



Date: 12th January 2024

Request for Proposal (RFP) Reference No: PR410986

Dear Sir/Madam,

Save the Children requests submission of proposal to provide goods/services in accordance with the conditions detailed in the attached documents. Save the Children intends to enter into a contract for the following services: consultancy assignment entitled "Mid-line Evaluation of POWER4AY Project".

We include the following information for your review:

Policy	Policy / Document
Terms & Conditions of Bidding	 1. Terms & Conditions of Biddir
Terms & Conditions of Purchase	 SC-C-01 Short Form Goods and Services A
Supplier Sustainability Policy and the included mandatory policies	Click Here to Access

Your proposal must be received in the following format:

- Full completion of the "Consultancy Proposal Form" document in order that your proposal may be regarded as compliant. Those proposals not completed may be treated as void.
- Proposal to be submitted via email to procurementmfwfo.nepal@savethechildren.org

The email subject should indicate "Proposal for PR410986 "Mid-line Evaluation of POWER4AY Project".

Your proposal must be received at procurementmfwfo.nepal@savethechildren.org not later than **21st January 2024** ("the Closing Date"). Failure to meet the Closing Date may result in the proposal / proposal being void. Returned proposals must remain open for consideration for a period of not less than 60 days from the Closing Date. Save the Children is under no obligation to award the contract or to award it to the lowest bidder.

Should you require further information or clarification on the proposal requirements, please contact Mr. Chandika Prasad Timilsina (Contact Person) in writing at the following address: chandika.timilsina@savethechildren.org

We look forward to receiving a proposal from you and thank you for your interest in our account.

Yours faithfully,

Chandika Prasad Timilsina

Procurement Coordinator – Sourcing

Request For proposal

PART 1: PROPOSAL INFORMATION

Introduction

Save the Children is the world's leading independent organisation for children. We work in 120 countries. We save children's lives; we fight for their rights; we help them fulfil their potential. We work together, with our partners, to inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

Provisional timetable

<u>Activity</u>	<u>Date</u>
Publication / Circulation of Request for proposal	12 January 2024
Last day for bidders to send clarification questions to Save the Children	17 January 2024
Last day for SCI to answer clarification questions to bidders	18 January 2024
Return of Proposals (Closing Date)	21 January 2024
Award Contract and "Go-Live" with Supplier	31 January 2024

Indicative information

Background

Pathways to Wellbeing, Empowerment and Resilience for Adolescents and Youth (POWER 4 AY) is a five-year program funded by Bulgari and led by Save the Children Italy, implemented by SCI country office in Nepal between July 2021 and June 2026. This new initiative follows from the earlier Youth Empowerment Programme (YEB) which was also a five-year initiative funded by Bulgari and implemented in between 2016 and 2021. Further to extensive learning activities conducted during 2019-2021 and the release of Save the Children Adolescent Wellbeing Framework, the POWER 4 AY was developed as a new approach implemented for the first time in Nepal. Preceding this midline evaluation, a baseline study was conducted in 2022 with the objective of establishing foundational evidence of the research questions of the Learning Agenda and establishing values for the indicators of the log frame at the goal and outcome level. The midline evaluation will compare results between baseline and midline using the same indicators and will provide answers to the research questions coming from the Learning Agenda. In addition, it will provide answers for evaluation questions (Using DAC criteria) that will assess the program's mid-term effectiveness and impacts in meeting the desired outcomes set in the Theory of Change of the POWER 4 AY Program and guide the Program accordingly for the rest of its period.

POWER 4 AY is guided by five principles from the Adolescent Wellbeing Framework. These are :- (1) human rights fulfilment which is at the core of all adolescent focused support; (2) the rights of adolescent participation to inform programming and policy; (3) program and policy are tailored to the unique needs of adolescents according to gender, age and abilities/disabilities; (4) transformation of gender and improvement of social justice through adolescents; and (5) change for adolescents is catalysed at all levels of the socio-ecological model starting from

themselves, their families, communities, services, systems and policies. Guided by these principles Nepal has developed a new program, which will be improving the wellbeing of adolescents and youth by measures of protection from teenage pregnancy and early parenting, healthier life, education and learning, decent employment, and improvement in policies, systems, and services.

The mid-line study will be facilitating learning by providing a basis for answering research questions pre-set by the program. The main purpose of the mid-line evaluation will be to assess the mid-term effects and impacts of the Program upon its beneficiaries, identify strengths and gaps and guide the program accordingly for the rest of its period. The indicator values established by the midline study will be used to assign or revise their performance targets. Trend analysis on indicator performance will generate evidence for program managers to tweak or strategize operation.

Award criteria

Award of the contract will be based on the following criteria:

ESSENTIAL CRITERIA (Exclusion if not met)

Bidders must meet the following criteria:

- That the bidder has legitimate business /official premises, or that they are registered for trading and tax as appropriate.
- That they are not any prohibited parties or on government blacklisting
- Bidder's confirmation of compliance with the attached Conditions of proposal, Terms and Conditions of Purchase, Supplier Sustainability Policy and the included mandatory policies.
- Organization is registered with relevant Government Authority. Firm registration in Nepal.
- VAT Registration and Tax Clearance of FY2078/079.

Evaluation Criteria

The following criteria are considered very important in the evaluation of this proposal.

Capability Criteria (Technical Proposal): 50

SN	Major Topic	Score Weightage
1	Organization Background:	
	Above 5 years' experience in youth livelihood sector along with research/evaluation experience in education and/or WASH	
	3-5 years' experience in youth livelihood sector along with research/evaluation experience in education and/or WASH	
	2 years' experience in youth livelihood sector along with research/evaluation experience in education and/or WASH	
	Less than 2 years' experience	
2	Relevant Experience:	

	b. Team Leader:	
	Above 7 years' experience in youth livelihood sector along with research/evaluation/studies experience in education and/or WASH	
	5-7 years' experience in youth livelihood sector along with research/evaluation/studies experience in education and/or WASH	
	2-4 years' experience in youth livelihood sector along with research/evaluation/studies experience in education and/or WASH	
	Below 2 years' experience in youth livelihood sector along with research/evaluation/studies experience in education and/or WASH	
	c. Team Members (Data Collection- Qualitative/Quantitative):	
	All team members have above 3 years' experience in youth livelihood sector along with research/evaluation/studies experience in education and/or WASH	
	All team members have 2-3 years' experience in youth livelihood sector along with research/evaluation/studies experience in education and/or WASH	
	All team members have less than 2 years' experience in youth livelihood sector along with research/evaluation/studies experience in education and/or WASH	
	d. Reports Quality: Quality of report produced by team leader (latest two reports of recently conducted on similar baseline/evaluation/research) (If good-, satisfactory-, poor-, if not submitted)	
3	Human Resources team composition (with academic background of Agriculture Economics, Economics, Rural Development, Sociology and other Social Sciences): 10	
	a. Team Leader (If PHD , Master , if bachelor:) b. Team members (Majority team members with master's degree: , Below master's degree:) c. Female team leader if yes-, no- d. Female member (at least one female member in a team: , if no female member in a team:) e. All team members having track record of working together-, if not-	
4	Research Methodology: (Study design, Sampling, Sample Size, timeline):	
	Methodology (Study methodology, Sample technique, field Management and Coordination, Data Management, Data Analysis, Data Protection and Ethical Standard)	
	Strong: , Good: , Satisfactory: , if poor	
5	Quality assurance mechanism of Orientation program and monitoring and supervision plan:	
	Strong: Good: Poor:	
	Work Plan: Strong: Good: , Poor:	
6	Interview Strong: , Good: , Satisfactory:	

Sustainability Criteria:

Criteria	Weight	Sub-Criteria	% Weight
Sustainability	10%	Sustainability %- <ol style="list-style-type: none"> Social factor <ul style="list-style-type: none"> If team leader and majority of team members have similar working experience in Karnali Province: () If team leader has similar working experience in Karnali province: () If any team members have similar working experience in Karnali province: () If no experience (0) Environmental Factor: - <ul style="list-style-type: none"> Consulting firm has the evidence of working in the sector of green environment and carbon mitigation measures (evidence of working experience, organizational policy) () If not submitted: - Economic Factor: <ul style="list-style-type: none"> Existing or past collaboration/partnership with key stakeholders and local governments ()- evidence reports, contract, the work experience, appreciation letter. If not submitted: - 	

Remark

Bidders shall secure minimum of 20 marks out of 40 in capability to be eligible for financial evaluation / review and presentation / interview.

Commercial Criteria (Financial Proposal): 40

Financial proposal will be scored in inverse proportionate basis.

How to apply for the services

Proposal Submission Guideline/Required Documents

Proposal Submission Deadline- **21st January 2024**

- Required Documents-**

- Filled out Consultancy Proposal Form (enclosed with this ToR)
- CV of the proposed consultant with full date of birth in dd/mm/yyyy format.

- For firms: Copies of- Firm registration certificate, VAT registration certificate, tax clearance certificate of FY 2078/079.
- At least two recent evaluation report of similar nature (livelihood sector, education and/or WASH) written by the lead consultant/team leader in the past.
-
- A proposal should have **four (4)** separate files:
 - 1st for essential documents
 - 2nd for technical proposal
 - 3rd for financial proposal
 - 4th for other supporting documents as per ToREach of the above should be properly labelled respectively as “essential documents”, “technical proposal”, “financial proposal” and “other supporting documents as per ToR”

Proposals should be submitted via email to procurementmfwo.nepal@savethechildren.org

Proposals submitted in another email addresses will not be considered in the process. (Please note that, consultant **must not cc / bcc / forward proposals to any other email addresses).**

**Instruction and Template for
PROPOSAL Submission**
Consultancy Title: "Mid-line Evaluation of POWER4AY Project"
PR No. PR410986

Date of Proposal Submission: <Insert date>

This instruction & template for proposal development consists of the following sections:

1. **Section A:** Instruction for Proposal Development
2. **Section B:** Proposal Development Form
3. **Section C:** Essential Evaluation Questions

Section A: Instruction for Proposal Development

Please **READ** and **FOLLOW** the instructions before completing the proposal form

1. A proposal will not be considered for review if:
 - It is received after the deadline.
 - It is not sealed properly (**NA in case of email proposals**)
 - There are any missing documents mentioned in the ToR
 - Information submitted by the company is found to be false
 - It is incomplete.
2. A proposal submitted through email should have four (4) **separate files**:
 - 1st for essential documents
 - 2nd for technical proposal
 - 3rd for financial proposal
 - 4th for other supporting documents as per ToR
 - All attached documents should be clearly labelled so it is clear to understand what each file relates to.
 - Emails should not exceed 15mb – if the file sizes are large, please split the submission into two emails.
 - Do not copy other SCI email addresses into the email when you submit it as this will invalidate your bid.
3. Only shortlisted bidder/s will be contacted by Save the Children at each stage of the selection process.
4. Shortlisted bidder/s will be invited to deliver a 15minute presentation to the Procurement Committee on their technical proposal.

Section B: Proposal Development Form

I. Organization Information (NA in case of individual consultant)

Name of the organization :

Address :

District/State :

Country :

Phone number :

E-mail :

Website :

II. Details of contact person

Name :
Position :
Phone Number : (Landline) (Mobile)
E-mail :

III. Major topics and sub-topics for proposal development

1. Organization Background

- 1.1 Work experience related to youth livelihood sector along with research/evaluation experience in education and/or WASH.

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.....
.....

- 1.2 Existing and current human resource and organization organogram.

2. Signatory and Proposed Consultants Information:

SN	Full Name (Avoid abbreviations)	Date of birth (dd/mm/yyyy AD)	Designation proposed for this assignment	Academic Qualification

3. Please provide proposed team leaders experience in “youth livelihood sector along with research/evaluation/studies experience in education and/or WASH” in below table:

Date		Description	Organization	Remark
From	To			

Please add rows as required.

4. Please provide proposed team members experience in “youth livelihood sector along with research/evaluation/studies experience in education and/or WASH” in below table:

Name of Team Member	Date		Description	Organization	Remark
	From	To			

Please add rows as required.

5. Proposed Methodology to conduct this assignment.

Please outline your proposed approach to this assignment including an outline as to the methodology to be used.

.....
.....
.....
.....

4. Please explain your workplan /timing/detailing/unfolding activities and delivery time.

.....
.....
.....
.....

5. Please list out studies / research report produced by team leader (latest two reports of recently conducted on similar baseline/evaluation/research.

S. No.	Title of research / studies	Attached soft copy or provide Link/hyperlink to the report or articles	Completion Date
1			
2			
3			
4			

Please add / delete rows in above table as required.

6. Please explain your quality assurance mechanism on orientation, monitoring, and supervision.

.....
.....
.....
.....

7. Does proposed team leader and members have working experience in Karnali province? If yes, please list out the studies conducted in Karnali Province below:

S. No.	Title of research / studies	Name of Palika Research/studies was conducted	Organization Name	Completion Date
1				
2				
3				
4				
5				

8. Does your organization have any policy / procedure / practice in place for green environment and carbon mitigation measures? If yes, please provide evidence in attachment to support your answer.

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.....
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-
9. Does your organization have existing or past collaboration/partnership with key stakeholders and local governments? If yes, please provide evidence reports, contract, the work experience, appreciation letter to support your answer.

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.....







10. Proposed Budget with clear breakdowns (specify the proposed cost is inclusive / exclusive of VAT)

Please provide your financial proposal in separate excel file with file name – “financial proposal”.

Section C: Essential Evaluation Questions

ESSENTIAL CRITERIA (Exclusion if not met)

In order to qualify as a bidder you must be able to answer ‘Yes’ against all of the Essential Criteria. After passing the essential criteria you will be scored against Capability and Commercial criteria.

S. No.	Criteria	Please specify Yes / No						
a)	Do you have a legitimate business/official address OR are you registered for trading or tax purposes with the authorities in Nepal. If yes, have you attached a copy of registration documents with this proposal?							
b)	We, the Bidder, hereby confirm we compliance with the following policies and requirements: <table><tr><td>Terms & Conditions of Bidding</td><td> 1. Terms & Conditions of Biddir</td></tr><tr><td>Terms & Conditions of Purchase</td><td> SC-C-01 Short Form Goods and Services</td></tr><tr><td>Supplier Sustainability Policy and the included mandatory policies</td><td>Click Here to Access</td></tr></table>	Terms & Conditions of Bidding	 1. Terms & Conditions of Biddir	Terms & Conditions of Purchase	 SC-C-01 Short Form Goods and Services	Supplier Sustainability Policy and the included mandatory policies	Click Here to Access	
Terms & Conditions of Bidding	 1. Terms & Conditions of Biddir							
Terms & Conditions of Purchase	 SC-C-01 Short Form Goods and Services							
Supplier Sustainability Policy and the included mandatory policies	Click Here to Access							
c)	Do you confirm that the company is not linked directly or indirectly to any terrorism related activity, and does not sell any Dual-Purpose goods / services that may be used in a terror related activity?							
d)	Do you confirm that you are not a prohibited party							

	under applicable sanctions laws or anti-terrorism laws or provide goods under sanction by the United States of America or the European Union and accepts that SCI will undertake independent checks to validate this?	
e)	Do you confirm that you are not a prohibited party or on government blacklisting	
f)	Do you have VAT registration? If yes, have you attached a copy of VAT registration with your proposal.	
g)	Do you have Tax Clearance of FY 2078/079? If yes, have you attached a copy of Tax Clearance Certificate with this proposal.	

Terms of Reference (TOR) for Midline Evaluation

Pathways to Wellbeing, Empowerment and Resilience for Adolescents and Youth (POWER 4 AY)

Nepal

December 2023



Save the Children

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1. EVALUATION SUMMARY

Type of evaluation	Midline Evaluation. Formative.
Name of Project	Pathways to Wellbeing, Empowerment and Resilience for Adolescents and Youth (POWER 4 AY)
Duration, start and end dates of the Project	5 years - From 01 July 2021 to 30 June 2026
Project implementing country	Nepal
Thematic areas	Child Poverty, Education, Health and Nutrition
Main project beneficiaries and participants	Adolescents and youth between age 12 to 24, Parents/Caregivers, Teachers, School Management Committee (SMC), Health Workers, Protection Service Providers, Adults, and Local and National authorities and Organizations including Organizations of People with Disabilities (OPDs). Primary focus: vulnerable AYs, Female, Persons with Disabilities
Overall objective of the project	Improve adolescent and youth's wellbeing
Donor	Bulgari [through SC Italy]
Expected start and end dates of evaluation: Expected total no. of workdays	15 February 2024 to 30 June 2024(# of workdays 135)
Evaluators:	Consulting firms with solid experiences in both quantitative and qualitative techniques of evaluation and track record of conducting similar types of evaluations.

2. INTRODUCTION

Pathways to Wellbeing, Empowerment and Resilience for Adolescents and Youth (POWER 4 AY) is a five-year program funded by Bulgari and led by Save the Children Italy, implemented by SCI country office in Nepal between July 2021 and June 2026. This new initiative follows from the earlier Youth Empowerment Programme (YEB) which was also a five-year initiative funded by Bulgari and implemented in between 2016 and 2021. Further to extensive learning activities conducted during 2019-2021 and the release of Save the Children **Adolescent Wellbeing Framework**, the POWER 4 AY was developed as a new approach implemented for the first time in Nepal. Preceding this midline evaluation, a baseline study was conducted in 2022 with the objective of establishing foundational evidence of the research questions of the Learning Agenda and establishing values for the indicators of the log frame at the goal and outcome level. The midline evaluation will compare results between baseline and midline using the same indicators and will provide answers to the research questions coming from the Learning Agenda. In addition, it will provide answers for evaluation questions (Using DAC criteria) that will assess the program's mid-term effectiveness and impacts in meeting the desired outcomes set in the Theory of Change of the POWER 4 AY Program and guide the Program accordingly for the rest of its period.



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POWER 4 AY is guided by five principles from the Adolescent Wellbeing Framework. These are :- (1) human rights fulfilment which is at the core of all adolescent focused support; (2) the rights of adolescent participation to inform programming and policy; (3) program and policy are tailored to the unique needs of adolescents according to gender, age and abilities/disabilities; (4) transformation of gender and improvement of social justice through adolescents; and (5) change for adolescents is catalysed at all levels of the socio-ecological model starting from themselves, their families, communities, services, systems and policies. Guided by these principles Nepal has developed a new program, which will be improving the wellbeing of adolescents and youth by measures of protection from teenage pregnancy and early parenting, healthier life, education and learning, decent employment, and improvement in policies, systems, and services.

The mid-line study will be facilitating learning by providing a basis for answering research questions pre-set by the program. The main purpose of the mid-line evaluation will be to assess the mid-term effects and impacts of the Program upon its beneficiaries, identify strengths and gaps and guide the program accordingly for the rest of its period. The indicator values established by the midline study will be used to assign or revise their performance targets. Trend analysis on indicator performance will generate evidence for program managers to tweak or strategize operation.

3. THEORY OF CHANGE AND PROGRAM BACKGROUND

The POWER 4 AY project has designed the Theory of Change with a holistic approach to empower the adolescents and youths to generate a systemic response from each level of the socio-ecological model surrounding AYs that has the capacity to affect their wellbeing. Its approach is guided by the evidence and learning built on the experiences of the five-year long Youth Empowerment Program between 2016-2021. The current structure of the Theory of Change places “wellbeing of the adolescents” as the pivotal goal of the Program. The design of outcomes and outputs incorporates the new challenges of AYs in the aftermath of COVID 19 pandemic on all facets of AYs wellbeing from education, health, economic empowerment to environment awareness. A summary form of the Theory of Change is presented below.

POWER 4 AY Program-Summary Theory of Change

Goal: Improve all AYs wellbeing

Outcome 1: Improve AYs choices towards teenage pregnancy and early marriage/prevent violence against AYs

Outcome 2: Promote gender transformative and inclusive educational pathways for AYs

Outcome 3: Increase decent employment opportunities and protection from harmful work

Outcome 4: Improve policies, systems, services and networks with and for AYs

CATALYSERS AND OUTPUTS are placed per output and socio-ecological models (For detailed ToC, please refer to [POWER 4 AY Brochure](#))

To achieve the above goal, the outcomes and outputs are designed to address the holistic dimensions of the AY wellbeing to bring changes in the different spheres of AY lives. **The first outcome** is around improving the choices on sexual and reproductive health and protection from violence; **the second** is related with educational pathways focusing on improving not only numeracy and literacy skills, but also retention of drop out or likely drop out AYs in the formal schools. The

third outcome focuses on economic empowerment of AYs and transition to decent work through vocational training, business literacy and financial support to AYs to establish micro enterprises working with private sectors, government and the like-minded organisations. The last one aims to create enabling environment for AYs and their issues, policies and systems working with AY networks, government and concerned stakeholders. Foundational components to all of these are life skills which support any AY pathways to wellbeing. The POWER 4 AY approach also puts strong emphasis on gender equity, disability inclusion, WASH, and climate change, among others.

In Nepal, the POWER 4 AY project is being implemented through local partners in the western parts of the country. The project covers seven local municipalities i.e. Barahtal rural municipality and Birendranagar municipality of Surkhet, Mangalsain and Panchadewal Binayak municipalities of Achham, Nepalgunj sub metropolitan city of Banke and Dullu and Narayan municipalities of Dailekh. The project is being implemented across 35 wards and 37 communities, 280 households, 49 health facilities, 14 youth clubs and 28 schools. The project primarily targets 17,207 total direct beneficiaries which includes Youth 2,946, adolescents, 7,771 and Adults 4,980 and 50.5% women and girls) where expected number of people with disability is 430 including 232 children from the secondary school (grade 9-12) dropout and the most likely to drop out AYs aged 13-24 years for core interventions. Priority will be for the AYs who are from the most deprived and marginalised families including families having persons with disabilities, elderly citizens, pregnant and lactating mothers. Health facilities and schools/ technical schools from the same location where these target beneficiaries are densely residing will be selected for the project interventions.

Nepal is one of the medium HDI countries in the world as ranked by the Human Development Index (HDI) with the value of 0.602 index in 2022 where 15.1% of people live under multi-dimensional poverty (2022/23: Economic Survey). A large number of AYs are out of school. The dropout rate of secondary level is accounted to be between 7-10%. These AYs are without education and skills necessary for their work life and remain unemployed. More than 82% of the youths migrate as unskilled workers who are underpaid and are vulnerable to exploitation. Teenage girls are vulnerable with higher risk to abuse, disease and desolation and Illiteracy and poverty are considered as key factors for early marriage in Nepal which increases the likelihood of adolescent pregnancy. About 2.1% of the population in Nepal are children with disability and evidence shows that they are the most neglected by family and society and as a result are deprived of their basic rights.¹

The POWER 4 AY Project in Nepal envisions to improve the wellbeing of adolescents and youths in the districts of Achham, Banke, Dailekh and Surkhet. In coordination with local governments, OPDs, and other agencies, the project is implementing activities in the areas of AYs skill development, SRH and life skills, health facility support, WASH with mass scale toilet constructions, micro-enterprises for vulnerable AYs, bursary support to education, establishing AY friendly services (AFS) in health facilities, among others. It has been able to develop strong ties with the local governments which in turn have provided matching funds in several instances.

¹ POWER4AY Nepal full project proposal 2021

From 2021 to semi-annual of 2023, project has reached to 9196 beneficiaries (4746 children and 4450, adults) where the number of 13-18 age AY is 4198 (girls: 2689) and 19-24 aged AYs is 1872 (female: 1202). Similarly, the reach figure of parents, teachers, health workers, community members is 2053, 65, 43 and 417 respectively.) Among the total reached, the project has reached to 430 persons with disability (children are 180 and adult 250). In the meantime, the project has reached to 151 household from WASH component, nine health facilities, 10 youth clubs and six technical schools.

(Note: The reached figure will be increased which will be shared once the total reach report is generated along with the “project annual narrative report 2023”)

4. PURPOSE AND SCOPE OF THE STUDY

4.1 Purpose and objectives

During its tenure, the POWER 4 AY Program plans to conduct three studies: baseline, midline, and end line. The baseline study was conducted in 2022 which established benchmarks for its indicators and answered research questions to monitor the progress over the program period.

The main purpose of the mid-line evaluation will be to assess the mid-term effects and impacts of the Program upon its beneficiaries, identify strengths and gaps and guide the program accordingly for the rest of its period. The specific objectives are stated below:

1. Describe and assess the comparative results between baseline and mid-line in terms of Program indicators related to outcome and identify progress achieved and the areas of improvements.
2. Assess the effectiveness and impacts of the program upon program participants, identifying program components and mechanisms (catalysers) that are contributing (or not) to bring the desired change in line with the Program Theory of Change.
3. Assess the effectiveness and improvement opportunities of POWER 4 AY Program's methodologies implemented in the different contexts vis a vis the challenges identified in learning agenda (e.g., gender sensitive and disability inclusion).
4. Based on findings, provide recommendations that help strengthen future strategies to improve and guide the Program for the rest of its period.

4.2 Scope and reach of the mid-line evaluation.

The mid-line evaluation will cover all respective outcome level indicators of the log-frame and any cross-cutting core indicators, and research questions from the Learning Agenda. Geographically, the mid-line evaluation shall cover all intervention areas where the project activities are implemented, with representative samples of the program participants. The mid-line study will include, through either quantitative or qualitative methods, all primary and direct program participants such as AYs, youths, adults, children and persons with disabilities, a balanced proportion of male and female, parents, teachers, health workers and so on. It will further incorporate agencies and organizations such as Organizations of People with Disabilities, local government institutions, AYs networks etc. as per the necessity of the research questions.

The geographic coverage of the country program is presented in the table with baseline sample sizes. With the support of consultant sample frame and sizes will be determined, taking this as a reference point.



Save the Children

This Mid-line study is planned to be conducted at the mid of the POWER 4 AY program/project.

The study team will be required to undertake consultation with the Project Manager of POWER 4 AY at the commencement of the midline study in order to further refine the research questions if necessary.

Table No 1: Target areas with baseline samples

Country	Current target areas	Baseline samples (For reference only)			
		Quantitative questionnaire		Qualitative tools	
		AYs	Parents	No. of FGDs	No. of KII
Nepal	Seven Municipalities of Surkhet, Accham, Dailekh, and Banke districts	904	293	23	26

Table No 1.1: Total AYs reached by project during 2021 to 2023.

SN	District	R/M	Population of AYs reached by project from year 2021 to 2023															
			LS4S				VT				ME				Total reached after correcting double counting			
			M	F	D	T	M	F	D	T	M	F	D	T	M	F	D	T
1	Achham	Mangalsain	76	238	7	314	12	38	4	50	8	23	9	31	96	297	16	393
		Panchadewal	86	220	4	306	8	22	2	30	9	40	2	49	103	282	6	385
2	Dailekh	Dullu	81	229	8	310	16	15	4	31	12	27	0	39	109	267	12	376
		Narayan	100	202	1	302	11	30	2	41	8	29	3	37	119	261	6	380
3	Surkhet	Barahtal	90	158	7	248	20	22	4	42	21	33	7	54	131	210	18	341
		Birendranagar	59	199	7	258	16	22	1	38	12	39	7	51	87	259	15	346
4	Banke	Nepalgunj	128	190	7	318	17	23	5	40	22	18	3	40	167	229	14	396
Total			620	1436	41	2056	100	172	22	272	92	209	31	301	812	1805	87	2617

M=Male, F=Female, D=Persons with disability, T= Total

4.3 Intended users of the mid-line evaluation.

Table No. 2: Intended users of the midline evaluation

Stakeholders	Further Information
Project donor	Bulgari
Save the Children	Save the Children Italy and Nepal
Implementing partners	Project Implementing partners NGOs i.e., Working for Access and Creation (WAC) Nepal Achham, Everest Club, Dailekh, Social Awareness Center (SAC) Surkhet and Social Development Forum (SDF) Banke.
Government stakeholders	Municipalities, Council for Technical Education and Vocational Training (CTEVT), Vocational/Technical Schools; Department of Agriculture; Health Service Centres; Department of Health; Government Schools; Department of Education; Local Administration; Department of Social Welfare; District Disability Council; Departmental Platforms for the Prevention of Adolescent Pregnancies; Departmental Director of Youth, Child Welfare and Municipal Legal Service; Departmental Youth Councils.

Stakeholders	Further Information
Programme participants and Community groups	Community groups at local level, Organizations of Persons with Disabilities and their networks/OPDs, Women's groups, Network of Actors for Youth Employment, AY networks. A flyer of mid-line key findings may be distributed to them.
International development/humanitarian research community	Adolescent Wellbeing Task Team Adolescent and Work Technical Working Group

5. EVALUATION FRAMEWORK, METHODOLOGIES, AND APPROACHES

5.1 Evaluation framework/research questions

The following evaluation framework is developed following the Learning Agenda of the POWER 4 AY Program. The evaluation/research questions and the list of indicators below will be the guiding framework for the types of data to be collected for this mid-line evaluation. Consultants may suggest alternative or additional methodologies to fulfil the objectives and research requirements

Table No. 3: Evaluation Framework

Evaluation criteria	Main Evaluation questions	Data sources/Tools	Notes/Remarks
Outcomes (Focus on outcomes of the theory of change)	1. To what extent are the interventions attaining their relevant outcomes? What are its indented and unintended outcomes?	FGD/KII/secondary data review or any methods	
	2. What are the most significant changes that the programme participants are noticing or expected to notice in their lives and communities as a result of the program interventions?	FGD/KII with participants, institutions (disaggregated by gender, disability and age group)	
	3. Are there any differential results of the interventions among different groups of participants such as person with disabilities, and female impacted by inequality and discrimination in comparison to Non Person with disabilities and general participants? What are they and how are they impacting their lives?	FGD of AYs- by gender, disability and age group, KII, human stories	
Disability/Agile and Inclusive (Enabler) / 3rd Guiding Principle (GP)	1. What is the prevalence rate and types of disability among the targeted population?	AY questionnaire (Survey)	
	2. To what extent are children with disabilities accessing education, basic services, development	KII and FGDs with Person with disabilities and	Define list of program services at country level "evaluation



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Evaluation criteria	Main Evaluation questions	Data sources/Tools	Notes/Remarks
	opportunities (including skills development, internships, education opportunities, SRHR; GBV and health services) in comparison to children without disabilities?	non-Person with disabilities.	question mapping" and * ask to both Person with disabilities and Non Person with disabilities
	3. To what extent are programme activities contributing to increase confidence and opportunities and remove barriers for education, basic services and development, livelihood opportunities for persons with disabilities compared to those without?	FGDs with persons with disabilities, their institutions and parents	
	4. To what extent are OPDs satisfied with the level of engagement? What can be done more?	KII/FGD with OPDs	
Gender transformative (3rd GP)	1. How effective are the approaches and strategies advocated and implemented for reducing early marriage and early pregnancy at household and community level? Are they likely to reduce early marriages and early pregnancies?	KII with staff, concerned government or local institutions,	
	2. Are the approaches and strategies on gender norms, early pregnancy and early marriages effectively triggering a change in opportunities for young girls? Through what mechanisms?	FGD/KII with male and female AYs, parents and community members	
Education	1. To what extend the AYs have access and regularity to formal education including the technical stream?	FGD/KII with male and female AYs, parents, SMC/HTs	
	2. How effective are the approaches and strategies advocated and implemented for reducing drop out of AYs and improving learning performance? Are the strategies enough for Recovery and Accelerated Learning (ReAL)?	FGD/KII with male and female AYs, parents, SMC/HTs	
WASH	1. Are AYs participating to improving hygiene / menstrual hygiene / SRH services and practices in their community (at schools/LC, health facilities, youth clubs, etc)?	FGD and quantitative survey of AYs (Quantitative and Qualitative)	
	2. Are AYs satisfied with the services received (considering age, gender and disability sensitivity)?	Ay questionnaire.	Prepare list of services under WASH to ask



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Evaluation criteria	Main Evaluation questions	Data sources/Tools	Notes/Remarks
Environment and climate change	1. To what extent are the AYs and the communities sensitive to, and aware of the climate change and environmental degradation issues?	KII/FGDs with AYs, parents and community members,	
	2. What are the examples of climate change issues responded by, or likely to be responded by the AYs at individual, community or at institutional level (through AY networks, communities etc.)?	FGD/ KII with Ay and their Network, community members	
AY agency /Shift the power (Enabler)/Participation (2nd GP)	1. To what extent are AY networks helping develop AYs' leadership, bringing about social change and or responding to AY issues? What AY issues are being addressed through such networks (such as environmental, climate change issues, Health and SRH issues, WASH issues, Gender empowerment issues, disability inclusion issues etc.)?	AY questionnaire. FGDs/KII with AYs within the networks	
	2. What would AY need to be more empowered to become agents of change?	KII of AY networks. FGDs with AYs-with and without disabilities, male and female AYs	
	3. Are there any gender barriers for girls and young women in their equal participation and capabilities to lead a change? What are they?	FGDs with AYs-male and female, Person with disabilities and Non Person with disabilities	
Age-specificity (3rd GP)	1. How effectively is the program responding to age specific needs and aspiration of AYs to support their future paths?	FGD/KII with VYAs, Adolescents and Adults And male and female groups	
	2. How effective are the strategies and interventions put in place to address the age specific needs of AY? What more needs to be done?	FGD/KII with VYAs, Adolescents and Adults And male and female groups	



Evaluation criteria	Main Evaluation questions	Data sources/Tools	Notes/Remarks
Socio-ecological model (SEM)	<ol style="list-style-type: none"> 1. Is the programme able to actively involve all relevant actors in the socio-ecological model to contribute to AY wellbeing? 2. How is economic resilience program supporting AYs and their families in reducing reliance on negative coping strategies? 	KII and FGD with AY, parents	
Sustainability (Will the benefit last?)	<ol style="list-style-type: none"> 1. What potential exists for the replication or localization of activities after the end of program? What are they? 	KII with staff, local governments, partner institutions, Networks FGD with program participants	
	<ol style="list-style-type: none"> 2. How sustainable are the results or impacts of the program interventions in the lives of participants? 	FGD with program participants	

Under section 5.2.2, the need for mapping evaluation questions by the respective country offices is described. The mapping exercise will be done after the country finalizes its main evaluation questions in their respective ToRs. Instructions and format for the exercise can be found at this link [Mapping of evaluation questions](#).

5.2 Indicator mapping

A list of core and Nepal indicators (from [Baseline Synthesis Report](#)) is presented below that were used in the baseline and the same will be monitored in the mid-line evaluation too for a comparative data analysis.

Table No. 4: Indicator mapping

S N	Log Frame Indicators	Type of respondent	Sampling Frame	Respondent	Estimated sample size required	Data collection method
1	Disability prevalence rate among AYs	Individual		AYs	TBD	Quantitative
2	Proportion of women aged 20-24 year who were married or in union before age 18	Individual		AYs		



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S N	Log Frame Indicators	Type of respondent	Sampling Frame	Respondent	Estimated sample size required	Data collection method
3	Proportion of youth aged 16-24 years not in education, employment or training (NEET)	Individual		AYs		
3.1	Education Completion Rate (Primary, secondary and upper secondary)	Individual		AYs		
4	1.1. Proportion of women aged 15-24 who make their own informed decisions regarding sexual relations, contraceptive use, and reproductive health care.	Individual		15-24 Women		Survey
4.1	Minimum age AY indicate as appropriate to get married	Individual		AYs		
5	1.2. Proportion of A&Y (disaggregated by age, gender and disability) who demonstrate life skills (decision making skills and communication skills) in their everyday life i.e. at home, in school, in the workplace, in the community	Individual		AYs (13-15) AYs (13-24) age		Survey
6	1.3: Proportion of AY parents who support their children's intention to delay marriage / pregnancy	Individual		AYs 15-24 and their parents		Survey
7	1.4: # of adolescent clients using SRH services as a result of the program (15-24)	Individual		HF Record		



S N	Log Frame Indicators	Type of respondent	Sampling Frame	Respondent	Estimated sample size required	Data collection method
8	2.1: Proportion of A&Y (m/f) who go on to further educational opportunities – formal education disaggregated by caste, age, sex and disability	Individual		AYs 13-18 age of grade 9-12 of 28 schools.		
9	2.2.: % gender gap in school attendance (disaggregated by cast and disability)	Individual		13-18 years girls and boys in 28 schools		Census
10	2.3: Proportion of AY parents who are supportive of their girl children's participation to education	Individual		AYs 13-18 age of grade 9-12 of 28 schools.		
11	Proportion of parents' and caregivers' who showed positive attitude towards their children participation to education	Individual				
12	Proportion of AYs whose families accessed to financial support to allow their AY children participate in formal education	Individual				
13	Proportion of VAY (12-14) who re-enrolled in the education system (dropped out)	Individual		15-24 AYs		
14	3.1. Proportion of AYs who are employed/self-employed, including apprenticeships, or internships after ME/VT graduation (disaggregated by age, sex and disability)	Individual		15-24 AYs		



S N	Log Frame Indicators	Type of respondent	Sampling Frame	Respondent	Estimated sample size required	Data collection method
15	3.2. Proportion of employed/self-employed youths graduates and micro enterprise beneficiaries who earn at least NRs 161,400 annually (GoN's annual wage rate) (disaggregated by age sex and disability)	Individual		16-24 AYs		
16	3.3: Proportion of employments that provide for decent working conditions (duration, contract type (written/verbal/informal))	Individual		15-24 AYs		
17	3.4: Number of AYs providing Peer to Peer mentoring services on business promotion and personal development (Disaggregated by caste, sex and disabilities)	Individual		15-24 AYs		
18	4.1. Proportion of A&Y reporting improved satisfaction in access or quality of community/private / public services (milestones)	Individual		15-24 AYs		Survey, FGD or any qualitative method
19	4.2: # of youth friendly, gender responsive and disability inclusive policies endorsed and implemented by local governments	Policy documents		NA		



S N	Log Frame Indicators	Type of respondent	Sampling Frame	Respondent	Estimated sample size required	Data collection method
20	Proportion of A&Y (m/f) making use of informal (e.g., VSLAs) or formal financial services to take out loans, make payments at facilitated conditions	Individual		15-24 AYs		
21	4.3. Proportion of service providers who report availability of age, gender and disability sensitive services	Individual/group		School, HF and Palika/ward, Employer, YC/YIC (7 Palika, 14 HF)		Survey, KII
22	Proportion of AYs who feel they have the will (and means) to lead change in their community/society	Individual		15-24 AYs		
23	2.1.2: % of AY with basic cognitive capacities that are strengthened in comprehensive reading and writing and logical reasoning (output indicator)	Individual		15-24 AYs Who participated FLN session		

Some issues that were encountered during the baseline in terms of questionnaire design and data analysis is documented in this document: [Review of Baselines Vs Synthesis Report's Indicators](#) . Consultants are advised to review this document.

5.3 Evaluation methodologies and approaches

5.3.1 Evaluation design

The mid-line evaluation will apply a mixed method in data collection, analysis and report writing i.e., both qualitative and quantitative methods will be applied following a theory-based approach. The main design method of the evaluation will be “Before and After Study” in which changes will be traced through a comparative assessment between the two periods. Since the baseline was a cross sectional study (not case control or cohort studies), the comparison will be made against prevalence

rates of indicators established by the baseline (non-program participants) with the mid-line prevalence rates (program participants).

The mid-line evaluation will basically follow similar methods, and approaches as used in the baseline, but with improved versions incorporating lessons learnt from the baseline. The key approaches of evaluation such as the mixed method approach, data disaggregation by gender and age group, visibility of the vulnerable population such as Persons with Disabilities will continue to be applied in the evaluation.

To learn more about the baseline methods, approaches and lesson learnt, please refer to the document [POWER 4 AY Baseline and ways forward Final.docx](#)

5.3.2. Qualitative methods and approaches of mid-line evaluation

Mapping exercise of evaluation questions

The evaluation framework presented in the section 5.1 above will be the guiding tool to design qualitative and quantitative tools. A format for mapping evaluation question is suggested below, which should be used in evaluation questions. The “mapping of evaluation questions” exercise will require brainstorming to further break-down the main evaluation questions, identify types of respondents, tools etc. Instructions and format for conducting this exercise can be found at [Mapping of evaluation questions](#).

Approaches to qualitative data collection

Qualitative part of the evaluation will seek to answer questions stemming from the Learning Agenda and ensure quality of data collection through the application of robust tools, experienced team of evaluators and management of the study. The lead qualitative evaluator will be responsible to compile the data, prepare qualitative reports and submit to the consulting company for integration of findings into the main report.

Based on resources and time and geographic locations, consultants in coordination with country offices may choose to conduct both qualitative and quantitative data collection at the same time, or one after another. However, no compromise should be made in the quality of data, appropriate level of supervision and management focus on the data collection processes.

5.3.3 Quantitative methods and approaches

The list of indicators of the specific country office provided to the consultants will form the main source to design the quantitative tools. The consultant should ensure that the indicators listed in the section 5.2 are part of the mid-line quantitative tool design and included in the country specific ToR. Based on the lessons learnt, the consultants need to improve the current baseline questionnaires with the review of the following documents:

[POWER 4AY Consolidated M&E Matrix](#) for indicator definition and calculation methods

[“POWER for AYs Indicator Reference Sheet](#). For model questions and further details about the indicators

The requirements for the quantitative data (design, collection and analysis) are listed below:

Survey overview

- Midline will employ Parents/Caretakers and AY questionnaires, and any other if needed as per research questions and or program indicators.
- The consultants will be responsible to review the baseline questionnaires, review questions as per the documents stated above and finalise design for midline in consultation with the MEAL focal persons.
- Questionnaires will be pre-tested during enumerators' training after proper translation in the local language.
- The survey will be comparative in nature. Mid-line findings will be compared with the baseline values with the production of comparative figures, tables or charts.
- The country specific midline evaluation ToR should specify the geographic scope of the survey area with estimated population (sampling frame) of AYs and Parents participating in the program.
- The sampling units will be very young adolescents, and youth between the age 12 to 24 in case of AY questionnaire and parents/caretakers in case of parent questionnaire.

Analysis overview

- The analysis of the survey data will produce descriptive statistics such as means, percentages, confidence intervals etc.
- In all comparative data between baseline and midline, analysis should be run to conduct hypothesis tests with the use of appropriate T tests and results should be assessed and interpreted following the findings of P values at 95% confidence level and 5% margin of errors.
- Required precision for key survey estimates is a relative standard error ≤ 0.05 .
- The calculation of values for indicators must follow the definitions and calculation methods as described in the [POWER 4 AY Consolidated M&E Matrix](#)
- Domains and sub-classes- The domains will be geographic boundaries such as districts and municipalities etc. They should be used as a basis for stratification.
- Data disaggregation- In addition to the domains above, data will be further disaggregated by gender (male, female and other), age group (12-14, 15 to 19, and 20 to 24), ethnicity and disability status. Except stated here, no other types of age group stratification will be acceptable.
- Disability status identification- Using Washington Group Questionnaire, disability status should be identified unless there are pre-identified disability status data for the complete list of the survey participants using the same WGQ methods., in which case in Kobo, persons with disabilities should be clearly identified with clear identification code. In the event of using WG questions, apply only two variables "A lot of difficulty" and "Cannot do it at all" for the identification of a person with disability.

5.3.4 Sampling strategies

The stratified sampling method used in the baseline quantitative research will be continued in the midline also as this is the appropriate method of sampling given the need for inclusion of special characteristics in the strata (e.g., location, gender, age group and disability). The stratified sampling ensures the diversity of sample as it includes subjects from every group, and it is the best method when the researchers believe that the sub-groups (gender, Persons with Disability etc.) represented in the sample may have different mean values.

The sampling frame of the mid-line will be the program participants of the POWER4 AY Program.

Sample size calculations

The consultant can use any sampling formula that meets the above requirement and takes care of multi-stage sampling, stratifications and non-response rate.

Sampling approach: The stratified sampling method used in the baseline quantitative research will be used in the midline also as this is the appropriate method of sampling given the need for inclusion of special characteristics in the strata (e.g., location, gender, age group and disability). The stratified sampling ensures the diversity of sample as it includes subjects from every group, and it is the best method when the researchers believe that the sub-groups (gender, Persons with disability etc.) represented in the sample may have different mean values. In this type of sampling, sample size should be calculated, if possible, with available resources, for each stratum, or for each of the major stratum, and other substrata should be distributed proportionate to the population (sampling universe) to ensure representativeness of diversity of population.

Although the midline will use the same approach of sampling, it will face a special issue of inclusion of program-participants and non-participants in the sampling frame. The AYs who took part in the baseline were non-participants of the program at that point of time under a cross sectional study. If the midline included its program-participants only in its sampling frame without the knowledge of whether they also took part in the baseline, the comparison of midline findings with baseline might be “erroneous” as they may have a chance of being selected from a different sampling frame. On the other hand, conducting a cross sectional study just like in baseline may involve the risk of non or less inclusion of program participants due to the nature of random sampling. To minimise these risks, the following two options are proposed for further discussion and finalization.

Option 1: Consider developing sampling frame of current program participants only if the number of AY participants enrolled in the program are more than the baseline sample size, and if the majority of program participants had taken part in the baseline too (There is no exact cut off point to term as “majority” but we may consider more than 70% to 80% participation of AYs in the baseline). If this is the case in all countries, introduction of control group may not be necessary and the comparison between baseline and midline findings will be valid, as it will take the form of “longitudinal study”.

Option 2: Consider designing sampling frame of both control and treatment group if the number of AY participants enrolled in the program are less than the baseline sample size and or if the majority of them did not take part in the baseline or both. If this is the case in all countries, develop a quasi-experimental survey design with control group from the same survey area (where baseline was done) and the treatment group from the AYs who are participating in the program.

In the selection of AY or PSU (Primary Sampling Unit), “random sampling technique” or “systematic random sampling” (For further study, refer to: [USAID Guideline for Sampling](#)) should be applied.

Sampling formula: There are several sampling formulas developed by the statisticians and being used by researchers as per the research needs. A recommended sampling formula applied during the baseline (by some countries only, not all) and also commonly used and recommended by USAID and other agencies in their sample surveys is given below and recommended for midline quantitative research.

$$n = Deff [(Z\alpha + Z\beta)^2 * (Pb (1 - Pb) + Pe (1 - Pe))] / (Pe - Pb)^2$$



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The description of the formula is given below. An improved version of the formula with auto-calculation function of the sample size can be found at this SharePoint link (not an on-line version): [Sample Size Calculation formula and guide](#) . This template not only covers the information needed by the above formula but also the size of the study population, and the adjusted sample size for non-response.

Where (the green marked found only in the template)

Population	Put here the estimated population or HH of the study area
Baseline	Put the baseline value of the indicator
Endline	Put the estimated target value of the indicator
Effect size	This is difference between Baseline and target and is automatically calculated
Power (β)	Statistical power (Beta value) to detect changes at the effect size level. It is usually at 80% . Increase it only if the sampling is complex and involves sub-groups within same sampling frame
Sig (1- α)	Confidence Level is usually set at 95%.
Test	2 signifies two tailed test (accepting or rejecting hypothesis)
Z values	Z value (Za and Zb -auto calculated in the template) or alfa (e.g., 1.96 for 95% or 2.58 for 99% confidence level)
Deff	Design Effect usually set at 2. Increase it only if the sample design is complex involving sub-groups
Non- response	Put 10% or 5% as appropriate
$n_{adjusted\ NR}$	This is the adjusted sample size with 10% non-response rate
PSU	No. of primary sampling units per equal allocation (Auto- calculated in the template)

There is an auto calculation excel sheet to calculate sample size for the formula which can be found at [Sample Size Calculation formula and guide](#).

6. EXPECTED DELIVERABLES BY THE CONSULTING COMPANY

The following will be the key deliverables by the consulting firm under this study.

Table No. 5: Deliverables and timeframe

SN	Deliverables	Time-frame
1	Inception report – The selected consulting firm will submit the inception report in line with the provided template that describes in detail the objectives, scope, details description of methodologies, data collection tools, data analysis plans, work plans and others. This template will be provided by POWER4 AY MEAL to selected consulting firm.	By 3 rd week of Feb 2024
2.	Ethics submission – The consultant company or SCI will seek ethics approval from the concerned government departments or from SCI Ethics Review Committee before the implementation of the study.	By End of Feb 2024
3.	Final data collection tools - Quantitative and qualitative tools and their properly translated copies	By end of April 2024



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SN	Deliverables	Time-frame
4.	Draft study report - A single main <u>draft</u> report with the combination of both qualitative and quantitative findings. The template for the report will be provided by POWER4AY MEAL.	By <u>end</u> of May 2024
5.	Final study report – With all comments properly incorporated, a final clean copy with deletion of comments and another copy where comments are made and addressed will be submitted to the SCI.	By 1 st week of June 2024
6.	Raw data sets – All encrypted copies of KII, FGDs and any qualitative compiled reports made by qualitative teams. In case of survey, all raw data sets from KOBO (CSV, excel formats), SPSSP/STATA original and working copies.	By 3 rd week of June 2024
7.	Knowledge translation materials <ul style="list-style-type: none"> ▪ PowerPoint presentation of Study findings ▪ Evidence to Action Brief 	By end of June 2024

7. ETHICAL CONSIDERATIONS

It is expected that this study will be:

- **Child participatory.** Where appropriate and safe, children should be supported to participate in the evaluation process beyond simply being respondents. Opportunities for collaborative participation could include involving children in determining success certain aspects of the evaluation design, supporting children to collect some of the data required for the evaluation themselves, or involving children in the validation of findings. Any child participation, whether consultative, collaborative or child-led, must abide by the [9 Basic Requirements for meaningful and ethical child participation](#) i.e. Transparent and Informative, Voluntary, Respectful, Relevant, Child Friendly, Inclusive, Supported by training, Safe and sensitive to risk and Accountable. The orientation and relevant guiding documents on 9 basic requirements for meaningful and ethical child participation will be provided.
- **Inclusive.** Ensure that children from different ethnic, social and religious backgrounds have the chance to participate, as well as children with disabilities and children who may be excluded or discriminated against in their community.
- **Ethical:** The study must be guided by the following ethical considerations:
 - Safeguarding – demonstrating the highest standards of behaviour towards children and adults.
 - Sensitive – to child rights, gender, inclusion and cultural contexts.
 - Openness - of information given, to the highest possible degree to all involved parties.
 - Confidentiality and data protection - measures will be put in place to protect the identity of all participants and any other information that may put them or others at risk.²
 - Public access - to the results when there are not special considerations against this

² If any Consultancy Service Provider, Freelancer or Contingent worker will have direct contact with children and/or vulnerable adults and/or beneficiaries and/or have access to any sensitive data on safeguarding and/or children and/or beneficiaries, it is the responsibility of the person receiving the consulting service to contact the local HR team and child safeguarding focal point to ensure vetting checks and on-boarding are conducted in line with statutory requirements, local policies and best practices guidance.

- Broad participation - the relevant parties should be involved where possible.
- Reliability and independence - the study should be conducted so that findings and conclusions are correct and trustworthy.

It is expected that:

- Data collection methods will be age and gender appropriate.
- Study activities will provide a safe, creative space where children feel that their thoughts and ideas are important.
- A risk assessment will be conducted that includes any risks related to children, young people's, or adult's participation.
- A referral mechanism will be in place in case any child safeguarding or protection issues arise.
- Informed consent will be used before taking interviews.

The study team will be required to obtain approval from a Human Research Ethics Committee. Save the Children POWER4AY team will assist for the process of ethical approval.

8. FUTURE USE OF DATA

All datasets generated through this survey will be the sole property of Save the Children. The contractor/firm may not use the data for their own research purposes, nor license the data to be used by others, without the prior written consent of Save the Children.

9. DATA DISSEMINATION PLAN

The findings of the midline evaluation will be shared with key stakeholders and intended users of this evaluation. Below is the plan of action for the dissemination of the findings of the study.

What to share?	For who to share?	Method	Responsible
Final report	SC Italy and Nepal CO	<ul style="list-style-type: none"> • E-copy through email/SharePoint • Virtual Presentation 	Project Manager MEAL Coordinator
Key findings (Two pager Summary brief)	<ul style="list-style-type: none"> • Project Implementing partners. • Local and provincial government • Government stakeholders • OPDs 	<ul style="list-style-type: none"> • Hard copy print 	MEAL Coordinator and project coordinators
Key findings	Community and beneficiary groups	<ul style="list-style-type: none"> • Nepali translated one pager. • Sharing f2f in beneficiary meeting 	Project Coordinators, partners project coordinator and MEAL team

10. REPORTING AND GOVERNANCE

The MEAL Coordinator of the POWER 4 AY Project is the primary responsible person to coordinate the midline evaluation, in liaison with the Project Manager and other concerned. During analysis and inception report preparation phase, the consulting Company will coordinate with him/her for needed documents and or any clarification with copy to the Project Manager. During data collection, the consulting company will report to the MEAL Coordinator [raj.pariyar@savethechildren.org] and the Project Manager [[Bal Mukunda Mahat, balmukunda.mahat@savethechildren.org](mailto:balmukunda.mahat@savethechildren.org)] for reporting progress and or any issues encountered during the data collection, at a schedule agreed by both parties.

11. Study Management

What	Who is responsible	By when	Who else is involved
Study tender submissions due	Project Manager	3 rd week of Jan 2024	
Tender review and selection of study team	SCI tender review panel	3 rd week of Jan 2024	SC Italy/SCI supply chain team
Provision of necessary country documents/information to the hired consultancy for inception report writing	MEAL Coordinator	3 rd week of February 2024	
Review of inception report	Project Manager, MEAL, Technical Advisors/Managers, CO R&E Coordinator/MEAL, Safeguarding Manager, GESI and Disability Advisor	3 rd week of Feb 2024	SC Italy
Review of data collection tools (part of inception report but may take additional time)	Project Manager, MEAL Coordinator, Technical Advisors/Managers	By end of February 2024	SC Italy
Ethics submission and approval	MEAL Coordinator	End of February 2024	
Logistical arrangements of the data collection at the field	Consultancy team/project team/partners	By 2 nd week of March 2024	
Data collection	Consultancy team	By end of April 2024	
Data management and analysis (coding, transcriptions, data cleaning, integration and analysis)	Consultancy team	By second week of May 2024	Quality check by MEAL Coordinator
Review of first draft report	Project Manager, MEAL Coordinator, Technical advisors/Managers, R&E Coordinator, MEAL Manager	By end of May 2024	SC Italy
Validation of study findings and recommendations	Project Manager and MEAL Coordinator	By end of May 2024	Technical advisors/managers, CO MEAL



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Review final study report	Project Manager, MEAL Coordinator, Technical advisors/Managers, R&E Coordinator, MEAL Manager	By 1 st week of June 2024	SC Italy
Knowledge translation materials	Study team	By end of June 2024	
Development of Study Response Plan	Project Manager, MEAL Coordinator, Technical advisors/Managers, R&E Coordinator, MEAL Manager	By end of June 2024	SC Italy
Study final report (together with response plan) posted on OneNet and reviewed	Project Manager	By end of June 2024	SC Peer reviewers

12. STUDY TEAM AND SELECTION CRITERIA

12.1. Study team

Since the midline evaluation consists of both qualitative and quantitative methods, two distinct teams experienced in these methods are required to carry out the study, led by one overall mid-line evaluation team leader.

Qualitative team at field level: The qualitative team will consist of one experienced evaluator responsible for providing training, managing team, and compiling and producing qualitative reports. This person will be overall manager of the qualitative part of the evaluation, will report to the evaluation team leader and work in coordination with SCI. The evaluator will ensure that the qualitative tools are ready, complete, sample sizes and plans are in place before the implementation. He/She will be the primary responsible person to provide training, manage teams and division of works among the team and to ensure that qualitative data are collected in a manner as described in this ToR.

Quantitative team: One overall field Coordinator, and supervisors and enumerators (as per the ratio of sample size) will be needed for the quantitative team. Depending on geographical distance, district level coordinator may also be needed, which the CO will decide. The team should ensure the following.

- Ensure that the final versions of AY and parent questionnaires are well translated and put into Kobo in two languages (English and local language)
- Training to the enumerators is done at least for three days in which enumerators and supervisors are well versed about the questionnaire, Kobo application, random sampling techniques and sample plans, child safeguarding policies etc. One day of the training should be reserved for field practice in Kobo.
- One supervisor should be kept at least for 5 enumerators.
- The field coordinator will ensure that there is a well-developed schedule and time -plan to collect data as per scheduled time and sample size and the team is on the same page.
- Each day data entered in Kobo are sent to the server and quality check of these data are done and issues, if any, are addressed in a timely manner.



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12.2 Selection criteria

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

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

- Designing and conducting evaluation using theory based mixed method design (both quantitative and qualitative)
- Conducting studies in the similar field of child poverty, WASH and education
- Leading socio-economic research, surveys, evaluation or consultancy work and is sensitive to the local context and culture, particularly child rights, gender equality, ethnicity, religion and minority groups and/or other factors.
- Conducting ethical and inclusive studies involving children and children's participatory techniques, marginalised, deprived and/or vulnerable groups in culturally appropriate and sensitive ways.
- Managing and coordinating a range of government, non-government, community groups and academic stakeholders and experience conducting study in development contexts
- Extensive experience of theories of change and how they can be used to carry out midline evaluations.
- Strong written and verbal skills in communicating technical and/or complex findings to non-specialist audiences (especially report writing and presentation skills).
- A track record of open, collaborative working with clients

There is a high expectation that:

- Members (or a proportion) of the study team have a track record of previously working together.
- A team leader will be appointed who has the seniority and experience in leading complex study projects, and who has the ability and standing to lead a team toward a common goal.
- The team has the ability to commit to the terms of the project and have adequate and available skilled resources to dedicate to this study over the period.
- The team has a strong track record of working flexibly to accommodate changes as the project is implemented.
- The core team has the diverse and inclusive composition considering the gender and disability which will be additional value.

The academic qualifications are:

- Master's degree in social science or higher (i.e., Phd.) with proficiency in mixed method using both quantitative and qualitative techniques of evaluation, data analysis and report writing.
- Certification or demonstrated proficiency in data science with SPSS, R, STATA, Nvivo, etc.
- Highly experience conducting surveys and evaluation.



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12.3 Proposal submission

Save the Children seeks value for money in its work. This does not necessarily mean "lowest cost", but quality of the service and reasonableness of the proposed costs. Interested consulting companies can send the proposals which should include the following at minimum:

1. Background and understanding of the work.
2. Proposed methods and tools and how the company is going to work further on the proposed methods and tools to finalise them, if selected?
3. Team composition with roles and responsibilities. Team leader should have more than two years' experience in livelihood sector related research/evaluation.
4. CVs of key people- Main team leader, field level evaluators, quantitative team field coordinator etc.
5. At least two recent evaluation report of similar nature (livelihood sector, education and/or WASH) written by the lead consultant/team leader in the past.
6. Financial proposal – No. of personnel, number of days allocated to each of them, daily rates, and other applicable costs.
7. Evidence (working experience, organizational policy, strategy, appreciation letter and so on) of contributions by organization or consultants to environmental/greenery promotions and carbon mitigation measures, social contributions and economic approaches considering the sustainability aspect. Existing or past collaboration / partnership with key stakeholders and local governments

13. SCHEDULE OF PAYMENT

The following payments will be made to the consultant using an agreed mode of payment.

- Upon approval of inception report and tools: [40%]
- Upon approval of final study Report: [60%]

Annex 1: SCI Evaluation Scoring for perspective consultants

Category	Evaluation Quality Criteria (used for internal scoring after completion)
Purpose, Design and Methods	1. Does the evaluation report clearly identify the evaluation's purpose (including its key objectives, questions and criteria) as set out in the evaluation's Terms of Reference (ToR)?
	2. Are the data collection and analysis methods a clearly justified approach to addressing the evaluation's purpose and questions? (Do they provide valid, reliable and ethical data?)



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	3. Is the methodology suitably tailored to the context and population groups to which the evaluation questions relate (e.g. re gender, disability, socio-economic status, geographic location, cultural context, ethnicity)?
	4. Is the size and composition of the sample in proportion to the conclusions sought by the evaluation?
	5. Does the evaluation build on what is already known, for example existing tried and tested frameworks and tools, existing data/evidence, and previous lessons learned?
	6. Are the methods used to collect and analyse data and any limitations of the quality of the data and collection methodology explained and justified?
	7. Has any personal and professional influence or potential bias among those collecting or analysing data been recorded and addressed or mitigated ethically?
Analysis and Findings	8. If evaluating impact, is a point of comparison used to show that change has happened (eg. a baseline, a counterfactual, comparison with a similar group)?
	9. Is the explanation of how (e.g. theory of change, logframe, activities) the intervention contributes to change explored?
	10. Is the data well triangulated, such as by using different data collection methods, types of data and stakeholder perspectives?
	11. Are alternative factors (eg. the contribution of other actors) considered to explain the observed result alongside an intervention's contribution?
	12. Are unintended and unexpected changes (positive or negative) identified and explained?
	13. Are the perspectives of children & communities included in the evidence, including the most deprived and marginalised? Note: For evaluations focused on young children, caregiver perspectives are adequate instead.
	14. Are the findings disaggregated according to sex, disability, and other relevant social differences?
	15. Is there a clear logical link between the data that was collected and analysed, and the conclusions and recommendations presented?
	16. Are conflicting findings and divergent perspectives presented and explained in the analysis and conclusions?
Communication and Use	17. Are the findings and conclusions of the assessment shared with and validated by a range of key stakeholders (eg. communities, partners, Save the Children staff)?
	18. Is the analysis and interpretation of the data well communicated through accessible language and helpful visuals (diagrams, graphs, tables as needed)?
	19. Are references, annexes and links included that provide additional relevant data, analysis or references (including key documents and which individuals/stakeholders were involved)?
	20. Is there a clear plan for how to use the results, including recommendations that are 'SMART' (Specific, Measurable, Achievable, Relevant, Timebound) and directed toward the appropriate 'end users', a dissemination plan, and specific actions for implementing these recommendations?

Annexes 2: List of project documents

Common documents

1. POWER 4AY Theory of Change
2. brochure POWER4AY
3. Adolescent Wellbeing Framework
4. POWER 4AY Consolidated M&E Matrix
5. POWER for AYs Indicator Reference Sheet
6. Baseline Synthesis Report
7. Review of Baselines Vs Synthesis Reports Indicators.



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8. POWER 4 AY Baseline and ways forward Final.
9. Inception Report Template for Research, Evaluation or Assessment.
10. Final Report Template for Research, Evaluation or Assessment.
11. Expression of Interest Template for Research, Evaluation or Assessment.
12. Sample Size Calculation formula and guide

Country specific documents

1. Final Report Baseline Study POWER 4AY
2. POWER4AY_NEPAL_full proposal
3. POWER4AY_NEPAL_logical framework

ToR prepared by:	Raj Kumar Pariyar, MEAL Coordinator
ToR approved by:	Bal Mukunda Mahat, Project Manager
Date of sign off:	



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