

## **Request for Proposal**

### **Punjab Programme: Annual Dipstick Study- Chanan Rishman program**

**Issued by,**

**Breakthrough Trust**

**Proposal Submission Last Date: 7<sup>th</sup> November 2025**

## **I. About Breakthrough**

Breakthrough works on culture change by shifting social norms that limit women and girls from reaching their full potential. We work with adolescents and young people aged 11-25 years aiming for an entire generation to shift and push for change.

Over the last 25 years, we have reached nearly 2.3 million adolescents in schools and communities. With more agency, better negotiation skills and aspiration, young people are calling out norms that hold them back, and are taking action, in the communities that Breakthrough works in. This gives hope that a more equal world is possible for future generations.

## **II. About the Chanan Rishman program:**

The Government of Punjab's Department of School Education has partnered with Breakthrough and the Abdul Latif Jameel Poverty Action Lab (J-PAL) South Asia to integrate a gender equity curriculum for adolescents (Class 6th to 8th) into the syllabus for all government schools in Punjab. On 8th March, 2021, International Women's Day, Breakthrough formally sealed the partnership with the Government of Punjab.

To change gender-biased perceptions and provide tools to enact behavioral change among adolescents, the Department of School Education has embedded Breakthrough's gender equity curriculum in three subjects: English, Welcome Life and Social Studies. The curriculum consists of a series of interactive, safe, and open discussions to empower adolescents to transform their gender attitudes, aspirations, and behaviors. The Department of School Education works with Breakthrough to train teachers to integrate the curriculum in grades 6,7 and 8. J-PAL South Asia will conduct an independent evaluation to generate insights for sustained, high-quality, government implementation.

This program is based on evidence generated from an impact evaluation of Breakthrough's 'Taaron ki Toli' program in Haryana. In a randomized evaluation conducted by J-PAL South Asia in 314 government schools in Haryana, the curriculum was found to significantly shift the gender attitudes and behaviours of both boys and girls, and led students to enact more gender-equitable behavior.

This curriculum is getting delivered in over 6250 government schools spread over 23 districts of Punjab. state. Under the program, nearly 23,000 teachers are being trained on delivering the curriculum. The program reaches over 1 million students in the state. The programme is

intended to build a Gender Transformative Education System in Punjab Government Schools by addressing the following broad domains of a Gender Transformative Education System:

- Creating sensitive content: Integrating gender lens into the curriculum
- Making school environment gender sensitive /violence free/equitable spaces
- Teachers demonstrate gender-equitable behaviour
- School administrators prioritize gender
- Parents value girls & education

### III. Scope of work

Breakthrough is seeking proposals from qualified agencies to conduct the second annual dipstick study in Punjab. The first annual dipstick study was conducted in 2024. This Request for Proposal (RFP) aims to provide comprehensive guidelines and information for interested organizations to submit their proposals, ensuring clarity regarding study, project deliverables, timeline, and evaluation criteria.

The study aims to power samples across two distinct groups of districts of Punjab to facilitate comparative analysis. The selected agency will employ a strategic sampling approach to ensure representation from both groups: the "Base Model" comprising 18 districts and the "++ Model" consisting of the remaining 5 districts.

- Base Model (18 Districts): These districts represent the standard or baseline group where the project has been ongoing without significant additional interventions.
- ++ Model (5 Districts): These districts signify areas where supplementary or intensified interventions, in addition to the base model, have been implemented to explore comparative impact.

#### A. Purpose of the Study

The annual dipstick study **aims to comprehensively assess the effectiveness of inputs and strategies** adopted under the Chanan Rishman programme. The specific objectives are:

- To understand the effectiveness of program inputs in terms of training and curriculum content
- To generate evidence for measuring future progress or changes in the programme outcomes
- To compare the base model with ++ model integrating system change evaluation with people change evaluation

- To suggest course corrections based on the insights and recommendations of the study

#### **B. Stakeholders involved in the evaluation:**

The evaluation will engage various stakeholders at different levels. At the People level, adolescents (n=1600), parents (n=640) will be interviewed. At the System Level, stakeholders include teachers (n=80), school heads (n=80), and administrative Staff at state, district and block level.

#### **C. Evaluation Methods**

A mixed-methods approach will be employed, combining surveys, focus groups, in-depth interviews, and Key Informant interviews. Quantitative surveys will target a representative sample of participants, including adolescents (Class 6th-8th), teachers, school head and parents. Qualitative methods will involve Focus Groups, Key Informant, and In-depth interviews with a subset of participants and the system level stakeholders (state, district and block level).

#### **D. Study Instruments**

The survey instrument employed in the assessment of students will be a quantitative questionnaire with a duration of 25-30 minutes. This tool is designed to comprehensively gauge and assess the gender attitudes, behaviours, and aspirations of the respondents. Similarly, separate quantitative tools will be prepared for parents and teacher's interviews. The system level framework will be assessed through in-depth interviews with state, district and block level officials.

**Timeline:** The evaluation study is estimated to be conducted approximately five months, with a tentative start from **1<sup>st</sup> December 2025 to 15<sup>th</sup> April 2026**.

#### **E. Expected deliverables from the selected agency:**

1. Conduct a review of existing program literature and analyze Management Information System (MIS) data of the program, followed by a concise summary of key findings
2. Workshop with the Breakthrough team to map indicators and evaluation methodology in order to develop and finalize evaluation tools (quantitative and qualitative) after due consultation and approval from Breakthrough.
3. Sharing inception report with finalized sampling strategy and overall field plan in collaboration with the Breakthrough team.

4. The agency must obtain approval from an Institutional Review Board (IRB) prior to initiating the study.
5. Translating and back-translating tools, subject to approval by Breakthrough.
6. The agency is expected to undertake pilot-testing of the tools and provide recommendations for the same before the commencement of the final survey.
6. Hiring, training, and supervising a team of data collectors, as agreed upon with Breakthrough.
7. Gathering data through the designated digital platform, as mutually agreed with Breakthrough, while ensuring robust data validation and quality control measures.
8. Training researchers to conduct the qualitative component of the system change evaluation, involving key stakeholders such as teachers and government officials.
9. Conducting debrief sessions with the Breakthrough team during and after data collection.
10. Undertaking data cleaning, validation, and analysis using statistical packages such as SPSS.
11. Conducting a workshop with the breakthrough team to share preliminary findings
12. Preparing the report in line with the agreed research framework and indicators, integrating systems change evaluation with individual-level assessment, and presenting a comparative analysis of the two models i.e., “Base” and “++ model” with well-structured tables, graphs, and detailed interpretations.
13. Delivering a PowerPoint presentation to the Breakthrough team highlighting key findings from the concurrent evaluation study.
14. Providing all collected data and tables in excel format, filled consent forms, transcripts for qualitative data, and photographs.

It should be noted that the Breakthrough team will coordinate with the agency for sample selection and to obtain permission for accessing schools.

#### **IV. Expected capacity of the agency:**

The agency for the proposed evaluation of Breakthrough's Chanan Rishman program should meet the following requirements:

- **Strong Technical Expertise and experience:** The agency must have a demonstrated track record of at least five years in conducting high-quality evaluation studies of a similar nature. The agency should have prior experience in evaluating programs that focus on promoting norms change, especially in the context of adolescent empowerment. They should be familiar with measuring attitudinal and behavioral changes related to gender equality.
- **Understanding of Gender Issues:** The agency should demonstrate a strong understanding of gender issues and their intersection with adolescent empowerment, and is expected to have a gender expert on the team, preferably with experience in the education sector.
- **Experience in System change evaluation:** The agency should have prior experience of evaluating systems change programs. It is expected that the team would have a system change specialist with relevant training and experience in conducting evaluation studies focused on systems change and policy analysis, preferably in the education sector.
- **Fluency in Hindi and Punjabi:** The investigators and field team members should be fluent in Hindi and Punjabi. This language proficiency is essential for effective communication with program participants and stakeholders during data collection.
- **Ethical Standards:** The agency should adhere to clear protocols and practices for conducting evaluation in line with ethical standards. This ensures the protection of participants' rights and confidentiality.

## V. Proposal Submission Requirements

Interested agencies are required to submit their **proposals to [rfp@inbreakthrough.org](mailto:rfp@inbreakthrough.org)** no later than **7th November 2025**. Proposals should include the following components:

- **Cover Letter:** The cover letter should include the submitting organization's name, contact information for the lead researcher, and a brief overview of the organization's experience in evaluating social programs.
- **Detailed Proposal:** The detailed proposal should include the technical approach for the study, proposed methodology, including the rationale for the chosen methods, sampling strategy, field plan and data analysis approach. The proposal should also include a clear

timeline with key milestones and deliverables. Additionally, the budget for the evaluation study, including a breakdown of costs, should be provided. Technical and Financial proposals should be submitted separately.

- **CVs:** Curriculum vitae (CVs) for each member of the core team (team lead, system change specialist, gender specialist, quantitative lead, qualitative lead, field team lead) highlighting their relevant experience and qualifications.

Evaluation Criteria Proposals will be evaluated based on the following criteria:

**Technical Approach & Methodology:** The quality and appropriateness of the proposed technical approach and evaluation methodology with sampling strategy in addressing the evaluation objectives.

**Compiling and integrating with system change:** The agency will be assessed on its ability to effectively link people-level changes with system-level evaluation to generate well-documented and comprehensive insights about the program.

**Implementation plan including timeline and Deliverables:** The proposed implementation plan with feasibility and clarity of the proposed timeline and deliverables, ensuring alignment with the RfP.

**Budget:** The reasonableness and cost-effectiveness of the proposed budget, considering the scope and objectives of the evaluation study.

**Expertise and Experience:** The qualifications and experience of the evaluation team in assessing social programs and implementing studies of a similar nature.

## **VI. Notification of results and important dates**

**Selection Process:** A selection committee comprising representatives from Breakthrough will review all received proposals. The committee will evaluate and score the proposals based on criteria such as the methodology, timeline and deliverables, budget, and expertise and experience of the evaluation team. The proposals that best meet the evaluation criteria will be shortlisted to present the proposals to the Breakthrough selection committee.

**Notification of Results:** The selected agency will be notified **no later than 24th November 2025**. The selected agency will be required to enter into a formal agreement with Breakthrough before commencing the evaluation study.

**Pre-bid Meeting:** A pre-bid meeting will be held on **29th October 2025 from 4:00 PM to 5:00 PM**. Interested agencies are invited to participate in the meeting at the link: <https://meet.google.com/mpf-iuhb-sro> to seek clarifications and resolve any queries regarding the bid.

**Note:** Interested agencies are advised to avoid rewriting the information mentioned above.



## VII. Stakeholders, Outcomes and Indicators:

As mentioned in the previous section, the study will capture data/information to understand the efficiency of the program in order to assess its movement towards the following long term outcome.

| Category of outcomes | Outcomes                                                                            | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| People               | Girls stay in school longer (reduced dropout rates)                                 | <ul style="list-style-type: none"> <li>● Percentage of girls completing high school (grade 10), secondary school</li> <li>● Percentage of girls enrolling for higher education post grade 10, post grade 12</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
|                      | Adolescents demonstrate more gender equitable attitudes and behaviours              | <ul style="list-style-type: none"> <li>● Average age at marriage</li> <li>● Percentage of girls / boys voicing opinions during important family decisions (e.g. continued education, career, mobility, leisure etc.)</li> </ul>                                                                                                                                                                                                                                                                                                                                          |
| System level         | Teachers demonstrate improved gender-sensitive behavior/ actions in the classroom   | <ul style="list-style-type: none"> <li>● Percentage of teachers who ask girls to raise their hands and select them during class Q&amp;A</li> <li>● Percentage of teachers who make boys and girls sit together</li> <li>● Percentage of teachers who make the girls speak freely in class</li> <li>● Percentage of teachers who abstain from verbal/physical GBV in class</li> <li>● Percentage of teachers who encourage girls to take up STEM education</li> <li>● Percentage of teachers who encourage more girl participation in extracurricular activity</li> </ul> |
| System level         | School heads demonstrate improved gender-sensitive behaviour/ actions in the school | <ul style="list-style-type: none"> <li>● Percentage of school heads who demonstrate improved gender attitudes</li> <li>● Percentage of school heads who take initiatives in favor of girls' retention (e.g., initiatives for improved facilities, gender sensitivity training)</li> </ul>                                                                                                                                                                                                                                                                                |

| Category of outcomes                          | Outcomes                                                                                                 | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>System level</b>                           | Cluster/district level administrative staff are focusing on gender equitable behaviours in the school    | <ul style="list-style-type: none"> <li>● Percentage of admin staff who participate in the gender sensitization programme</li> <li>● Percentage of admin staff who participate in refresher training</li> <li>● Number of meetings at the cluster/district level in which gender-related issues are being discussed</li> <li>● Percentage of admin staff (DEO, BEO, BRCC, CRCC) who have integrated gender equity in the agenda of their regular review meeting</li> </ul> |
| <b>System adoption and structural changes</b> | States integrate gender component with the Education Systems                                             | <ul style="list-style-type: none"> <li>● Number of subjects with gender integration</li> <li>● Inclusion of gender lens in events (Women's Day and International Girl Child Day) at the state level</li> <li>● Impact at policy level - integration of gender in SEP (State Education Policy)</li> <li>● Budgetary allocation</li> <li>● Gender responsive monitoring and evaluation</li> </ul>                                                                           |
| <b>People</b>                                 | SMCs have improved participation in school development and work on gender-sensitive issues in the school | <ul style="list-style-type: none"> <li>● Percentage of members who attend SMC meetings regularly</li> <li>● Percentage of SMCs taking initiatives towards school needs and gender-related issues</li> <li>● School environment, including physical infrastructure</li> </ul>                                                                                                                                                                                              |
| <b>People</b>                                 | Parents have improved understanding of their role & support in education and the school's development    | <ul style="list-style-type: none"> <li>● Percentage of parents attending PTMs regularly</li> <li>● Percentage of parents supporting their child's education at home</li> <li>● Percentage of parents discussing career options with their children</li> <li>● Percentage of parents aware of children's career aspirations</li> </ul>                                                                                                                                     |

## VIII. Sampling approach & Sample size:

**Quantitative Component:** The multistage stratified random sampling strategy is selected for its effectiveness in providing a representative sample. The specified formula for the required sample size incorporates the design effect, expected baseline proportion, target proportion, magnitude of change, confidence level, and statistical power. This comprehensive approach aims to minimize biases and enhance the robustness of the study.

An expression for the required sample size for a given sub-population for each survey round (n) is given by:

$$n = D \frac{[Z_{1-\alpha} \sqrt{2P(1-P)} + Z_{1-\beta} \sqrt{P_1(1-P_1) + P_2(1-P_2)}]^2}{(P_2 - P_1)^2}$$

Where:

- D = Design Effect (1.5)
- P1 = The estimated proportion at the time of the baseline survey (0.5)
- P2 = The target proportion at some future date (0.65)
- P2 - P1 = The magnitude of change we want to be able to detect (15 percentage points for Base)
- P = (P1 + P2)/2 = 0.575
- Z1-α = The Z-score corresponding to the probability of concluding that an observed change of size (P2 – P1) would not have occurred by chance; 1.96 (for 95% confidence level)
- Z1-β = The Z-score corresponding to the degree of confidence with which it is desired to be certain of detecting a change of size (P2 – P1) if one occurred; 0.84 (for 80% power)

Minimum sample size for adolescents per sub-group as per the formula is 253.68 ≈ 260 adolescents. Therefore, sample size per class/standard (boys and girls) is 520, and total sample size across class/standards VI-VIII stands at 1560.

We propose that using a multi-stage random stratified sampling process, we cover a total sample of 1600 adolescents, across 8 districts, 16 blocks and 80 schools, covering a total of 20 students per school. The sample size for the parents' survey is 640, covering 8 parents per

school. This proposed sample size allows for the measurement of at least a 15 percent change for most indicators.

From each school, one teacher and the school head are to be interviewed by the survey team using a structured questionnaire. Therefore, in all, we propose to undertake interviews with a total of 160 teachers and school heads. The inclusion of teachers and school heads in the survey design to capture system-level outcomes.

### ***Sampling approach***

The sampling design intricately aligns with the program's objectives and the complexity of different study groups. The use of **Population Proportion to Size (PPS) for district selection**, considering **Female Literacy Rate as an indicator**, enhances the representativeness of the chosen districts. The multistage approach, involving district, block, and school selection, is methodically structured to capture the diverse characteristics of the study population.

1. **District Selection:** The use of PPS and Female Literacy Rate as an indicator in district selection emphasizes the program's commitment to gender equity.
2. **Block and School Selection:** Two blocks will be randomly selected from each of the selected districts and 5 schools will be selected randomly using the sampling frame. Thus, a total of 16 blocks and 80 schools will be selected from these selected blocks.
3. **Individual Selection at School Level:** Randomly selecting 20 adolescents (10 boys and 10 girls) and 8 parents from each school enhances the diversity of perspectives captured.
4. **System-Level Assessment:** The inclusion of teachers and school heads in the survey design as well as the qualitative component with officials at block, district and state levels acknowledges the importance of system-level outcomes. Their insights contribute valuable context to the overall evaluation of the Chanan Rishman Programme.

| Stage     | Sample Size                              |
|-----------|------------------------------------------|
| Districts | 8 districts (5 Base, 3 ++)               |
| Blocks    | 2 blocks per district → <b>16 blocks</b> |
| Schools   | 5 schools per block → <b>80 schools</b>  |

|                                      |                                                                          |
|--------------------------------------|--------------------------------------------------------------------------|
| <b>Adolescents</b>                   | 20 students per school → <b>1,600 adolescents</b>                        |
| <b>Parents</b>                       | Parents of 8 students per school → <b>640 parents</b>                    |
| <b>Teachers and School Head</b>      | 1 teacher + head teacher per school → <b>160 teachers</b>                |
| <b>FGDs with parents/SMC members</b> | <b>4 FGDs</b> (2 Base, 2 ++)<br><b>4 FGD-</b> SMC members (2 Base, 2 ++) |
| <b>IDIs</b>                          | <b>4 IDIs- Teachers</b><br><b>4 IDIs- school head</b>                    |

### **Sampling Methodology for System Level Change**

1. **Director and Deputy Director SCERT (State, n=2):** Interview to capture overall strategy and structural reforms for statewide adoption.
2. **Gender Champions at district level (District, n=4):** Interview gender champions to understand various interventions aimed at gender discriminations and various gaps and challenges at school and community level.
3. **DEO (District, n=8):** One per district (8 districts) to understand district translation of policy, resources, and supervision.
4. **BRC member (Block, n=16):** Two blocks per district across 8 districts, one BRC member per block (2×8=16) to capture classroom-proximate academic support.

| <b>Stakeholder</b> | <b>Sample size</b>                                | <b>Total Sample</b> |
|--------------------|---------------------------------------------------|---------------------|
| State level        | 1 - Director SCERT<br>1- Assistant Director SCERT | 2                   |
| District level     | 4 gender champions<br>8 DEO/Deputy DEO<br>8 DRC   | 20                  |
| Block level        | 16 BRC                                            | 16                  |

**NOTE:** The agency is not obligated to follow the proposed sampling approach and may modify or propose an alternative methodology, provided that such changes are supported with appropriate justifications.