

Terms of Reference (ToR)
For
Consultancy service to conduct
Endline Survey for Bezos Family Foundation
3rd Cohort

Introduction

CARE's Bezos Udaan program provides new learning opportunities to formerly out-of-school adolescent girls through an accelerated learning approach. This accelerated learning program goes beyond traditional catch-up programs which focus on academic subjects such as literacy, math, and science, and it uniquely adds to the development of critical life and leadership skills. CARE is working with education officials to streamline this curriculum for use with girls beyond the schools where CARE directly works. The purpose of this project is to support the implementation and scale-up of CARE's Udaan/SOAR program in the Madhesh, Lumbini and Karnali Provinces of Nepal. In this project, CARE Nepal's work takes place at two levels: the first is direct support to adolescent girls who are attending the Udaan Accelerated Learning Centers; this direct engagement provides a platform for continued refinement of the Udaan, as well as engagement with education officials for broader buy-in and future scaling of the model. The second level of work is at a systemic level, where CARE will work with Ministry officials to adopt this accelerated curriculum for broader scaling within the country.

This education focused initiative is being implemented in Surkhet district of Karnali Province, Siraha district of Madhesh province and Rupandehi and Kapilvastu district of Lumbini province of Nepal which aims to create an enabling environment for adolescent girls from marginalized communities to pursue their education and life aspirations through education opportunities. The project is providing an accelerated learning program for 850 out-of-school girls aged between 10-19 years.

In the 3rd cohort, the project has established 10 Udaan centers in Siraha district of Madhesh province comprising 200 out-of-school girls and 11 mentor-run UDAAN classes with 100 out-of-school girls in Rupandehi and Kapilvastu district of Lumbini province. In addition to this, the project also aims to improve life skills development for these girls and their parents and seek families, and local communities support to take action to improve equal access to education for girls. The project also includes livelihood support for UDAAN graduates and their families in Lumbini Province, further strengthening the impact on girls' education and empowerment through mentorship UDAAN model.

SOAR has been implemented in the following provinces and districts:

- Madhesh Province: Siraha District (Bhagwanpur Rural Municipality, Sakhuwanankarkatti Rural Municipality, Naraha Rural Municipality, and Dhangadhimai Municipality)
- Karnali Province: Surkhet District (Panchapuri Municipality, Bheriganga Municipality, Gurbakot Municipality and Chaukune Rural Municipality)
- Lumbini Province: Kapilvastu (Shuddhodhan Rural Municipality) and Rupandehi (Sammarimari and Marhwarimai Rural Municipality) Districts

CARE Nepal is seeking for the consultant service from a qualified consultant or organization to undertake the endline survey in the Siraha district of Madhesh province and Rupandehi and Kapilvastu district of Lumbini province.

Project Goal:

Implementation and scale-up of CARE's SOAR (Strengthening Opportunities for Adolescent Resilience) programming in rural areas of Nepal.

Expected outcome and output of the Project:

Outcome 1: Improved access and retention in education for girls from marginalized communities in Madhesh, Karnali, and Lumbini Province

- Output 1.1: Improved access to formal education for 850 OS girls in Madhesh, and Karnali and Lumbini through accelerated learning program
- Output 1.2: Increased life skills development for adolescents girls at risk of dropping out of school

Outcome 2: Families and local communities take action to improve equitable access to education for girls.

- Output 2.1: Families and community members have an improved knowledge and attitudes of equitable education for girls.
- Output 2.2 Families and the girls have increased entrepreneurial skills to manage household livelihoods, reduce financial-related barriers to education

Outcome 3: Girls have safe, secure and equitable learning environment in school and home and are well protected from all forms of violence, exploitation and harmful practices

- Output 3.1: Teachers, school administrators, and adolescents take action to address school-based GBV with child clubs
- Output 3.3: With government, teachers and school administrators
- Output 3.3: Functional GBV referral and response structures are implemented at community level

Outcome 4: Provincial and local government have the systems and resources in place to scale up the UDAAN accelerated learning (AL) curriculum in local municipalities

- Output 4.1: Government approval/accreditation of the AL Level 3 curriculum
- Output 4.2: Improved capacity of sub national governments to scale up the Udaan AL curriculum
- Output 4.3: Expand support to Community Learning Centers (CLC) and build their capacity to provide alternative learning opportunities for OOS adolescents and youth.

Objectives of the Study

The endline assessment will primarily aim to compare project baseline values from the third cohort to measure progress toward achieving targets. The study objectives and project indicators are listed below.

- To evaluate the learning outcomes of out-of-school girls enrolled in UDAAN centers through the ASER assessment, focusing on improvements in foundational literacy and numeracy skills in Madhesh and mentorship in Lumbini province
- To assess changes in the status of out-of-school adolescent girls, including their access to education, family support, and perceptions of equality and leadership in Madhesh province.
- To examine the educational environment for girls at home, including parental support for education and shifts in parental attitudes toward girls' education in Madhesh province
- To assess the extent to which families and adolescent girls have improved their entrepreneurial skills and utilize them to enhance household livelihoods and reduce financial barriers to girls' education in Mahesh province.
- To assess the project's engagement with government education systems at local and provincial levels, exploring alignment, collaboration mechanisms, and the extent of institutional support through an expanded qualitative sample
- To evaluate the capacity development of Community Learning Centers (CLCs) and their role in sustaining project outcomes, using broadened qualitative inquiry to capture varied operational contexts and stakeholder perspectives
- To evaluate the learning environment in schools and communities, ensuring girls are safe and protected from all forms of violence and discrimination in Madhesh province.

- To provide actionable recommendations based on endline findings to inform future project implementation, policy decisions, and scaling strategies.

In addition, the endline evaluation will examine the sustainability of system-level changes within the education sector, assess whether project-supported activities are likely to be continued by schools and community learning centers through local or community-led initiatives after project closure, and evaluate the long-term sustainability of the economic empowerment component.

Table 1: List of outcome indicators measured through the endline assessment.

Indicator
% of out-of-school girls (graduated from the UDAAN), retained in formal schools
% of out of schoolgirls (enrolled in Udaan) with improved learning skills
% of girls following the Udaan curriculum with increased leadership skills
% of adolescents at risk of dropping out identified through mentorship approach, with improved attendance and who are promoted to next grade
% of girls at risk of dropping out of school, supported by mentorship, have improved leadership skills
of model parents supporting girls education through community awareness raising
% of parents reported that they realize the value of girls' education
% of parents and Udaan girls with improved financial literacy skills
% of parents reporting reduced financial barriers to education
of households of Udaan girls who are engaged in new livelihood activities
% of girls reporting that they feel safe and protected from all forms of violence in school and community learning environments
of actions taken to address school-based GBV in support with government, teachers and school administrators and child clubs.
of municipalities/schools with established GBV referral and response structures that are functional
of local governments with systems and resources in place to scale up UDAAN AL curriculum
of CLCs regularly collecting data using NFE EMIS for evidence-based decisions making
of CLC's with Improved performance / functionality

Methodology

The methodology should include quantitative and qualitative methods with triangulation of the obtained data. It is expected that the consultant team will use the following methods.

- Development of evaluation approach and participatory data collection methods:** this should include a) timeline and work plan, b) interview guideline,
- Survey interview:** undertake survey interview with
 - UDAAN girls in Madhesh and Mentorship girls Lumbini province and their parents.
 - UDAAN girls and parents engaged in business enterprise in Madhesh province
- FGD and KIIs:** FGDs with child clubs, KIIs with Udaan facilitators, local and provincial government and CLCs to understand system level changes and additional aspects around sustainability
- Observation:** the team will prioritise field visits to observe the response programmes directly and to conduct interviews with sampled beneficiaries supported with specific case studies.
- Data entry, formatting, editing, analysis and verification.** The consultant will be expected to merge the baseline and endline datasets, as well as data collected from parents and girls for the purposes of the analysis. The consultant should share all the data base including surveys, and qualitative transcripts in English and original audio recordings of all the FGDs and KIIs.
- Analysis:** the consultant will be expected to merge the quantitative data and analyze changes over time through comparison of baseline and endline (girls and their parents) findings. When possible, quantitative analysis should include advanced statistical analysis, such as statistical tests and regression analysis to determine statistically significant differences and key factors influencing observed changes in the project outcomes.

- vii. **Case stories:** Impactful stories of Udaan girls and parents.
- viii. **Report generation along with PPT**

Note:

CARE Nepal has already developed the questionnaire for the survey, the consultant need to review and adjust qualitative questionnaire.

Sampling and geographic coverage

The study will be conducted in Palikas of Siraha, Rupandehi and Kapilvastu district where the project has been implemented. The survey with the following participants in the respective locations.

Location and participants for the survey: Siraha district

Palika	Ward #	# of UDAAN girls	# of UDAAN parents	# of Mentorship girls	# of Ent Girls	# of Ent Parents	Total sample to be surveyed
Narha RM	1	20	19			9	48
	2	28	21				49
	3	19	15			6	40
	4	20	16				36
	5	14	11				25
Bhagwanpur RM	1-2	22	20				42
	2	19	20				39
	4				7		7
	5	19	15	25	8		67
Dhangadimai Municipality	1	17	12				29
	2				4		4
	3			30	7	8	45
	9				5		5
	10	15	10				25
	11				4		4
	13					5	5
Shakuwanakarkatti RM	1			30			30
	3			20			20
	5			20			20
Total		193	159	125	35	28	540

Location and participants for the survey: Rupandehi and Kapilvastu districts

District	Palika	Ward #	# of UDAAN girls	# of UDAAN parents	Total sample to be surveyed
Rupandehi	Marchawari RM	3	9	9	18
		7	6	6	12
	Sammaraimeai RM	3	10	9	19
		4	12	11	23
		6	12	11	23
Kapilvastu	Shuddhodhan RM	3	8	5	13
		4	18	10	28
		5	6	6	12
		6	15	15	30
Total			96	82	178

Qualitative sample:

- FGD with Child club members: 3 groups in Siraha and two groups in Lumbini
- KIIs with Udaan facilitators (3 in Madhesh and 3 in Lumbini), local government (2 in Madhesh and 2 in Lumbini) and provincial government (1 in Madhesh and 1 in Lumbini) and CLCs (3 CLCs in Siraha).
- Additionally, KII with entrepreneur girls and parents (at least 5), school teachers (4 schools where DRR plan, SIP, WASH and learning corner is established) in Siraha

Case stories:

- Around 10 case stories (6 in Siraha and 4 in Lumbini)

Role of CARE Nepal

- Coordinate meeting between consultant and CARE Nepal team members along with field team as per requirement.
- Provide the baseline questionnaire along with baseline report and data along with other relevant reports.
- Provide necessary support like orientation about the project and project participants along with location. As well as providing guidance on the survey tools and ASER assessment, including some calculation methods on the Gender Equity Index (GEI), Youth Leadership Index (YLI) and the project indicators.
- Provide all relevant information about program participants along with required data sheet for the survey.
- Field visit monitoring to assure the data quality is maintained during the survey.
- Provide secondary information and any other relevant materials for the study.
- Provide technical and conceptual support to the consultant as per required.
- CARE Nepal will follow up for the completion of work and receive the final edited documents from consultant.
- CARE Nepal will also review the quality of the collected data and share the feedback.
- Review and provide feedback on all submitted deliverables

Role of Consultant

The consultant will follow the guideline provided by CARE Nepal for the study.

- The consultant should develop the study methodology and share the tentative timeline in consultation with CARE Nepal
- The consultant will conduct an endline survey with UDAAN girls, their parents, mentorship girls, entrepreneur girls and entrepreneur parents and prepare the final report.
- The consultant will review the baseline survey questionnaire developed by CARE Nepal. For FGD and KII, the consultant will take a reference to prepare questionnaires along with other provided information for the study.
- The consultant should have knowledge on calculating Indexes (GEI and YLI) and should have knowledge to use Cronbach's alpha to analyze the data.
- Hire the local female enumerator who are fluent in Maithali for Siraha and Awadhi language for Rupandehi and Kapilvastu districts for the survey with UDAAN and entrepreneur girls in Siraha, Rupandehi and Kapilvastu district.
- Conduct two days orientation to the enumerators on the survey tool in coordination with CARE Nepal Program Quality and Impact (PQI) and Program Development and Delivery (PDD) team including one day field testing of the survey questionnaire.
- Conduct the survey in the respective areas with program participants as per the details provided by the CARE Nepal.
- Ensure the surveys are done in a safe environment, obtaining consent, and other ethical considerations while conducting the surveys, such as confidentiality, respondents' rights to refuse to participate in the survey, withdraw from the survey at any point, and to not answer specific survey questions.
- Take a parents' consent before the start of the survey if the girls are below 18 years of age and girls consent if above 18 years of age. And record girls' consent during the data collection.
- Share the transcripts of the qualitative interviews, and quantitative data along with clean and merged data sheets.

- Complete the study within the given timeframe.
- Share the data with CARE Nepal as soon as it is cleaned / transcribed, before drafting the and submitting the report.
- Data validation and report preparation
- Consolidate the feedback provided on the reports to finalize the report taking into consideration the timeline of submission of report

Note: In each round of feedback, the consultant should share a clean report, report with all the comments addressed and with tracked changes. There will be two feedback rounds, and the evaluation consultant will have a week (no more than two weeks) to address the feedback from CARE Nepal.

Ethical consideration during data collection

All enumerators will be trained in do-no-harm principles, child protection, safeguarding, and research ethics. In addition, the following actions will be put in place during the data collection:

- The girls are aged between 10-19 so their parents' consent will be taken before the start of the survey. Also, girls' assent will be recorded during the data collection.
- The surveyor will ensure the confidentiality of the respondent's answers, which also applies to disability, caste, and the community they belong to.
- The respondent has the right to withdraw interviews between the surveys.
- The respondent has the right to not participate in the survey.
- The respondent has the right to not answer the questions.
- The PQI person will ensure the data quality and protection and data are stored in the database system.
- Ensure CARE safeguarding policy during the interview procedure.

Qualification

- Experience of having at least three similar studies especially with out-of-school adolescent's girls and adults focused on education and livelihood.
- Team leader and members should have experience of working experience with strong background of using qualitative and quantitative survey tools with demonstrated analytical, communication and report writing skills.
- The consultant team should have demonstrated experience with advanced statistical analysis, regression modelling and statistical testing. Experience with managing and analyzing panel and cohort data. Also, demonstrated experience in conducting thematic analysis of qualitative data, using inductive and deductive coding.
- Ability to conduct the study based on project aims, objective and outcomes.
- Sensitive towards issues affecting women and girls, caste, religion, disability, culture, social norms and education for all, and intersectionality
- The team members should have technical expertise in specific areas i.e non-formal education and livelihood interventions, knowledge of the local and agency contexts, familiarity with crosscutting issues and local language Maithali and Awadhi.
- The enumerator hired should have at least completed secondary level education.

Deliverables

Based on review and analysis of the studies concept and project document, the consultant will conduct the study in Siraha, Rupandehi and Kapilvastu District. The following deliveries are expected.

1. Inception report and revised data collection tools initially provided by CARE Nepal
2. Enumerator training materials.
3. Cleaned quantitative data and qualitative transcripts in English.
4. Draft evaluation report and presentation with preliminary findings.
5. Finalized evaluation report
6. Presentation

Expected deliverables

A. Inception report and data collection tools

- The report should include details on data collection methodology, sampling, data collection processes, and analysis plan.
- Revised quantitative tools.
- Qualitative tools.

B. Enumerator training materials:

- Materials used during the training, such as presentation slides, enumerator pre/post-tests, results from the tool testing and any further adaptations made to the tools.

C. Cleaned final data

- Qualitative data transcripts and audio recordings
- Individual endline datasets for Udaan girls and parents, Mentorship girls, Udaan parents and girls engaged in entrepreneurship.
- Merged quantitative datasets, including merged baseline and endline data and girls and parental data.
- Consent forms.

D. Endline report

- The selected consultant/company is expected to develop a high-quality high-standard report, outlining findings, inferences, and recommendations in implementing areas.
- 10 case stories, including 6 in Siraha and 4 in Lumbini.
- **The consultant had to share the following comparison values**
 - Age group
 - Religion
 - Language
 - Caste
 - Location
 - Disability status
 - Education status (school drop-out and never been)
 - Caste and disability
 - Youth leadership Index (YLI)
 - Parental support
 - Prevalent norms and attitudes towards women and girls' education
 - Effects of household chores on access to education and learning
 - Girls' perceptions of the school environment
 - Prevention of school-related violence against girls
- Crosstabulation of findings between parents and girls survey. Differences in parental support in terms of the girls' age group, location, language, caste, income source, gender of the head of household, girls' disability status

E. Presentation

The selected consultant/company will develop and deliver a presentation on the key findings of the study and recommendations. This presentation should also include preliminary findings and future recommendations for the project.

Timeline: The proposed duration of the consultancy is approximately 60 days and is expected to start from 1 March 2026 and needs to be accomplished by 30 April 2026.

Contact person: Focal Person Will be Sr. LINK Specialist of CARE Nepal.

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Evaluation criteria of Proposal: The evaluation will be carried out for a total of 100 marks.

1. 70 Marks for technical evaluation with following evaluation criteria:
 - Methodology
 - Technical and Financial proposals separately
 - Time and activity schedule
 - Organizational/Personnel Capacity Statement
 - Relevant experience related to the assignment
 - One previously completed similar kind of report
2. 10 Marks for presentation and discussion.
3. 20 Marks for financial evaluation (10 marks for legal compliance and 10 Marks for quality and clarity of the financial proposal)Top of Form.

Note: A consultancy firm must obtain a minimum of 80% of the total technical evaluation score to be considered eligible for the further interview stage.

Submission of Proposals:

- Please send a brief proposal (not more than 8-10 pages, excluding Annex) detailing
 - You or your firm's relevant experience.
 - Team composition
 - Detailed technical approaches or methodology include sample size, sampling strategy, and analysis approach.
 - Workplan, timeline, and Financial Proposal.
 - Resume or CV for the team members included in the proposal.
 - One previously completed similar kind of report
- Legal Documents:
 - Copy of the VAT registration document issued by Nepal's Inland Revenue Department (IRD).
 - Copy of the Company Registration Certificate issued by the Government of Nepal.
 - Latest Tax Clearance Certificate for FY 081/82.

Financial Proposal:

The firm is advised to submit an itemized budget for the assignment based on the understanding of Terms of Reference and the current market rates. The budget should include all the costs to be borne by the firm in carrying out the tasks and for ensuring timely submission of deliverables.

Terms of Payment :

The consultant must submit the final report as per the agreement date. The payment will be made after the satisfactory completion of work, satisfactory delivery of all deliverables, and submission of all financial documents. Taxation laws will apply to the total contract value (TCV).

The following payments will be paid to the firm/consultant using an agreed mode of payment.

- 40% of the contract value after completion of data collection process. The first payment value will be released once approved from the CARE Nepal's evaluation focal person.
- 60% of the contract value after approval of the final report, satisfactory delivery of all deliverables and submission of all data sets.

Note: CARE will not have any liabilities on any unanticipated incident (accident, injury, natural disaster, etc.) to the consultant.