

Annual Dipstick Study Round III- Chanan Rishman program in Punjab

I. About Breakthrough

Breakthrough makes gender-based violence unacceptable by transforming the culture that permits violence, particularly violence and discrimination against women and girls. We work with nearly 1.5 million adolescents in schools and communities to mould gender norms and beliefs before they solidify into behaviour. As we build their capacity by fostering aspiration, leadership, agency and negotiation skills, we enable a generational shift towards a gender-equal culture. When gender norms change, everything for the girl changes. Our work in communities is contributing to the steady rise in the age of marriage and the number of girls who stay in school.

Our mission is led by young people aged 11 to 25. As they rise against gender-based violence, we also support them with media tools that shape public narratives and inspire people to build a world of equality, dignity and justice.

What Breakthrough does:

- Systems change work in schools
- Deep transformation work in communities around adolescents
- Media products and content
- System strengthening
- Evidence and data

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, 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 third annual dipstick study in Punjab. The first annual dipstick study was conducted in 2024 and the second round was conducted in early 2026. This Request for Proposal (RFP) aims to provide comprehensive guidelines and information for interested organizations to submit their proposals for round-III, 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 MMPE (Middle Management and Parental Engagement) 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.
- MMPE Model (5 Districts): These districts signify areas where intensified interventions with middle management and parent engagement, 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 MMPE 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), SMC members (n=80) and administrative Staff at state, district and block level. A detailed break-up of samples for each stakeholder is given in the annexures.

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 administered for parents and teachers interviews. The system level framework will be assessed through in-depth interviews with state, district and block level officials. The study instruments from the second round will be shared with the agency for review and suggestions for any required changes.

Timeline: The evaluation study is estimated to be conducted within approximately six months, with a tentative start from **20th October 2026 to 31st March 2027**. **It should be noted that data collection is expected to commence in mid-November and to be completed by the end of December 2026.**

E. Expected deliverables from the selected agency:

1. Conduct a review of existing program literature and documents, analyze Management Information System (MIS) and process monitoring data of the program
2. Workshop with the Breakthrough team to map indicators and review dipstick methodology in order to develop and finalize round-III tools (quantitative and qualitative). It is to be noted that research methodology, tools , analytical framework, report structure and analysis plan is already prepared and minor changes might be needed.
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. Translation and back-translation of tools where changes have been made in round-II 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.
7. Hiring, training, and supervising a team of data collectors, as agreed upon with Breakthrough.

8. Gathering data through the designated digital platform, as mutually agreed with Breakthrough, while ensuring robust data validation and quality control measures.
9. Training researchers to conduct the qualitative component of the system change evaluation, involving key stakeholders such as teachers and government officials.
10. Conducting debrief sessions with the Breakthrough team during and after data collection.
11. Undertaking data cleaning, validation, and analysis using statistical packages such as SPSS/STATA.
12. Conducting a workshop with the breakthrough team to share preliminary findings
13. 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 “MMPE model” and two rounds i.e., round-II and round-III with well-structured tables, graphs, and detailed interpretations.
14. Delivering a presentation to the Breakthrough team highlighting key findings and recommendations from the concurrent evaluation study.
15. 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** no later than **12th October 2026**. 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 and the selected agency will be required to enter into a formal agreement with Breakthrough before commencing the evaluation study.

Pre-bid Queries: Interested agencies may share their pre-bid questions and queries at rfp@inbreakthrough.org by **5th October 2026**. Responses to the queries received will be consolidated and shared to all by the **6th October 2026**.

Note: Interested agencies are advised to avoid rewriting the information mentioned in the RfP.

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. Some of the key indicators are given below:

Level	Outcome Area	Indicative Indicators
System Level	Gender-responsive education is institutionalised within the education system	• Extent to which state, district and block officials perceive gender-responsive education as part of their regular mandate • Clarity of roles and responsibilities across SCERT, DIET, DRC, BRC and Gender Champions • Quality of coordination and information flow across state, district, block and school levels • Perceived usefulness and adequacy of training, mentoring and implementation support • Extent of government ownership of curriculum, training, monitoring and review processes • Degree to which programme processes are embedded within existing government systems rather than dependent on individuals or external support • Perceived feasibility of sustaining key programme activities after external programme support reduces • Key implementation bottlenecks identified by system actors and how these are being addressed
School Level	Schools provide a gender-responsive and supportive environment	• % of school heads who regularly review implementation of gender-responsive education activities • % of school heads who provide guidance and mentoring to teachers on gender-responsive implementation • % of teachers demonstrating gender-responsive classroom practices • % of teachers regularly delivering the gender curriculum and related activities • % of SMCs actively engaging on girls' education and gender-related issues • % of schools taking specific actions to improve girls' retention • % of schools taking action to strengthen girls' safety and address discrimination • % of schools with functional grievance redressal mechanisms for gender-related concerns

Individual Level – Adolescents	Adolescents demonstrate improved gender-equitable attitudes, behaviours, aspirations and agency	• % of girls/boys gender-equitable attitudes and behaviours • % of girls/boys voicing opinions in family decisions • % of girls/boys discussing higher education/careers with parents and teachers • % of girls aspiring to higher education and STEM
Individual Level – Parents	Parents demonstrate greater support for girls' education, aspirations and agency	• % of parents supporting higher education of girls • % of parents discussing education and career options with children • % of parents supporting girls' mobility and participation in decision-making • % of parents participating regularly in PTMs • % of parents demonstrating improved gender views

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)

- $Z_{1-\beta}$ = The Z-score corresponding to the degree of confidence with which it is desired to be certain of detecting a change of size ($P_2 - P_1$) if one occurred; 0.84 (for 80% power)

Minimum sample size for adolescents per sub-group as per the formula is $253.68 \approx 260$ 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 district selection can be done based on the population and sample to be taken from major administrative divisions of Punjab.
2. **Block and School Selection:** Two blocks will be randomly selected from each of the selected districts, with female literacy rates considered in the selection process. From each selected block, five schools will then be randomly selected, resulting in a total sample of 16 blocks and 80 schools. The distribution of middle, high and senior secondary schools in the sample will broadly reflect their respective proportions in Punjab.

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. One of the SMC members should also be selected from the sampled schools.
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.
5. **Case Study:** In addition to the main quantitative and qualitative data collection, the study will document selected case studies innovatively, including perspectives from teachers, school heads, students and parents, to understand implementation experiences, visible changes, enabling factors and key challenges.

Stage	Sample Size
Districts	8 districts (5 Base, 3 MMPE)
Blocks	2 blocks per district → 16 blocks
Schools	5 schools per block → 80 schools
Teachers and School Head	1 teacher + head teacher per school → 160 teachers
Adolescents	20 students per school → 1,600 adolescents
Parents	Parents of 8 students per school → 640 parents
SMC members	1 SMC members per school → 80 SMC members
FGDs with parents/SMC members	4 FGDs (2 Base, 2 MMPE) 4 FGD- SMC members (2 Base, 2 MMPE)
IDIs	4 IDIs- Teachers 4 IDIs- school head
Case Study (with teachers, students, parents)	4

Sampling Methodology for System Level Change

At the system level, it is important to go beyond assessing programme implementation and understand departmental coordination, decision-making, institutional processes, available resources and support structures. It is therefore proposed that district-level workshops be

organised with relevant officials, where facilitated group discussions can explore how the Chanan Rishman programme is being implemented, how different parts of the system work together, what is working well, what is not working, key implementation bottlenecks, the support required, and how programme processes can be further institutionalised. These discussions may be complemented by a limited number of individual interviews to explore specific issues in greater depth. The selected research agency may also propose an alternative approach, provided it is supported by a clear methodological rationale and adequately captures programme implementation, the enabling system environment, challenges, support requirements and sustainability.

1. **Director/ Deputy Director SCERT and Gender Nodal Person (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. **District Education Officer/ DIET officials (District, n=8):** One per district (8 districts) to understand district translation of policy, resources, and supervision.
4. **District Resource Coordinators and Block Resource Coordinators member (Block, n=24):** One DRC each block (8) and two BRCs from selected districts (2x8=16) to capture mentoring provided to schools and reviews happens for the academic support.

Besides this, state-level interviews will be conducted with relevant SCERT officials to understand overall programme ownership, policy alignment, institutionalisation and sustainability. In addition, 2–3 interviews with the Breakthrough team members need to be undertaken to capture programme design, implementation experience, coordination with the government system, key adaptations made over time, and lessons for future strengthening.

Stakeholder	Sample size	Total Sample
State level	1 - Director SCERT/ Assistant Director SCERT 1- Gender Nodal	2
District level	4 Gender champions 8 DEO/Deputy DEO/DIET	12
Block level	16 BRC 8 DRC	24

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.