA is implementing the "Rupantaran" package within the GPECM for equipping girls including boys with transferable skills to navigate through communication, negotiation, and other practical skills to help them make better life choices and decisions. The programme aims to enhance knowledge, skills, and attitudes of girls on issues relevant to them so that they can make informed decision and negotiate safe sex, be resilient, apply financial skills, identify gender-based violence and negotiate with family against harmful practices such child marriage and dowry. An overview of the training package including the topic covered is provided in Annex I.

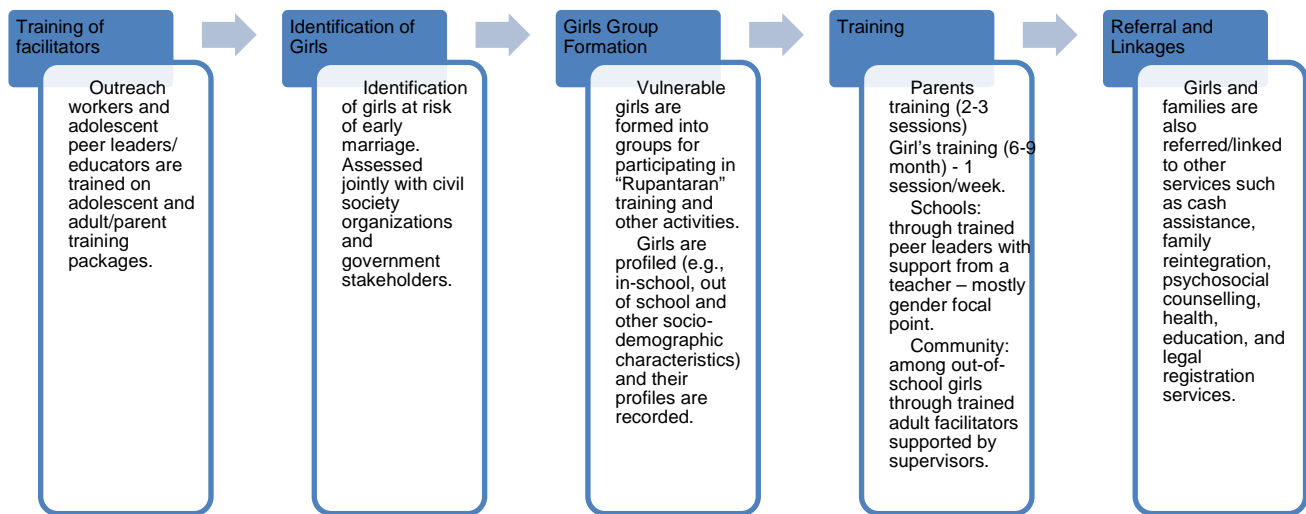
From 2016, over 200,000 girls and boys have been reached by the training package implemented in school and out of school settings. Moreover, during the COVID-19 pandemic, the package was adapted into a radio programme reaching an estimated 100,000 girls and boys with key life skills messages. A 2023 study conducted in three districts of Madhesh Province to develop a Nepal-specific measure of empowerment estimated the impact of Rupantaran on empowerment among adolescent girls in Nepal. It found significantly higher empowerment outcomes among the Rupantaran (i.e., case) participants compared to the control group composed of girls with similar demographic backgrounds who did not complete the programme.¹⁰ In GPECM phase III (2024 to 2027 workplan), approximately 2.7 million USD has been allocated for the output related to the activity - Underserved/marginalized adolescent girls (aged 10-19) who are at risk of child marriage, married, separated, divorced, and widowed adolescent girls and adolescent girls who are pregnant or already have children, are engaged in gender-transformative life skills and comprehensive sexuality education programmes that build their knowledge, skills, and awareness of their rights, and connect them to services.

Programme Stakeholders

Stakeholder	Role
Parents/Care givers	Provide a protective, supportive, and enabling environment.
Peer/Adult facilitator	Provide girls and boys with high-quality Rupantaran sessions
Service providers (Teacher, Social Protection, GBV and Social Services, Health Workers)	Deliver quality services that are responsive to the needs of adolescent girls.
Local elected representatives	Coordinate and implement strategies, policies, and action plans, policies, and systems to end child marriage.
Women's Group	Support implementation of Rupantaran and economic activities.
UNICEF and UNFPA	Financial support and technical leadership
Implementing partners	Implement and carry out the programme activities in the communities

¹⁰ Jessica Griffin Burke, Sara E. Baumann, Ariel Shensa, Niva Joshi, Jennifer R. Jones & Pema Lhaki (2023) Introducing the Power In Nepali Girls (PING) empowerment scale, *Global Public Health*, 18:1, 2276866. Available at: <https://doi.org/10.1080/17441692.2023.2276866>

Programme approach



The ending child marriage programme places girl's empowerment at its core and combines both macro and micro level factors in ways that would impact a girl's life – by giving her opportunities to make informed decisions and choices and be in a safe environment free from any forms of violence. In this context, both UNFPA and UNICEF are using Rupantaran wherein facilitators and peer leaders receive training through trained trainers to implement the training among girls at risk of child marriage. In coordination with the local government, outreach workers/facilitators and peer leaders are mobilized in the communities to identify girls at risk of child marriage. Once the girls are identified they are encouraged to participate in the training. Negotiations with parents are also conducted to support their participation. Girls from adjoining villages are formed into a group of 20 to 25 which assemble once a week to undergo the training. Profile information of girls is maintained to provide individual support. Girls that are not in school are supported to enroll/re-enroll in formal or non-formal education, girls without birth registration are also supported in getting registered and those girls who are interested in pursuing vocational training/income generation activities are supported with training and start-up grants. Attendance and learning are monitored in the programme on a regular basis. To support an enabling and protective environment at home, parents and caregivers of the girls enrolled in Rupantaran training also undergo training (8-10 hours) using the Rupantaran parenting training package. Moreover, religious leaders and community influences are also reached through key messages and orientation with the objective of influencing the community values and attitudes. The theory of change is provided in Annex II.

2. EVALUATION PURPOSE, OBJECTIVES AND QUESTIONS:

Purpose

While this evaluation is relevant to programme priority 3.11 and 3.13 of the UNICEF-Government of Nepal Country Programme Action Plan (2023-2027), on other hand it contributes to the Output 2 programme priority of UNFPA Country Programme Document of Nepal (2023-2027). The UNICEF's programme priority 3.11 (Child Protection) states that by 2027, children and adolescents, especially from the most marginalized and vulnerable communities including those affected by humanitarian situations/climate risk are increasingly empowered to demand and receive services that protect them from all forms of violence, abuse, exploitation, neglect, and harmful practices in all settings. Programme priority 3.13 (Programming for cross-sectoral Issues) states that the key cross-sectoral issues of early childhood development (ECD), adolescent development, gender equality and social inclusion, disability, emergency preparedness and response will be addressed systematically and effectively to

support the holistic development of children. This evaluation is also a part of the Nepal Costed Evaluation Plan (CEP) 2023-2027. The UNFPA's output 2 of the country programme document states - Strengthened national and subnational capacities to provide survivor-centered, multisectoral responses to gender-based violence and harmful practices, including child marriage, and to address discriminatory social and gender norms that limit bodily autonomy and reproductive rights, across the humanitarian and development continuum, with a focus on vulnerable and marginalized populations, including people with disabilities.

This impact evaluation is expected to provide robust and quantitatively verifiable evidence on the achievement of results and attributable impacts of the Rupantaran programme under the GPECM programme, especially on whether the programme achieved its desired outcomes of "outcome 1" of the global ECM programme results framework.^{11 12} The effectiveness of the chosen programme approaches should also be examined. The study will contribute to building knowledge about the effectiveness of the Rupantaran programme under the GPECM targeted area by illuminating what does and does not work to achieve the stated outcomes of the programme.

Results of the impact evaluation are expected to build a strong foundation for transparency and shared accountability by the UN and governments. The results will be disseminated to stakeholders and donors.

This evaluation study should contribute to reviewing the theory of change for the Rupantaran programme. The inception report should present the explicit or implicit causal pathways linking the programme to its anticipated outcomes and impact. Assumptions implicit in each link of the causal pathway should be made explicit.

Overall Objective

To assess the impact of the Rupantaran programme under the GPECM programme on education, sexual and reproductive health including childbearing, age at marriage and livelihood related outcomes among Nepali adolescent girls who participated in the Rupantaran programme.

Evaluation questions

This impact evaluation seeks to assess the impact of the Rupantaran programme, that is, the effect on outcomes that the programme directly causes. This means that the evaluation will look for the changes in outcomes that are directly attributable to the programme. This impact evaluation will be designed to address the following key evaluation questions. It is expected that the sub questions to these questions will be developed during the inception phase and will answer aspects related to coordination, relevance, coherence, effectiveness, sustainability etc. A comprehensive evaluation matrix will be developed that will also identify the methods required to answer them.

Key Evaluation Questions (KEQ)

KEQ1: Are adolescent girls who participated in Rupantaran programme more likely to delay their age at marriage and pregnancy, enroll/retain in formal/non formal education and engage in economic activities and contribute to family income? If so, what contributed to this change? If not, why not, and who are left behind?

KEQ2: How have girls who participated in the programme been empowered, capacitated, and supported to access essential services and opportunities (like social protection, health,

¹¹ UNFPA-UNICEF GPECM Phase II (2020-2023) Theory of Change. Available at: [GPECM-2019-Phase-II-TOC-English.pdf](#) (unfpa.org)

¹² UNFPA-UNICEF Global Programme to End Child Marriage. PHASE III Programme Document (2024 - 2030). Available at: [Phase III Programme Document.pdf](#) (unicef.org)

education, and economic empowerment services) and to make their own informed decisions and choices regarding marriage, sexual and reproductive health including childbearing, education, and livelihoods?

KEQ3: Are any positive results likely to be sustained? If so, for whom and in what circumstances? What unintended results – positive and negative – did the Rupantaran programme produce? How did these occur?

General Evaluation Questions (*to be developed further during inception*):

- How appropriate was the implementation design of the Rupantaran programme to address the needs and priorities of the adolescent girls in Nepal particularly in high child marriage prevalence districts/locations. How were adolescent girls involved in programme design? (relevance)
- To what extent did the programme activities address the causes of gender inequality and discrimination and seek to transform gender relations to promote equality and achieve programme objectives? (relevance)
- To what extent did the Rupantaran programme enhance the knowledge, skills, confidence, and attitudes of adolescent girls on matters related to their rights, relationships, sexual and reproductive health, and financial literacy? How different are these outcomes between in-school and out-of-school girls. (effectiveness)
- How and to what extent has Rupantaran enhanced the capacity of parents, community members, relevant service providers and networks to create an enabling and protective environment for adolescents? (effectiveness)
- To what extent Rupantaran created synergies and is aligned with the interventions implemented by other actors? How well has Rupantaran established meaningful and effective coordination mechanisms with other key actors and partners that avoid duplication of efforts, miscommunication and ensure clearer accountabilities? (coherence and coordination)
- How well were time and resources utilized to achieve results? (efficiency)
- What is the level of political will of the local governments, religious leaders, and community/local political leaders to support and sustain the programme. How well are they engaged? Did the programme contribute to building their capacity to continue to deliver the programme? (sustainability)

The outcomes of interest for this impact evaluation include education, age at marriage, sexual and reproductive health including childbearing and livelihood. Building on the theory of change, and considering the political, social, and economic context of the country including intersectional issues, the inception report should clearly identify the main questions and sub-questions being asked of the programme. These questions should broadly relate to the effectiveness of different elements of the programme in changing the pre-defined outcomes and its policy impact.

Intended Use and Users

The evaluation findings from this impact evaluation of the Rupantaran programme will be primarily used by UNICEF and UNFPA and other national and international organizations that are implementing the training package. These key stakeholders are instrumental in the programme's implementation and oversight. Other audiences include various government entities such as the Ministry of Women, Children and Senior Citizens, Ministry of Education, Science and Technology, Ministry of Health and Population. These are ministries that are tasked with development of policies aimed at creating a conducive environment for improving the lives of adolescents. Additionally, UNFPA and UNICEF implementing partners, donor agencies, other UN agencies, and I/NGOs will benefit from the evaluation findings. These stakeholders can utilize the results to assess collaboration effectiveness, enhance programme

strategies and policies, and inform future programming efforts. The evaluation results will be used to make informed decisions, and plan future interventions, provided that the programme is responsive to the needs of Nepal's vulnerable girls.

3. SCOPE OF WORK:

Evaluation scope

Programmatic focus: Rupantaran as a training package has been used by different organizations over time. This evaluation will focus on the Rupantaran programme that is implemented by UNICEF and UNFPA. It will focus specifically on Rupantaran, delineating results from the GPECM, which additionally includes broader ending child marriage efforts which will not be evaluated. Additionally, this evaluation will not assess the digital/radio reach which was delivered during COVID-19 lockdown as it lacked intensity and targeting. The primary study population for impact estimation will be adolescent girls (in and out of school) who have participated in the Rupantaran training programme. The impact of the programme will be assessed at the individual level.

Temporal focus: The Rupantaran programme was developed in 2015, and its implementation was initiated from 2016 onwards. For the purposes of the evaluation, a longer timeline would potentially make it harder to retroactively find Rupantaran graduates in their original geographic location as young people tend to migrate internally and externally for education, job, and livelihood. This could make selection of comparison girls/group challenging. On the other hand, if the timeline is too short then it will not allow sufficient time for the outcomes of the programme to manifest. Further, it is necessary to avoid the COVID-19 related lockdown periods during which the programme had adopted a modified modality of implementation different from the regular programme. Hence, this evaluation will cover the period from 2021-2024 which will include three years of GPECM Phase II (2021-2023) and one year of Phase III (2024). The complete and detailed timeline of activities implemented under the Rupantaran programme will be provided to the evaluation team during the inception phase.

Geographical location: **The evaluation will focus on the municipalities and districts within Madhesh and Lumbini province** where the programme was implemented from 2018-2024. Rupantaran training is implemented in other provinces as well, however, in these two provinces the training programme is implemented by both UNFPA and UNICEF and covers the full package. List of geographies is provided in Annex III.

Scope of work for the evaluation agency: UNICEF and UNFPA are looking to hire **an international evaluation organization to carry out this assignment**. The evaluation agency will carry out the impact evaluation with key assignments/tasks as detailed below. Furthermore, the activities, tasks, deliverables, and timelines are detailed in section 5.

The key assignment/tasks of the evaluation are:

Inception phase:

1. Inception interviews/workshop: The inception process will begin with desk/literature review and preliminary discussion and consultations/interviews with key staff members of UNICEF, UNFPA and implementing partners. The agency will organize workshop with UNICEF, UNFPA and relevant stakeholders to discuss the evaluation design/methods, conduct stakeholder mapping, finalize study sites, sampling etc. The discussion and way forward will be documented (in a report) and will contribute towards the development and finalization of the inception report. The evaluation agency in coordination with UNICEF and UNFPA will organize such a workshop in Kathmandu for around 15-20 participants. The financial cost for the workshop will be borne by UNICEF and/or UNFPA.

2. Inception report and presentation (refer to Annex IV) including data collection instruments: The agency will develop an inception report that should detail the evaluator's understanding of the final evaluation questions and objectives; validation and understanding of the theory of change; present a detailed methodology, stakeholder mapping, sample size calculation, sampling strategy including data collection and analysis plan. The inception report should also include a refined work plan with clear timelines, detailing key deliverables and a comprehensive evaluation matrix with a detailed list of key questions, sub-questions relating to the evaluation criteria; data sources; methods of data collection, indicators/success standards and methods of data analysis for quantitative and qualitative data. The report should also outline the anticipated risks and a plan on how to mitigate the challenges. The report should also include the data collection instruments (in English, Nepali and other local language depending on geographical location sampled), consent forms, relevant sampling frames to be used, criteria for recruiting field researchers, training session plan/agenda and plan for pretesting instruments. The format of the report will be finalized in coordination with the UNICEF and UNFPA team. The evaluation agency will then present the inception report to the evaluation reference group, UNICEF and UNFPA.

3. Ethical clearance: The evaluation agency will obtain the necessary ethical clearance prior to initiation of the data collection given that the evaluation will be collecting data from adolescents aged between 10 and 19 years old. The agency will apply and get an ethical clearance letter from the ethical approval body (Nepal Health Research Council). The NHRC approval processing fee (3% of total budget)¹³ will be borne by the evaluation agency.

Data collection and analysis phase:

4. Recruitment and training of enumerators, data collection, field supervision and monitoring: The evaluation agency will recruit experienced field researchers/enumerators and supervisors having required qualifications for carrying out the field work. The criteria for selecting field personnel should be documented and shared with UNICEF/UNFPA. The agency will organize and provide training to the field personnel. The training should include sessions on research ethics and collecting data from adolescents and children including mock sessions for classroom practice and pre-testing exercise to get acquainted with the tools and to refine them. Additional sessions on field coordination, management and data quality checks will be needed for the supervisors and other relevant personnel.

The agency will manage the collection of data as per the inception report and study protocol submitted to NHRC. For this purpose, checklist, monitoring plan and field manual should be developed. The agency should submit a plan for spot checks and back checks and carry them out effectively. Supervision checklists should be used during monitoring to verify if an activity has been implemented correctly and to give feedback to the field researchers to help them improve. The field manual should be developed to offer direction to team supervisors and enumerators. It should include comprehensive information on the procedures necessary for executing fieldwork effectively. The manual acts as an extensive reference that outlines the processes for conducting interviews, performing observation-based data collection, and utilizing specific tools.

5. Data analysis, presentation on preliminary findings and summary report of findings: The evaluation agency will share the data analysis plan and once agreed, will carry out data analysis using appropriate quantitative and qualitative techniques. The data analysis plan is expected to be reflected in the inception report where relevant. A summary of preliminary findings must be submitted after data collection and analysis together with final datasets of both qualitative and quantitative research components of the evaluation. This also includes codebooks, coding structure and data analysis syntax/commands in a suitable format. The team/team members should also present the findings to key

¹³ <https://nhrc.gov.np/nhrc-approval-processing-fee-with-effective-from-07-march-2018-2074-11-23/>

stakeholders. The discussions during the presentation will provide useful information to be included in the final evaluation report.

Report writing phase:

6. Draft evaluation report: The first draft will contain a summary of key findings, lessons learned, risk management and recommendations. The draft will be shared with relevant stakeholders. This report must be in line with the UNICEF-Adapted UNEG Evaluation Reports Standards. The format of the report will be finalized in coordination with the UNICEF and UNFPA team. The evaluation agency will present the draft evaluation report to key stakeholders in Kathmandu. Feedback from the presentation and reviews by key stakeholders will be shared with the evaluator for finalization of the report. The meeting/workshop will be organized and financed by UNICEF and/or UNFPA.

7. Final evaluation report (refer to Annex V): After incorporating feedback received on the draft report, the evaluator will submit a final report as per the agreed timelines. The evaluator will make a final presentation of the evaluation findings to all stakeholders including the Government officials (to be discussed with the Evaluation Reference Group).

8. Knowledge products and dissemination: After the final report is produced, the evaluation team in consultation with UNICEF and UNFPA Nepal is expected to support dissemination of the findings to all stakeholders involved, either through in-person meeting or webinar in at least 2 events in consultation with UNICEF and UNFPA Nepal. In addition, they will also prepare the following knowledge products. The knowledge products should be concise and user-friendly:

- a) At least two Infographics
- b) At least one Policy Brief
- c) At least two drafts for blog posts that can be disseminated through social media, etc.
- d) Presentation at a regional or global level GPECM webinar.
- e) A summary document (evaluation brief) that will support widespread use of the findings.

9. Research paper: Submit a draft research paper in the format of a mutually agreed peer reviewed journal. UNICEF and UNFPA staff would be listed as coauthors so that the intellectual property rights rest with UNICEF.

4. METHODOLOGY:

Evaluation design: The evaluation will attempt to establish causality between the Rupantaran programme and the outcomes of interest. The evaluation will adopt a quasi-experimental design. To be able to estimate the causal effect or impact of the programme on outcomes, method selected must estimate the so-called counterfactual, that is, what the outcome would have been for programme participants if they had not participated in the programme. The programme does not have a baseline. We suggest the selection of suitable comparison groups using appropriate matching techniques to ensure that the comparison group has the same characteristics as the treatment group, apart from treatment. The evaluation outcomes will be assessed at the individual level (primary programme beneficiaries – adolescent girls). Thus, the comparison group should consist of girls who did not participate in the programme, preferably from the same communities/geographies to ensure observable characteristics match.

The evaluation will use a mix of quantitative and qualitative approaches including but not limited to document review, stakeholder interviews, field visits, sample surveys, and system analyses. The evaluation will also apply the most-significant change approach to analyze personal accounts of change using success stories that are regularly being collected from the programme implementing partners. The agency will identify the domains of change to develop a framework for analyzing, selecting, and vetting

the collected stories at different levels. If necessary, further investigation and verification of the stories and beneficiaries may be needed.

The following table outlines the potential outcome indicators. Through wider consultation with UNICEF, UNFPA and relevant stakeholders, the evaluation agency will finalize these indicators during the inception phase:

Potential impact/ outcome indicators			
Education outcome	Livelihood outcome	Age at marriage	SRH including childbearing
<ul style="list-style-type: none"> School enrollment: % of girls who are enrolled in secondary school. School retention: % dropouts among those ever enrolled Educational attainment: number of schooling years 	<ul style="list-style-type: none"> % engaged in income generating activity <p><i>*Not all girls (all geographies) are provided with livelihood support interventions. This should be considered in the study design and sampling.</i></p>	<ul style="list-style-type: none"> Mean age at first marriage among married girls. Marital status (Married/Not) 	<p>Adolescent pregnancy</p> <ul style="list-style-type: none"> % of girls aged 15-19 who have ever been pregnant Age at first pregnancy among girls who have ever been pregnant

**Stratification by age group*

The evaluation agency is expected to propose a robust methodology, including sampling plan for each stakeholder, tools that will enable review of relevant literature, collection of relevant information for conclusive findings, learnings and recommendations, and analysis methods for both the quantitative and qualitative collections. The consulting firm should come up with an evaluation design that should factor in the geography, timeline, and variation in programme modality across timelines and implementing agencies/partners. We suggest a three-arm approach/design to adjust for the variation in programme modality/intensity: Arm 1: Rupantaran in-school girls, Arm 2: Rupantaran out-of-school girls and Arm 3: those who did not receive any intervention from Rupantaran programme (comparison).

Study population: The study population will primarily consist of girls who had participated in the programme during the programme period considered for the evaluation. To assess long term changes against a comparison group, we may need to include young women who have crossed adolescent age group now but had participated in the programme (2021-2024) when they were adolescents.

The study population will also consist of parents/care givers, service providers and peer facilitators, community members including religious leaders, community groups and influencers; local elected representatives and representatives of women led organizations/cooperatives, networks, and coalitions; local/provincial/federal government personnel; and implementing partners.

Inclusion and exclusion criteria:

- Adolescent girls: Inclusion for arm 1 – Rupantaran in-school girls. Inclusion for arm 2 – Rupantaran out-of-school girls. Exclusion for arm 1 and arm 2 – those who participated only in radio programme.
- Parents/Care givers: Inclusion – parents/care givers of girls participating in the programme who fully participated in the parents training session.

- Peer/adult facilitator: Rupantaran Facilitators/community facilitators who provided the Rupantaran training to the adolescents
- Community members and service providers: *to be discussed further.*
- Representatives of organizations: Those implementing partners who have implemented Rupantaran through UNFPA and UNICEF global programme
- Government representatives and local elected representatives: At national/federal level - MOWCSC and at subnational level provincial government and local government officials specially where ECM strategy has been developed and endorsed and Rupantaran component has been included in the strategy. Local governments have allocated funds to support the Rupantaran classes in past and present.

Sample size: The quantitative sample size can be based on the primary outcomes to be evaluated (education, sexual and reproductive health including childbearing, age at marriage, and livelihood). The sampling should have a power of at least 80 (which implies that a study investigating a true effect will correctly reject the null hypothesis 80% of the time and will report a false negative (commit a Type II error) in the remaining 20% of cases.) to ascertain that effects are due to the Rupantaran intervention. The agency should propose an appropriate sample size for the quantitative and qualitative component of the evaluation based on theory of saturation of responses. The sample size for the quantitative component should consider the stratification required.

Sampling technique: The agency to propose appropriate sampling technique for the evaluation.

Data collection tools and techniques: A mixed methods approach should be considered for the evaluation comparing the key results overtime. The evaluation agency can propose relevant data collection methodologies that can best answer the evaluation questions. Following is a list of proposed methods.

- Desk Review: The evaluation team will conduct a desk review of programme documents (proposal, log frame, monitoring data and tools, workplans, progress and financial reports, joint monitoring visits reports, workshop reports, meeting minutes, financial statements, etc.) and country context-specific documents and information (such as Rolling work plan, implementation plans, RAM reports, Country Office Annual Reports (COAR).
- Qualitative: Key informant interviews, in-depth interviews, community-level focus group discussions, and field visits can be proposed as appropriate. The Most Significant Change technique will be used analyze and sort the success stories that are being collected in the programme. New success stories should be collected as needed as per the domains of change finalized.
- Quantitative: Structured/semi-structured questionnaire and interviews.
- The analysis and synthesis of findings will also be built on triangulating the information from different stakeholders (implementing partners, government, and programme staff and beneficiaries).
- *The evaluation agency can propose other data collection methodologies that can best answer the evaluation questions.*

Data management and analysis: The agency to propose appropriate data management and analysis plan. Where relevant, it should consider methods that are human rights based, including child rights based and gender sensitive. To the extent possible, the evaluation data should be disaggregated by sex, ethnicity, age, disability, etc.

Ethical considerations:

The evaluation team will adhere to UNICEF and UNFPA ethical standards for research, evaluation, and studies. The team will ensure that ethical concerns are considered when designing the evaluation methods and during implementation. Specific attention will be on ensuring no harms, benefits, payments or compensation and informed consent. Considerations specific to protecting children and adolescents against any form of discrimination and abuse will be looked at during the evaluation. The evaluation process will ensure an equitable approach (all stakeholders, disadvantaged groups and genders are consulted). The evaluators should adhere to UN, UNFPA and UNICEF ethical and evaluation norms and standards:

- United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System, 2016 (including impartiality, independence, quality, transparency, consultative process), [Link](#);
- Ethical Guidelines for UN Evaluations and the UNICEF procedure for ethical standards in research, evaluation, data collection and analysis will guide the overall process, [Link](#); and
- UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis, [Link](#);
- UNICEF Guidance on Gender Integration in Evaluation, [Link](#);
- Integrating Human Rights and Gender Equality in Evaluation, [link](#);
- UNEG Guidance on Integrating Disability Inclusion in Evaluations, [Link](#);
- The evaluation team should also outline the inhouse ethical guidelines that they abide. This should outline how the evaluators will ensure that obligations of evaluators of independence, impartiality, credibility, conflicts of interest and accountability are upheld in accordance with UNEG ethical standards.
- The firm conducting the evaluation is expected to get ethical clearance for the evaluation from Nepal Health Research Council to facilitate data collection from adolescents participating in the programme and other relevant stakeholders.
- The evaluation agency should provide guidance to field researchers regarding logistics of ensuring safe space, safe travel, female moderators, etc. for any consultations planned with girls. No specific UNFPA or UNICEF resource but one such reference that covers this information is given in , [Link](#);
- Guidance on disability inclusion in UNFPA Evaluation, [Link](#);

Quality Assurance:

The evaluation team/firm should outline appropriate quality assurance mechanisms that will be implemented during the evaluation. These mechanisms should ensure that high-quality, reliable, and valid data is collected during the evaluation. This plan should include a comprehensive data quality assurance plan, personnel involved in quality assurance, quality monitoring as well as checks that will be put in place to ensure quality.

5. ACTIVITIES, TASKS, DELIVERABLES AND EXPECTED TIMELINE¹⁴:

The evaluation team should provide a detailed list of activities and work plan with timeframe along with the inception report. The **evaluation activities will start from 1 May 2025 and end on 30 Apr 2026**. The activities, deliverables and timeline are detailed in the table below.

¹⁴ UNICEF shall lead the procurement process and recommend awarding the contract. Based on the recommendation, UNFPA will issue a Purchase Order for its contribution to each deliverable. The amount of contribution in each deliverable will be done by negotiation meeting with the recommended bidder before awarding the contract.

SN	Activities	Deliverable	Estimated Completion Date
1 Inception phase			
1.1	<p>Desk/literature review and preliminary discussion and consultations with UNICEF, UNFPA teams and relevant stakeholders.</p> <p>The agency will conduct inception workshops with UNICEF, UNFPA and relevant stakeholders to discuss the evaluation design/methods.</p> <p>Presentation of inception report.</p>	<p>D1: Inception workshop and report</p> <p>D2: Inception report complete with the evaluation matrix and data collection instruments. PowerPoint Presentation.</p>	End of Jun 2025
1.2	<p>Ethical clearance: Obtain the necessary ethical clearance prior to initiation of the data collection given that the evaluation will be collecting data from adolescents aged between 10 and 19 years old.</p>	D3: Ethical approval letter from NHRC.	End of Jul 2025
2. Data collection and analysis phase			
2.1	Recruitment and training of enumerators, data collection and field supervision and monitoring using appropriate tools and a well-coordinated plan.	D4: Field supervision and monitoring checklist and monitoring plan. Field manual.	End of Sep 2025
2.2	Data analysis, presentation of preliminary findings and summary report of findings.	D5: Final dataset, both qualitative and quantitative including codebooks, coding structure and data analysis syntax/commands in suitable format. Summary report of findings.	End of Nov 2025
3. Report writing phase			
3.1	Presentation of the first draft report in a workshop/meeting organized by UNICEF and UNFPA.	D6: Draft evaluation report. PowerPoint presentation of draft report.	End of Dec 2025
3.2	Review of draft report and feedback by UNICEF and UNFPA teams. Integration of feedback and submission of final report including presentation.	D7: Submission of final report with recommendations. PowerPoint presentation.	End of Jan 2026
3.3	Development of knowledge products and communication materials. Support dissemination of findings in meetings and webinar.	D8: Policy Brief, Infographics and Blog Posts. PowerPoint presentation.	End of Feb 2026
3.4	Research paper	D9: Draft research paper that can be published in a peer reviewed journal	End of Apr 2026

Note: The selected evaluation organization will also be responsible for documenting all meetings and sharing the necessary notes/minutes with relevant personnel/organization.

6. IMPLEMENTATION ARRANGEMENTS AND QUALITY ASSURANCE:

- The selected institution will be responsible for the overall evaluation activities and assuring quality of the evaluation process as well as the products.
- An Evaluation Reference Group (ERG) consisting of UNICEF, UNFPA, government representatives, key Implementing Partners (IPs), and relevant stakeholders will be established.
- The evaluator will report to the Evaluation Specialist at UNICEF Nepal. The Evaluation Specialist will share the submitted reports with the ERG. The ERG will then review the deliverables and methodologies proposed by the evaluator(s) and advise on any improvements needed to ensure the validity and quality of the evaluation.
- **The Evaluation Specialist** of UNICEF and UNFPA with support from ERG will:
 - Provide the evaluator with appropriate support to ensure that the objective of the evaluation is achieved with reasonable efficiency and effectiveness.
 - Ensure that relevant documents are available to the firms upon the commencement of their tasks.
 - Convene regular update meetings with the evaluation firm to ascertain evaluation progress.
 - Coordinate and inform government counterparts, partners and other related stakeholders as needed.
 - Support to identify key stakeholders to be interviewed as part of the assessment.
 - Help in liaising with partners.
 - Ensure data collection is conducted efficiently as per the agreed sample.
 - Organize inception meetings between the selected evaluator, partners, and stakeholders prior to the scheduled start of the evaluation assignment; and
- The ERG will further be guided by the UNICEF Country Management Team (CMT) and UNFPA Senior Management Team (SMT). The evaluation findings will be disseminated to all stakeholders including the Government of Nepal, donors, UN agencies and other implementing partners. The management response will be drafted, followed up, and sent to UNFPA SMT, UNICEF's CMT and management response tracking system.

7. DURATION:

The contract duration is **12 months** from signing of the contract. Tentatively, the evaluation will be conducted from 1 May 2025 until 30 Apr 2026.

8. WORKING LOCATIONS:

The firm is expected to have an in-country representative and can work remotely. Field level coordination meetings and consultations will be conducted. In-person meetings will be conducted as much as possible.

9. PROPOSED PAYMENT SCHEDULE:

Deliverables	Percentage
a) Deliverable 1, 2 and 3: Inception workshop and report, final inception report, data collection instruments, PowerPoint presentation, and ethical approval letter from NHRC.	20%
b) Deliverable 4, 5 and 6: Field supervision and monitoring checklist, monitoring plan and field manual. Presentation of preliminary findings and summary report of findings. Final dataset, both qualitative and quantitative including codebooks and	40%

coding structure and data analysis syntax/commands in suitable format. Draft evaluation report and PowerPoint presentation of draft report.	
c) Deliverable 7, 8 and 9: Final evaluation report, PowerPoint presentations, communication material/knowledge products and dissemination. Research paper	40%

The payment schedule must be based on completed deliverables which are accepted by Contract supervisor. Billing and Payment terms is mentioned in Purchase Order (30 days net upon receipt of approved invoice).

10. CONTRACT SUPERVISION:

This evaluation is a collaborative effort between UNICEF and UNFPA. UNICEF will manage the solicitation and procurement process for both organizations, with the intention that the procurement will be a one-time event. Following the tender results, the selected external evaluation agency will receive contracts from both UNICEF and UNFPA. Payments for above indicated deliverables will be made jointly by UNFPA and UNICEF as per agreed contribution. A contract management committee comprising of UNICEF and UNFPA staff will provide oversight and guidance.

The evaluation team will be supervised by the Evaluation Specialist of both UNICEF and UNFPA with support from the multi-country evaluation specialist in ROSA. Evaluation Reference Group (ERG) will be formed consisting of experts from UNICEF, UNFPA, government representatives, key IPs, and other relevant stakeholders. ERG members will provide support in quality assurance of deliverables through providing expert advice on the course of the evaluation direction, contents in the analysis, verification of findings and applicability of recommendations to the context of Nepal. The evaluation team will attend virtual calls every two weeks to update on the progress.

11. QUALIFICATIONS AND EXPERIENCE REQUIRED:

- A leading management consulting firm, qualified evaluation/research agency or university with proven expertise on concerns around adolescence is required for this evaluation. This contract will be awarded to an institution and not to an individual or team of individuals not sponsored by an institution.
- The bidding firm must have demonstrated experience in conducting evaluations of similar scale and scope related to adolescent social, financial, child marriage and/or empowerment programmes.
- It should have a strong track record of producing reliable data and publications on evaluations. Links to published evaluation reports that are relevant to this assignment needs to be submitted and can either be that of the institutions or the evaluation team members.
- Depending on the hours of direct contact expected for FGDs, KIs with women and girls, the consulting firm should propose sufficient female staff, particularly for field level, who come into direct contact with the respondents. The evaluation agency should propose a core team that should consist of the following members:
 - **Team Leader:** The firm should identify an evaluation team leader who should be available to work on the evaluation throughout the evaluation process. The leader will be the person accountable on behalf of the organization to UNICEF and UNFPA and is responsible for producing quality deliverables and successful evaluation in a timely manner. He/she should lead a team of experts who have proven knowledge and relevant work experience in adolescent, social, financial, child marriage and/or empowerment programme evaluation,

especially related to training and life skills development/education. The team leader should meet the following requirements:

- Ph.D. or master's degree in economics, statistics, sociology, development studies and/or other social science related fields relevant to the assignment.
- At least 12-15 years of professional experience in evaluations/research, particularly impact evaluation or innovative development evaluations with evidence of understanding global standards, theories, models, and methods.
- Documented experience in designing, leading, and conducting complex surveys and/or evaluation of large-scale programmes in areas of adolescents/social issues and child marriage; of which a minimum of 5 years of experience should be in developing or least developed countries, preferably in South Asia.
- Very strong quantitative and qualitative data collection and analysis skills.
- Familiarity with the work of UNICEF, UNFPA and/or other similar UN organizations or development agencies working on adolescent empowerment and child marriage.
- Demonstrated understanding and knowledge of gender, equity, social norms, and rights-based approaches.
- Demonstrated ability to deliver high-quality written work in the English language, and to engage effectively with stakeholders at all levels.

○ **Team members:**

The team members will contribute through data collection, analysis and/or providing relevant expertise to the evaluation process. A **local deputy/co-team lead** should be proposed who has experience working in Nepal and has an in-depth understanding of adolescent programming, with a strong preference for someone familiar with UN's programming. Serving as the team's content and context expert, additional experience in evaluation and methods would be a valuable asset. Strong networking skills and the ability to establish connections with government and non-government stakeholders is essential. This person will lead in-person meetings and discussions with UNICEF, UNFPA and stakeholders on behalf of, or in the absence of the team leader.

The rest of the core team members can include a quantitative expert, a data analyst and a qualitative expert (and/or others as needed). A combination of local and international experts, depending on the methods proposed, will be preferred to bring balance of technical skills and local experience to the team. They will bring experience and skills that complement those of the team lead and deputy/co-team lead, enabling the formation of a team well-suited to complete the activities outlined in the proposal or Terms of Reference (ToR). The proposal should include a clear division of roles and responsibilities between the proposed team members.

General qualifications and competencies of the team members include:

- Master's degree in economics, statistics, public health, international development, anthropology, sociology and/or other relevant social science related field.
- A minimum of 5-10 years of experience working in adolescent programmes, child protection, education and/or evaluation/research.
- Strong quantitative and qualitative skills with previous experience in analysis and evaluation of adolescent empowerment, child marriage and/or training/life skill development/education programmes.

- Knowledge and experience of research and evaluation methodology and adolescent issues, programming, and policies in South Asia, preferably in Nepal.
 - Extensive experience of undertaking quantitative and qualitative research and evaluation with the government, UN agencies, I/NGOs.
 - Very strong written and spoken communication and facilitation skills in English (for all) and Nepali (for local team members).
 - Gender balanced with a mix of international and national team members.
 - Knowledge of and/or experience with disability inclusion
- **Partnership with local research/evaluation organization**
- The international bidding firm must have a partnership with local research/evaluation organization for data collection, training and other field level activities where local expertise and command over local languages is required. The local organization should have experience and institutional capacity to conduct data collection among adolescents. They should have a strong track record of producing reliable data and publications. The local organization will be sub-contracted by the international firm.

12. APPLICATION AND EVALUATION PROCESS:

In making the final decision, UNICEF and UNFPA considers both technical and financial aspects. Screening will be done by the assigned Evaluation Team of UNICEF and, UNFPA, then the Evaluation Team first reviews the technical aspects of the offer, invites the firms for a technical presentation, followed by review of the financial offers of the technically compliant vendors. The proposal obtaining the highest overall score after adding the scores for the technical and financial proposals together, that offers the best value for money will be recommended for award of the contract.

Each valid proposal will be assessed by an evaluation panel first on its technical merits and subsequently on its price. The weight allocated to the technical proposal is 70 points (i.e., 70 out of 100 points) with 60 points will be allocated for desk review and 10 points for presentation. Only those bidders that successfully obtained 60 points in desk review of technical proposals will be called for technical presentations.

To be further considered for the financial evaluation, a minimum technical score of 49 points is required (in the desk review of technical proposals and presentation) to be eligible for financial evaluation (i.e., the financial proposal will be opened). Further details and the distribution of points are clearly mentioned in **section 14. Evaluation Weighting Criteria of this ToR.**

The weight allocated to the financial proposal is 30 points as per the following:

$$\text{Score for price proposal} = \frac{\text{Max. Score for price proposal} * \text{Price of lowest priced proposal}}{\text{Price of proposal}}$$

the maximum number of 30 points will be allotted to the lowest technically compliant proposal. All other price proposals will receive points in inverse proportion to the lowest price. Commercial proposals should be submitted on an all-inclusive basis for providing the contracted deliverables as described in the TOR.

The proposal(s) obtaining the overall highest score after adding the scores for the technical and financial proposals is the proposal that offers best value for money and will be recommended for award of the contract.

1) Pre-screening/Responsiveness Evaluation:

The proposals will be reviewed based on completion for following documents:

- ☐ Submission of Proposal (Technical & financial) in two separate file/ attachment. And to assure that Vendors have not included any financial price in their technical proposal.
- ☐ Legal Company Registration / Business Registration
- ☐ VAT registration (only for national firm/NGO/INGO - legally authorized to provide business services)
- ☐ Tax clearance certificate of last Fiscal Year or extension of timeline for VAT clearance certificate
- ☐ Power of Attorney to submit proposal- (applies when joint partner)
- ☐ Vendor Registration form (for new vendor)
- ☐ Declaration Form (page 3 -5 in the bid form) filled in. (all boxes must be ticked / answered)
- ☐ Financial Audit Report for last 2 years.
- ☐ Validity of Proposal is provided as per UNICEF Solicitation requirement

Proposals who have passed the pre-screening process will be forwarded for Technical Evaluation.

2) The Technical Proposal should include but not be limited to the following:

The technical proposal should address all aspects and criteria outlined in this ToR.

- **Methodology**
 - Detailed Methodology / approach to requirement detailing how to meet or exceed UNICEF requirements for this assignment.
- **Company Profile**
 - Ensure to include information related to the experience of the company as required (Copy of the company registration). Corporate profile shall include previous evaluation works undertaken, duration, geographic location, thematic area. At least two recent samples of high-quality evaluations relevant to the ToR, conducted in the last 5 years to justify the range and depth of experience preferably in South Asia. Names and contact information of at least three clients should be provided for reference.
- **References**
 - Details of similar assignments undertaken in last *five* years including the following information:
 - Title of Project
 - Year and duration of project
 - Scope of Project
 - Outcome of Project
 - Reference / Contact persons
- **Work Plan**
 - Proposed work plan showing detailed sequence and timeline for each activity and person days of each proposed team member. The proposed work plan should be consistent with

the technical approach and methodology, showing your understanding of the TOR and ability to translate them into a feasible working plan. A list of the final documents (including reports) to be delivered as final output(s) should be included here. **(see attached Annex VII for sample of template)**

- **Team Composition**

- Title and role of each team member. It is estimated that a team of minimum 3-5 core members and additional non-key staff would be required to complete this assignment within stipulated timeline. The letters of commitment of the assigned team must be in the appendix.

- **CV's**

- CV of each team member (including qualifications and experience)
- Ensure to include information related to the qualifications and experience of each proposed team member as required.

- **Recent Financial Audit Report**

- Report should have been carried out in the past 2 years and be certified by a reputable audit organization.

- **Work Experience/ Reference Documents:**

- Please, mention and attach the relevant work experience and Reference documents as per technical evaluation Criteria.

- **Any project dependencies or assumptions**

The Financial Proposal should include but not be limited to the following:

Bidders are expected to submit a **lump sum financial proposal** to complete the entire assignment (as per instruction given under Section 14 b).

To arrive at the lump sum, offer, the firm may work out the budget detail as below:

- **Resource costs**

- Daily rate multiplied by number of days of the experts involved in the study.

- **Conference or workshop costs (if any)**

Indicate nature and breakdown if possible.

Inception workshop and dissemination workshop/meeting's cost will be paid by UNICEF and/or UNFPA separately.

- **Travel Costs**

- All travel costs should be included *as per actual*.
- For all travel costs, UNICEF and UNFPA will pay as per actual fixed costs provided in the proposal. A breakdown of the travel costs should be provided in the financial proposal which should be inclusive of the total estimated assessment budget. Please note that:
 - i) travel costs shall be calculated based on economy class fare regardless of the length of travel
 - ii) costs for accommodation, meals, and incidentals.

- **Any other costs (if any)**
 - Indicate nature and breakdown.

Full marks are allocated to the lowest priced proposal. The financial scores of the other proposals will be in inverse proportion to the lowest price.

Bidders are requested to provide a detailed cost proposal – Financial Proposal, factoring in all cost implications for the required services.

A special discount or lower rates can be offered for this specific assignment, if applicable.

13. EVALUATION WEIGHTING CRITERIA:

Cumulative Analysis will be used to evaluate and award proposals. The evaluation criteria associated with this TOR is split between technical and financial as follows:

Weightage for Technical Proposal = 70 %
Weightage for Financial Proposal = 30 %
Total Score = 100%

a. Technical Proposal:

The technical proposal should address all aspects and criteria outlined in this Request for Proposal.

Technical evaluation criteria:

The Technical Proposals will be evaluated against the following:		
REF	CATEGORY	POINTS
1	Overall response: <ul style="list-style-type: none"> Completeness of response- mandatory (failure of submitting required documentation mentioned in the ToR lead to incompleteness) Overall concord between RFP requirements and proposal 	Pass/Fail Pass/Fail
2	Institutional Capacity (Company/key personnel): <ul style="list-style-type: none"> Established partnership with local research/evaluation organizations based in Nepal Samples of at least 2 high-quality evaluations relevant to the ToR, conducted in the last 5 years to justify range and depth of experience preferably in South Asia (max 8 points for 2 samples (4 points each) + 2 extra point for additional sample depending on quality and relevancy of the submitted evaluation reports). Key personnel/core team: relevant experience and qualifications of the proposed core team for the assignment including in depth knowledge of the socio-economic conditions and geographical/socio-cultural diversity of Nepal to meet the ToR requirements. <i>(The following to be evaluated against the qualification and experience mentioned in the TOR section 12):</i> <ul style="list-style-type: none"> Team Leader Deputy/co-team Leader (local) Other team members (quantitative expert, qualitative expert, data analyst and/or others depending on the methods proposed, preferably a mix of local and international personnel) Relevant experience and institutional capacity of the local research / evaluation partner / organization to deliver the required/outlined role and responsibilities. E.g. data collection, training and other field level activities among adolescents. 	30 5 5 5 5 5
3	Proposed methodology and approach: <ul style="list-style-type: none"> Detailed proposal with main tasks, including sound methodology to achieve key outputs (Annex B must be fully understood and reflected in the proposal) Clear description of quality assurance mechanisms to be used by the firm to deliver quality products. Includes both in house and/or outsourced quality assurance. Clear presentation of ethical considerations in conducting evidence generation activities with adolescents and other relevant respondents. These include description of existing in-house ethical review mechanisms/ teams and/existing partnerships with independent ethical review boards. Examples of how these worked in the past. Proposal presents a realistic implementation timeline 	30 15 5 5 5
4	Service Provider's accountability towards Sustainable Procurement: <ul style="list-style-type: none"> Employment Generation by maintaining Gender balance (more than 50% female staff (1.5 points) Having Policy regarding Labour rights (1 points) Rules/ policy regarding social inclusion including disable (1 points) Rules/ policy regarding Waste Management (1.5 points) Bidder must provide supporting documents to specific initiatives that they have undertaken in environmental protection, employee welfare and community development.	5 (Bonus Point)
Total technical score based on desk review of technical proposal		60

Only proposals which receive a minimum of 42 (including bonus) points (70% of technical score based on desk review of technical proposal) will be considered further for technical presentation.			
5	Technical Presentation		10
	▪ Clear presentation and understanding of the proposed methodology and challenges	5	
	▪ Excellent response to technical questions and discussions on methodology with innovative solutions based on experience	5	
Total Presentation Score			10
Grand Total Technical and Presentation			70
Only proposals which receive a minimum of 49 (including bonus) points (70% of total technical and presentation scores) will be considered further for financial proposal evaluation.			

14. B. FINANCIAL PROPOSAL

The total amount of points allocated for the price component is 30. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited firms/institutions which obtain the threshold points in the evaluation of the technical component. All other price proposals will receive points in inverse proportion to the lowest price, e.g.:

$$\text{Score for price proposal X} = \frac{\text{Max. Score for price proposal} * \text{Price of lowest priced proposal}}{\text{Price of proposal X}}$$

Instructions for Financial Quote (Proposal)

Please prepare table of expected costing, below is an example of price tables.

SN	Description of Activity/Item	Personnel (Job title/function)	Unit	Quantity/ Number	No. of days proposed	All- inclusive rates/cost	Total cost in USD
		Activity					
1	Personnel						
		Team Leader	Person	1			
		Deputy/Co-Team Leader	Person	1			
		Quantitative Expert/lead	Person	1			
		Qualitative Expert/lead	Person	1			
		Data Analyst	Person	1			
		<i>Other core team members</i>	Person				
		<i>Field team members and locally recruited staff</i>	Person				
	Subtotal personnel costs in USD						
2	Travel and transportation						
		<i>Add items</i>					
	Subtotal travel and transportation costs in USD						

3	Daily subsistence allowance (DSA)						
		Add items					
	Subtotal DSA costs in USD						
4	Operating, administrative and other costs						
		Nepal Health Research Council Ethical Approval Processing Fee (3% of total budget)	Lumpsum				
		Add other items					
	Subtotal other costs in USD						
	Total Cost in USD						

Annex I: Overview of Rupantaran training package



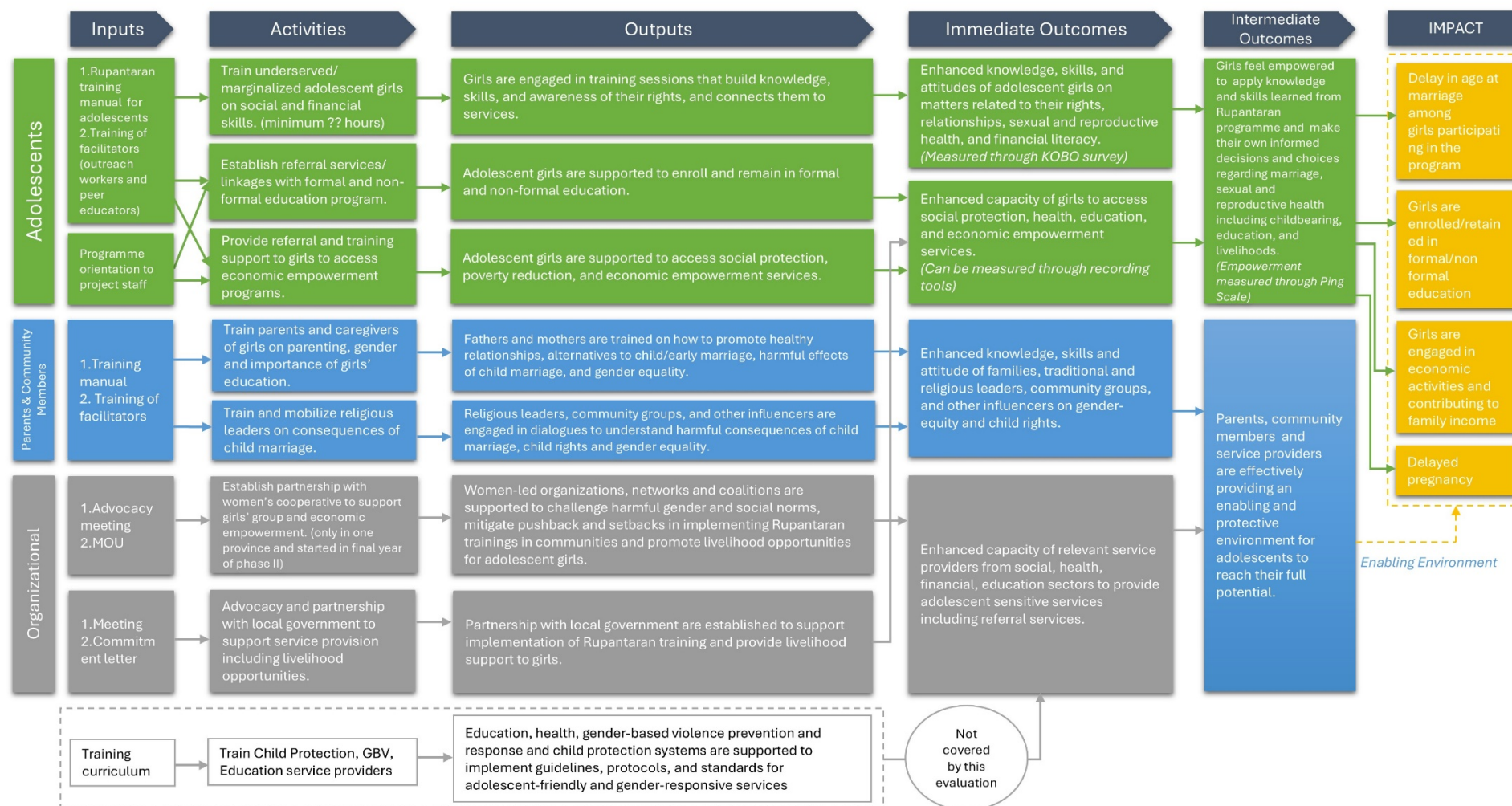
Rupantaran
synopsis.pdf

Link: <https://nepal.unfpa.org/sites/default/files/pub-pdf/Rupantaran%20curricula%20matrix.pdf>

Annex II: Theory of Change: Rupantaran Girls Empowerment Programme

See next page

Theory of Change: Rupantaran Programme



Causes and Drivers

- Gender inequality and control of adolescent girls' sexuality; social and gender norms that promote harmful and discriminatory gender stereotypes for girls, women, boys and men.
- Manifestations of multidimensional poverty: material deprivation to meet basic needs, social isolation, inequality, exclusion and powerlessness, denial of fulfilment of one's capabilities, physical and psychological well-being.
- Lack of economic opportunities, disruption of the economy.
- Inaccessible or low-quality services. E.g., health (including sexual and reproductive health), education, social protection, gender-based violence and child protection services.
- Poor political enabling environments. Lack of implementation of constitutional provisions, laws and policies on gender equality and social inclusion that protect adolescent girls; limited capacity and low priority of government institutions at federal, provincial and local levels to implement existing legal and policy frameworks.
- Political instability, economic crises, environmental crises, natural disasters, internal and external labor migration, pandemics, climate change, demographic shifts, urbanization.

Assumptions and Risks

- Girls willingly participate and remain in the program
- Parents and community members support the program
- Federal, Provincial and Local Government have the intent and resources to support girl's empowerment initiatives.

Annex III: List of geographies (programme districts and municipalities)

Province 2: Madhesh		
Province and District	Municipalities	Organization
Madhesh province		
Rautahat District	Yamunamai	UNFPA
	Paroha	UNFPA and UNICEF
	Gaur	UNFPA and UNICEF
	Chandrapur	UNFPA and UNICEF
	Rajpur	UNFPA
	Dewahigonahi	UNFPA
	Gujara	UNFPA
	Baudhimai	UNICEF
	Rajdevi	UNICEF
	Durgabhagwati	UNICEF
	Madhavnarayn	UNICEF
Dhanusa District	Aurahi	UNICEF
	Janakpur	UNICEF
	Janaknandani	UNICEF
	Nagrian	UNICEF
	Dhanauji	UNICEF
	Mithila	UNICEF
	Shahidnagar	UNICEF
	Laxminiya	UNICEF
Sarlahi	Malangwa	UNICEF
	Chakraghatta	UNICEF
	Bagmati	UNICEF
	Chandranagar	UNICEF
Saptari	Rupani	UNICEF
	Rajbiraj	UNICEF
	Rajgadh	UNICEF
	Kanchanpur	UNICEF
	Tirhut	UNICEF
	Mahadewa	UNICEF
	Bishnupur	UNICEF
	Surunga	UNICEF
	Chinnamasta	UNICEF
Parsa	Pokhariya	UNICEF
	Birgunj	UNICEF
	Paterwa Sugauli	UNICEF
	Parsagadi	UNICEF
	Jagarnathpur	UNICEF
	Jirabhawani	UNICEF
Mahottari	Ramgopalpur	UNICEF
	Ekdara	UNICEF
	Pipra	UNICEF

	Bardibas	UNICEF
	Manarasiswa	UNICEF
	Jaleshwar	UNICEF
Bara	Pheta	UNICEF
	Kalaiya	UNICEF
	Kolhabi	UNICEF
Province 5: Lumbini		
Province and District	Municipalities	Organization
Lumbini province		
Rolpa District	Paribartan	UNFPA
	Rolpa	UNFPA
	Sunilsmriti	UNFPA
	Runtigadhi	UNFPA
Kapilvastu District	Kapilvastu	UNFPA and UNICEF
	Sudhodhan	UNFPA and UNICEF
	Vijay Nagar	UNFPA
	Maharajgunj	UNFPA and UNICEF
	Krishnanagar*	UNFPA and UNICEF
	Shivaraj	UNFPA and UNICEF
Rupandehi	Marchawari	UNICEF
Banke	Nepalgunj	UNICEF
	Narainapur	UNICEF
Bardiya	Gulariya	UNICEF

*Programme introduced in 2024

ANNEX IV: Suggested inception report structure

Indicative section	Description and comments
Introduction	<ul style="list-style-type: none"> ● Background ● Purpose and objectives ● Scope of evaluation ● Overview of the inception mission ● Understanding of ToR and programme
Evaluation Methodology and Approach	<ul style="list-style-type: none"> ● Evaluation criteria and questions ● Evaluation framework and design ● Evaluability assessment and limitations ● Methods for data collection and analysis ● Sample size calculation and sampling technique ● Consideration of gender, human rights, equity ● Quality assurance, field supervision and monitoring mechanism ● Ethical considerations
Evaluation Process	<ul style="list-style-type: none"> ● Phases of work ● Criteria for recruiting field researchers ● Training session plan/agenda ● Plan for pretesting instruments ● Team composition and distribution of tasks

	<ul style="list-style-type: none"> • Management and logistic support • Anticipated risk and mitigation strategies • Work plan
Annexures	<ul style="list-style-type: none"> • ToR of evaluation • Evaluation Matrix (including evaluation questions, data sources, data collection, data analysis tools) • Stakeholder map • Data collection instruments (qualitative and quantitative) • Informed consent forms • Sampling frame • Draft outline of final report, Evaluation briefing notes, PowerPoints, Infographics. • Reference documents

NB: Final Inception report template will be shared before the successful bidder submits the final report.

ANNEX V: Suggested final report structure

Please download UNICEF-Adapted UNEG Evaluation Reports Standards from the link

ANNEX VI: Suggested resources for reference

	Reports/Studies/Policies/Frameworks	Links (if available)
1.	Introducing the Power in Nepali Girls (PING) empowerment scale	https://doi.org/10.1080/17441692.2023.2276866
2.	Gendered experiences of adolescents: Baseline findings from World Vision's Rupantaran adolescent life skills curriculum.	https://www.gage.odi.org/wp-content/uploads/2018/12/GAGE-Nepal-World-Vision-Feb-2019.pdf

	UNICEF/UNFPA Reports and Studies *	Links (if available)
1.	Behavioural Determinants of Child Marriage and Adolescent Pregnancy in Nepal: A Qualitative Study	https://www.unicef.org/nepal/documents/behavioural-determinants-child-marriage-and-adolescent-pregnancy-nepal
2.	UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage: Evaluability Assessment	https://www.unicef.org/sites/default/files/2019-04/GPECM%20Evaluability%20Assessment.PDF
3.	UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage. Phase I Evaluation Summary	https://www.unicef.org/sites/default/files/2019-06/GP-2019-Evaluation-Summary-English.pdf
4.	UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage	https://www.unfpa.org/sites/default/files/Main_Report_CM_Eval.pdf
5.	End child marriage Nepal: country profile 2022	https://www.unicef.org/media/146321/file/Nepal_2022.pdf

6.	Social and Financial Skills Package – Rupantaran: Modules 1 to 4	https://nepal.unfpa.org/en/publications/social-and-financial-skills-package-rupantaran-1-4
7.	UNFPA-UNICEF Global Programme to End Child Marriage. PHASE III Programme Document (2024 - 2030)	https://www.unicef.org/documents/phase-iii-programme-document
8.	UNFPA-UNICEF Global Programme to End Child Marriage. PHASE II Programme Document (2020 - 2023)	https://www.unicef.org/media/69671/file/GP-2020-Phase-II-Programme-Documents-ENG.pdf

*Resources that are not available online will be shared directly with firm after Expression of Interest is submitted.

Annex VII: Template of work schedule and planning for deliverables

SN	Deliverables	Months											
		1	2	3	4	5	6	7	8	9	n	TOTAL
D-1													
D-2													
D-3													

Annex VIII: Team composition, assignment, and key experts' inputs

SN	NAME	Expert's input (in person/month) per each Deliverable							Total time-input ¹⁵
		POSITION		D-1	D-2	D-3	D-4	D-5	
			HOME						
			FIELD						

¹⁵ This total input shall be consistent with input mention in the financial proposal