

Empowering Girls to negotiate for continuing/completing school, delaying marriage, accessing appropriate services and schemes to build a future for themselves project in Odisha

Request for Proposal for post intervention assessment (PIA)

1. Background

India has one of the largest adolescent populations in the world, with adolescent girls constituting nearly one in every ten Indians. They represent a critical demographic dividend and hold immense potential to contribute to the country's socio-economic progress. A study by the World Bank highlights that even a 1% increase in girls' secondary education completion can lead to a 0.3% increase in annual per capita income for a nation. Therefore, investing in adolescent girls is essential for ensuring India's sustained development and progress.

Adolescence is a formative stage marked by significant biological, physical, psychological, and behavioural changes. For over 35 years, the Centre for Catalyzing Change (C3) has worked to empower women and girls across India by equipping them with knowledge, skills, and opportunities to realise their rights, transform communities, and advance gender equality. At the core of C3's approach is the belief that gender equality is fundamental to development, democracy, and social progress.

2. Project Intervention

The project is being implemented in Nayagarh, where educational and gender-related indicators reflect significant challenges for adolescent girls. Only 27.1% of women in the district complete ten years of schooling (NFHS-5). The district's child sex ratio stands at 855—the lowest among all districts of Odisha and among the lowest in the country (Census 2011). The prevalence of child marriage in Nayagarh is 35.7%, significantly higher than the national average of 23.3%. Nearly one in every three marriages in the district is a child marriage, making it the second-highest in the state. Furthermore, child marriage prevalence increased from 31.4% in NFHS-4 to 35.7% in NFHS-5.

In response to these challenges, C3 has implemented the project across all eight blocks of Nayagarh district, with the aim of reaching 50,000 adolescent girls.

Project Components, Key Interventions and Indicators

1. Improved School Completion and Learning Outcomes

The project aims to improve school retention, learning outcomes, and access to educational opportunities for adolescent girls.

Key Interventions

- Identification and support of girls at risk of dropping out.
- Academic enrichment through Shiksha Sansadhan Kendras, Shiksha Saathis, and Shiksha Samoohs.
- Classroom-based awareness sessions (*School Khatti*) on legal literacy and rights awareness.
- Support for accessing scholarships and educational entitlements.

Outcome Indicators

- Increased enrolment/re-enrolment of adolescent girls.
- Increased completion of secondary and higher secondary education.
- Improved learning outcomes.
- Increased access to scholarships and entitlements.

2. Increased Awareness, Understanding and Community Support

The project seeks to create an enabling family and community environment that supports girls' education and rights.

Key Interventions

- Engagement of Faith-Based Leaders (FBLs).
- Community and family engagement activities.
- Collaboration with women-led institutions.
- Community scholarship and livelihood support initiatives.

Outcome Indicators

- Increased community action supporting girls' education.
- Greater commitment to preventing child marriage.
- Improved awareness of educational entitlements and girls' rights.

3. Strengthened Ecosystem and Community Support Systems

The project aims to strengthen education, health, nutrition, and child protection systems to support girls' well-being and retention in school.

Key Interventions

- Strengthening implementation of the School Health and Wellness Programme (SHWP).
- Life Skills Education for adolescent girls.
- Capacity building of teachers, frontline workers, and government functionaries.
- Linkages to health, counselling, nutrition, and child protection services.

Outcome Indicators

- Improved system capacity to promote girls' education and prevent child marriage.
- Increased access to health, nutrition, counselling, and protection services.
- Increased participation of government stakeholders in promoting girls' education and well-being.

C3 conducted a pre-intervention assessment study in 2024 and is now planning to undertake the post intervention assessment.

3. Purpose of the Post intervention assessment (PIA)

As part of the project design, C3 proposes to undertake a comprehensive post intervention assessment to assess project outcomes and measure changes in key indicators by comparing Pre and post intervention findings.

The post intervention assessment will generate evidence on the extent of change attributable to project interventions and assess progress against intended outcomes.

The pre-intervention assessment captured information on:

- Challenges affecting girls' school completion
 - Aspirations of girls related to education, careers, and life choices
-

- Awareness of available career pathways
- Perspectives on marriage and decision-making autonomy
- Perceptions of gender disparity in education and career opportunities
- Support required by girls to continue schooling or pursue skills development

Qualitative interviews conducted during the pre-intervention assessment also explored:

- Parental perspectives on girls' education
- Community attitudes toward girls' education
- Perceived roles of families and communities in girls' education, career and marriage education
- Challenges faced by stakeholders in promoting educational continuity for girls

Program Efficacy

We would like to include a few program efficacy questions in the post-intervention assessment covering the following areas:

Academic Support (SSK/AEC)

- Understand which aspects of the academic enrichment support participants found most beneficial.
- Explore areas where participants feel the support could be improved.
- Assess how the academic support has influenced girls' educational outcomes, confidence, and future education and career aspirations.

Life Skills Education (LSE)

- Gather participants' perceptions and feedback on the Life Skills Education sessions.
- Assess awareness and viewership of the "*Sapno Ko Na Lage Break*" and other videos.
- Understand the perceived usefulness and impact of these videos on girls' motivation, confidence, and aspirations.

Gram Panchayat Child Protect Committee (GPCPC) / Community Protection Strategy

- Assess participants' awareness and understanding of the GPCPC and its role in child protection.
- Explore perceptions regarding the effectiveness of community-based protection mechanisms.
- Understand whether participants feel that access to support, safety, and protection for girls has improved as a result of the intervention.

4. Evaluation Design and Methodology

The post intervention assessment will adopt a mixed-methods design, employing both quantitative and qualitative data collection techniques. The quantitative component will assess project impact and outcome-level indicators through structured interviews administered to the target population, particularly adolescent girls and boys.

Given the project's intended objectives, the primary impact indicator is adolescents completing higher secondary education. The sample size decision for detecting changes depends on the power i.e. efficiency to detect and measure change, besides depending on level of statistical significance. The sample size for the quantitative survey have been calculated using standard parameters of 95% level of significance 5% margin of error, considering a change of 10% in the impact level indicator (i.e. increase in completion of

class 12) from the prevalence rate of 10%. The quantitative survey with selected samples would be conducted using a structured interview schedule.

To generate deeper insights into key project outcomes, the study will also include a qualitative component comprising:

- Focus Group Discussions (FGDs)
- In-Depth Interviews (IDIs)
- Key Informant Interviews (KIIs)

These qualitative methods used to conduct with key stakeholders to capture perceptions, experiences, and contextual changes resulting from project interventions.

Together, the quantitative and qualitative components will assess changes related to higher secondary school completion, reduction in child marriage, and broader shifts in attitudes, awareness, and support systems for adolescent girls.

The distribution of sample by respondent groups and the tool to be used is illustrated below:

Quantitative Component:

Category	Intervention	Non-Intervention
15-18 years girls	500 (from all 8 blocks of intervention area)	500
19-21 years girls	500 (from all 8 blocks of intervention area)	500

Qualitative Component:

	Stakeholder	Method of data collection	Number
1	Adolescent (Boys and Girls separately)	FGD	8 (4+4)
2	Parents/Community Members	FGD	8
3	Panchayat Representatives	FGD	8
4	Health and Wellness Ambassadors (School Teachers)	IDIs	16
5	SHWP ambassadors/ teachers	IDIs	16
6	School Head Masters /Principals	IDIs	8
7	Adolescent Health Counsellors (AHCs)	IDIs	4
8	District Education Officer (DEO)	KII	1
9	Block Education Officers	KII	4
10	District Child Protection Officer	KII	1
11	Faith based leaders	KII	14
12	Self Help Groups (SHG)	FGDs	14
13	VLCPCs	KII/FGD	8
14	Shiksha Saathi	IDI	6
15	Academic Enrichment Tutors	IDI	6

5. Scope of Work for the Agency

- Finalizing study design for relevant geographical location in close association with C3 considering

project commitments and expected project outcomes and impact

- Develop, translate (in Odia) and finalize the study tools for the studies in proposed geographical location, in line with C3's requirements and quality expectations
- Identify, recruit and train enumerators for data collection, and develop shared understanding of the study objectives, research instruments, sampling protocols and the quality control mechanism.
- Design and put in place quality control protocols for ensuring quality data collection, analysis, and evaluation report preparation and share with C3
- Ensure quality data collection with a clear supervision plan and adequate human resources, data entry and data cleaning protocols.
- Present both qualitative and quantitative data and information in appropriate and computerized formats to facilitate ease of transfer to and use by C3.
- Agree with C3 on a framework for post intervention assessment final report.
- Submission of draft report and presentation of post intervention assessment findings to C3 before finalizing the report.C3 and incorporating C3's inputs and comments.
- The agency needs to take IRB (Institutional Review Board) approval prior to conducting the post intervention assessment.

6. Support to be provided by C3

The following support will be provided by C3

- Details of project participants
- Inputs for finalization of study design (including sampling), methodology and tools
- Support in the training of enumerators before data collection
- Inputs and comments for finalization of the post intervention assessment reports

7. Deliverables

The agency selected for undertaking post intervention assessment will be responsible for providing the following deliverables to C3:

- Detailed study design and tool for data collection for the identified locations, presented to C3 along with detailed plans for study personnel and organization, quality assurance and approvals obtained.
- Final study tools for post intervention assessment in Odia and English language (along with the font files)
- Field movement plan and quality assurance protocol for both the locations that will be followed in the field
- Final cleaned data sets in MS Excel (and SPSS) and two sets of entered data and error data log, syntax and analysis for qualitative and quantitative study for the identified locations
- Detailed plans for tabulation and analysis (of qualitative and quantitative data) and reports to be presented to and approved by C3
- Fact sheet (comparison of quantitative findings pre vs. post intervention for all indicators)
- Draft post intervention assessment report
- Final post intervention assessment Report in agreed format with incorporation of comments and feedback.
- A set of presentation slides on the post intervention assessment findings

8. Quality Control Mechanism

Quality of data gathered is of utmost importance and so the hired agency for data collection is expected to design quality control protocols for ensuring quality data collection. The agency is also expected to deploy personnel to implement data quality protocols. The time and duration of every tool usage/interview must be recorded and included in the final data set. A full description of quality control measures must be included in the agency's proposal. The agency will be responsible for providing

computers and other hardware to its team for data entry and backup while in the field.

9. Data Rights

A contract for this project will only be awarded on the condition that all information, reports and plans, both print and electronic that may have been designed specifically for this project, in whatever format, will belong to C3. The Agency may not use the data for their own research purposes, nor license the data to be used by others, without the written consent of C3.

10. Final Report Requirements

The agency is accountable to maintain the requirements for the content, format, or length of the final reports, overall quality and approved timelines for the post intervention assessment. The final report should include (at a minimum) the following elements:

- Executive Summary (that outlines findings of key indicators of the project)
- Acknowledgements
- List of Acronyms and abbreviations
- Table of Contents
- Background/Brief program description and context
- Purpose and expected use of the tool
- Objectives of the study
- Study design and methodology (including limitations of the study, if any)
- Socio-demographic profile of study participants
- Key findings (include illustrations in the form of tables and charts)
- Conclusion and Recommendations
- Annexures – study tools, a matrix of key indicators
- Timeline

The assignment should be completed within 75 days of signing of the contract. The agency will propose a detailed timeline in its proposal and strictly adhere to the agreed schedule.

11. Agency Requirements

The agency that intends to participate in the bidding should have extensive experience conducting quantitative surveys. The agency should be able to demonstrate the ability to identify qualified interviewers who are fluent in Odiya, are able to read and comprehend English, and are also able to code answers to the questions in English.

The agency should have proven experience and expertise in conducting qualitative studies and using participatory methodologies and tools as required for this assignment. Sound understanding and experience of conducting adolescent assessments and understanding standard Life skills and readiness for work tools will be a definite plus and should be clearly mentioned and qualified in the proposal. The agency should be able to deploy qualified facilitators who are fluent in Odia language and are also able to understand and write notes in English fluently. Each qualitative team will have a mix of male and female members.

The agency should have experience in conducting Adolescent focused studies and have knowledge and experience of conducting studies related to Adolescent education/RKSK/School Health and Wellness Program intervention.

Annexure 1: Format for Proposal

1) Technical Proposal

Section 1: Appreciation of the ToR and Qualifications, if any

Section 2: Credentials of the Firm (Organization, core-competency, experience and human resources; annual turnover for last three years & annual turnover on similar assignments

for last three years not more than 2 pages)

Section 3: Previous Experience (details of assignments of similar nature successfully completed by the firms in the last five years, maximum 5; for each assignment, please mention the title, duration, client, total cost, role of the firm, brief description of services rendered by the firm and attach copies of agreement of 5 similar assignments)

Section 4: Approach and methodology of data collection, data analysis and report writing (including how to manage the assignment, quality control mechanism for data collection, kind of software to use for data analysis, the work-plan in the form of a Gantt Chart; team composition and personnel inputs; without any mention of the professional fees.

Section 5: Signed CVs of the proposed personnel and commitment of their availability for the (duration of the) assignment

Section 6: Any other information (e.g., conflict of interest, Joint venture or disclosure, etc.)

2) Financial Proposal

Financial proposal for quantitative and qualitative survey will be submitted separately.

Summary of the total costs

Professional costs	
Other direct costs	
IRB approval cost	
Government taxes, if any	
Total Costs	

Details of the costs proposed (indicative) Professional Cost

Professional	Number	Days	Rate	Total
Quantitative				
Qualitative				
Total				

Field Cost

Adolescent Survey (Quantitative Survey)	Number	Days	Rate	Total
Total				
Qualitative Study				
Total				
Total Field Cost				

Travel Cost

Adolescent Quantitative Survey	Number	Days	Rate	Total
Total				

Qualitative Study				
Total				
Total Travel Cost				

Professional per diem

	Number	Days	Rate	Total
Household Quantitative Survey				
Qualitative Study				
Total				

Other Cost

	Unit	Rate	Total

Please submit your detailed proposals to procurement@c3india.org by 05:00 pm on 14-06-2026 with the subject line PRN/PF131.05.05/2026-27/085”