

Request for Proposal (RFP)

for

Evaluation Study on Transforming Gender Norms through the BT Deep Transformation Community Engagement Program across 4 states.

Breakthrough Trust

**Last date for receipt of proposal:
15th October 2026**

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About Breakthrough

Breakthrough was founded in 1999 with the mission of using arts and culture to bring human rights issues, especially violence and discrimination against marginalized groups into mainstream conversation and inspire critical mass of people to take action for change. Its award-winning music albums and campaigns have won innumerable awards and have stirred unprecedented discussion across India about women's rights and brought the problem of domestic violence out from behind closed doors. Earlier partnerships with the Ministry of Women and Child Development for dissemination of our media and IEC products ensures that the messaging reaches large numbers as can be seen by the Bell Bajao campaign that reached 130 million in Phase I and 110 million in Phase II. The support was received pro-bono and is estimated to be worth INR 150 million. The Ministry has adopted Breakthrough's MissionHazaar campaign on preventing sex selection under its flagship "Beti Bachao, Beti Padhao" campaign and is disseminating the TV spots, curriculum and communication guide in 12 Indian languages.

Breakthrough's current work spans across 6 states on transforming gender norms to prevent Violence against Women & Girls, and exploring the interlinkages between its various manifestations. Breakthrough makes innovative use of media, arts and technology including digital and mobiles, leadership development and community mobilization to activate critical mass of people who will deliver the culture change needed to make violence against women and girls unacceptable. Central to this is a gender equity curriculum, called Taron ki Toli that builds gender equitable views among adolescents 11-18 year olds, in school and in the community. Breakthrough uses leadership development to build capacities of 15-25 year olds to transform themselves and recruit others to make violence against women and girls unacceptable. It also works in the community with influencers and gatekeepers to shift norms to prevent violence and build values for girls and women. Media and arts infuse all our work and building evidence is a strong focus. Strategic partnership with governments are key, currently partnering with the Department of Education, Government of Punjab and Odisha to apply gender lens to middle school curriculum across government schools. Over time, we have worked with more than 5.4 million adolescents and young people, aged 11 to 25, to encourage aspiration, agency, leadership and negotiation through our work in schools and communities. We also support them with media tools that shape public narratives.

About the Program (Deep Transformation Model)

To counter the discriminatory norms and practices, Breakthrough developed 'Taaron Ki Toli' - an innovative gender attitude change programme; the first of its kind in India. The program targets adolescent students; both boys and girls. Adolescence is a stage when attitudes are still malleable, yet they are on the cusp of making decisions related to education, career, marriage, reproductive health and fertility.

Breakthrough's 'Taaron Ki Toli' - an innovative gender attitude change program is at the core of the Deep Transformation work. Adolescents go through an empowerment journey along with this curriculum. The social ecological model that BT uses keeps the adolescent at the center and works simultaneously with other adult stakeholders towards environment building. BT works on an idea of generational shift and works closely with 11-14 yrs olds (Ujjwal Tara), 15-18 year olds (Roshan Tara), as well as 19-25 year olds (Team Change Leaders) deeply. The organization engages with teachers, parents, local community level leaders as well as administrations. We can see the impact of our work in change that is evident across our programmes – as we witness girls negotiating to stay in school, delaying marriage, exercising choices around life goals, stepping into non-traditional career paths.

The social ecological model considers the complex interplay between individual, relationship, community, and societal factors in changing the norms around gender. It allows us to understand the range of factors that put adolescents at risk for discrimination and violence and thus working towards reducing the acceptability of gender based discrimination and gender based violence. Besides helping to clarify these factors, the social ecological model also suggests that in order to prevent violence, it is necessary to act across multiple levels of the model at the same time. Breakthrough believes that this approach is more likely to sustain prevention efforts over time and achieve norm change.

Breakthrough decided to implement the deep transformation model in its four intervention states. Deep transformation strategy thus was initiated with following objectives: -

- Demonstrate the shift in social norms through deep engagement
- Ground it on the social ecological model to ensure holistic perspective
- Build a body of evidence on the key levers to achieve transformation
- Commit to a long-term engagement and work across stakeholders
- Build partnerships for replication

How do we plan to achieve deep transformation?

1. By including diverse group of stakeholders and by using the social ecological model to shift norms in communities

- Introduce programming across all age groups – Ujjwal tara (11-14 years), Roshan Tara (15-18 years), Team Change Leader and youth (19-25 years)
- 11–14 years (Ujjwal Tara): We engage with adolescent girls and boys in this age group through a two-year, school based curriculum comprising fortnightly interactive sessions. These sessions aim to build self-worth, encourage questioning of discriminatory norms,

and promote inter-gender and intergenerational dialogue within families and the wider community.

- 15–18 years (Roshan Tara): We work with older adolescents within the school/communities, to build agency, negotiation and leadership skills, aspirations and career counselling for girls. These sessions enable them to negotiate and have a greater say in their life choices like education, careers and age of marriage etc.
 - Team Change Leaders (TCLs) [19+ years youth]: We are developing a cadre of change agents comprising of young adults (both girls and boys) between the ages of 19-24 years, who intervene in incidents of violence in the community and offer support to adolescents, especially girls. These community leaders called Team Change Leaders will be trained on gender issues and are crucial to the sustainability of the programme as they are locals from the community and are able to mobilise and sensitise people better on such issues.
 - In parallel, we engage the community ecosystem — parents, teachers, frontline workers (FLWs), village leaders, and other local stakeholders — through meetings, training and mobilisation events such as theatre, *Kishori Mela*, *Kishori Samvaad*, hyper-local campaigns etc to shift norms and build enabling environments.
- Create strategic partnerships: NGOs with specific expertise working with schools and parents; youth work; community work; NGOs doing ameliorative work with children and women in distress.
 - Relationship building with Education departments, Health, WCD, Law Enforcement & Judiciary, village administration, CSOs & NGOs as per need of other Departments at state, district and village level.
 - Gather ongoing monitoring data from the ground on effectiveness of implementation.

2. Promoting community led development

The question of sustainability of work being done by NGOs is a paramount concern. One of the solutions for ensuring sustainability of the change process is to encourage community led development. Consequently, Breakthrough adopted the Deep Transformation model as its empowerment approach while chalking out its 5-year strategy. To build the understanding of its staff on this approach, a series of workshops was planned. The primary purpose of this initiative is to build the understanding of not only the staff but also ensure that community participants understand Breakthrough's changing approach (deep transformation model) and accept the responsibility of leading the process of change individually and in groups.

Terms of Reference

1. Purpose of the Evaluation Study

The primary objective of this evaluation study is to assess the impact of the BT Deep Transformation Community Engagement Program. Specifically, the study will focus on evaluating the program implementation, participant learning and outcomes, and the sustainability of the program. By meticulously evaluating these elements, we aim to provide valuable strategic insights and evidence based recommendations to further enhance the program's efficacy and maximize its long-term benefits.

2. Scope of the Evaluation Study

The evaluation study will be conducted across six projects implemented in four states—Haryana, Uttar Pradesh, Delhi NCR, and Jharkhand. Of these, there is one project each in Haryana, Uttar Pradesh, and Delhi NCR, while two projects are implemented in Jharkhand. In addition, one project is implemented across all four states.

Given the key objectives of the study, we propose a non-experimental, mixed-methods, participatory, and gender-responsive evaluation approach, to ensure comprehensive, reliable, and actionable findings. The methodology will integrate both qualitative and quantitative data collection and analysis, with a strong emphasis on stakeholder engagement and contextual relevance. In addition to measuring key project-level outcomes, specifically in the domains of knowledge and awareness, attitudes and behaviours of primary (younger and older adolescents) and secondary stakeholders (parents, teachers, local leaders and service providers, teachers, TCLs and youth etc.), the evaluation is also aimed to gain measures of key gender norms that prevalent across the four states, and tend to influence key behaviours of interest [**Norm 1:** Decisions about girls' lives — like education, career, use of phones or movement — should be made by elders only; **Norm 2:** Girls should not attract any unwanted attention from others to protect their family's honour; **Norm 3:** Girls should prioritise household chores over attending school or career; **Norm 4:** Boys should be the first priority at home as they are going to be bread winners].

Additionally, it is essential for the evaluation to offer answers to the below-mentioned dimensions:

1. Community-level outcomes, including measuring the above-mentioned gender norms
2. Ascertaining the strength and trajectories of youth and adolescent groups formed under each project
3. Collective Power of youth and adolescent groups, and their engagement with the various government systems
4. Sustainability of project outcomes

SAMPLING: We will adopt an explanatory sequential mixed-methods sampling approach, with the quantitative phase conducted first, followed by a purposively selected qualitative sample informed by the quantitative findings.

Sampling approach & Sample size: Quantitative Component

The proposed sampling strategy is designed to achieve statistically rigorous, project-level projection of indicators across the five project states while optimizing for cost-efficiency. The total required sample size is **3,174 respondents**, categorized into two tiers based on analytical priority.

The **Tier 1 Primary Target Group** (adolescents, N=2,194) utilizes a stratified random sampling approach based on age [younger (11-14 years) and older (15-18 years) adolescents] and gender (boys/girls). The calculation for this core group is based on Cochran's formula. The formula helps account for the desired confidence level and margin of error, ensuring that the sample is large enough to reflect the population accurately.

$$n = [Z^2 (p) (1-p)]/e^2,$$

where,

n = the sample size

Z = the Z-value (Z-score) corresponding to the desired confidence level

p = estimated proportion of the population with the desired attribute (if unknown, 0.5 is typically used as it maximizes the required sample size)

e = the margin of error (precision), that is, the range in which you expect the true population value to fall, usually expressed as a decimal (e.g., 0.05 for ±5%)

For Tier 1 Primary Stakeholder groups, we propose having 95% Confidence Interval (CI) with an estimated Margin of Error (MOE) of 8%, and p being equivalent to 50%, ensuring maximum heterogeneity. This calculation establishes the minimum sample size required for each of the four subgroups (strata) before applying the Unequal Allocation factor (1.00 for Girls, 0.60 for Boys). The final project sample sizes can then be derived by multiplying the base sample by the total weighted factor (3.20) and applying the Finite Population Correction based on the specific state population.

The **Tier 2 Secondary Stakeholder Groups**, consisting of parents of adolescents, local leaders (leaders of panchayati raj institutions/ward members and front-line health workers) and the youth are sampled using a fixed size of 67 per category, per project, maintaining the 95% CI while accepting a wider ±12% MOE for specific influence indicators, before applying the Finite Population Correction.

The table provided below showcases the proposed sample sizes for the quantitative component across all the categories for each project:

Projects	Primary Target Groups				Secondary Target Groups			
	Older Girls	Young Girls	Young Boys	Older Boys	Parents	Youth	PRIs+FL Ws	Teachers
Haryana	150	150	90	90	66	66	66	66
Uttar Pradesh	150	150	90	90	63	63	63	66
Delhi	130	130	80	80	63	63	63	
Jharkhand 1	130	130	80	80	63	63	63	
Jharkhand 2	130	130	80	80	63	63	63	

We propose to distribute the above-provided sample across a total of 20 schools [or GPs/wards wherever we are intervening directly in the community]. The distribution of sampled schools across the project districts would be undertaken in the proportion of schools covered in each project.

Sampling approach & Sample size: Qualitative Component

We suggest undertaking a mix of group discussions and in-depth interviews with a wide variety of stakeholders to ascertain the nature of effects.

- Focus Group Discussions (FGDs):** FGDs with younger and older adolescents are essential to understand the nature of changes experienced by the adolescents, providing rich, contextual detail that survey data cannot capture. FGDs would serve as a mechanism to explore group dynamics, specifically how adolescents are coming together as a collective group, which is a key component of the intervention's theory of change. Furthermore, these discussions will allow the participants to collaboratively reflect on and articulate changes in broader gender norms within their communities, offering critical context for interpreting the quantitative shifts observed in the evaluation. We suggest undertaking a total of one-one FGD per district with younger and older adolescents.
- In-depth Interviews (IDIs):** It is essential to conduct IDIs with secondary stakeholders, specifically parents of adolescents, teachers, local leaders, and the youth, because their perspectives are critical to understanding the structural and enabling environment for gender norm change. While adolescent IDIs focus on internal behavior change, stakeholder IDIs serve two distinct and vital functions. Firstly, they explore Gatekeeper Dynamics, wherein parents and local leaders act as gatekeepers who enforce or challenge traditional gender norms. IDIs provide a safe space to explore their personal beliefs and the specific actions they take to restrict or facilitate adolescent opportunities.

Secondly, they are necessary for mapping systemic influence: teachers and influential community members provide a system-level view. Their interviews help identify the formal and informal institutional barriers that reinforce or disrupt norms, clarifying whether shifts in adolescent behavior are stable and community-supported. Additionally, specific interviews with government officials at block or district levels across departments like Education, Health, WCD, Law Enforcement & Judiciary etc. depending upon project's priorities would be undertaken. The final set of target groups would be finalised after a thorough review of project-specific activities and priorities.

Method	Target Group	Haryana	Uttar Pradesh	Delhi	Jharkhand 1	Jharkhand 2
Key Informant Interviews (KIIs)	Teachers	5	5	5	5	5
	FLWs	4	4	4	4	4
	Program Partners/ BT staff	1	1	1	1	1
Focus Group Discussions (FGDs)	Older Girls (15-18 years)	2	2	2	2	2
	Young Girls (11-14 years)	2	2	2	2	2
	Young Boys (11-14 years)	2	2	2	2	2
	Older Boys (15-18 years)	2	2	2	2	2
	Older Adolescent Boys (19-25)	2	2	2	2	2
	Older Adolescent Girls (19-25)	2	2	2	2	2
Mini FGD	Facilitator/ CD	2	2	2	2	2
In depth Interviews (IDIs)	Parents	5	5	5	5	5
	PRIs/ward	4	4	4	4	4
	Government Stakeholder	1	1	1	1	1
Target Group		34	34	34	34	34

In this Request for Proposal, we have outlined recommended activities and sample sizes for consideration. Bidders are expected to conduct a comprehensive review of these recommendations

methodology and, if deemed appropriate, to provide a detailed justification for adopting the suggestions. Furthermore, bidders are encouraged to propose alternative activities and sample sizes with appropriate justifications should they believe that such alternatives would more effectively meet the objectives of the study.

3. Project Reach

S.N .	Particulars	Project 1 Haryana	Project 2 Uttar Pradesh	Project 3 Delhi	Project1 Jharkhand (G)	Project 2 Jharkhand (E)	Project 5 _4 States
1	District	7	2	2	1	1	7
2	Blocks	34	6	11	3	2	21
3	School /Colleges	140	284	10	47	28	192
4	Gram Panchayat/Ward	130	210	5	24	20	140
5	Ujjwal Tara (aged 11-14)	9815	17188	1736	3210	2208	12458
6	Roshan Tara (aged 15-18)	16821	6728	880	1060	818	15698
7	Youth (Aged 19-25)	1072	3997	13	342	377	1655
8	Team change leaders (Aged 19-25)	225	421	63	81	77	0
9	Adult group	880	7945	117	780	619	1536
10	Teachers	502	550	17	100	73	515
11	Frontline worker	404	304	52	353	143	520
12	PRI/ward member	192	681	2	129	90	278

Note: All projects – actual reach for the period of 1st April'26 to 31st August'26

Project 5 covers all four states and overlaps geographically and across cohorts with the other projects; therefore, its sampling was integrated with the other five projects rather than conducted separately.

And one additional small project will be included. We will share the details with the shortlisted agencies within the next 15 days. The project will be in the same geographical area of Faridabad and is not expected to result in any major changes to the overall scope.

4. Project Outcome Indicators

The section highlights key outcome indicators for each of the six projects.

SN	Key Outcome Indicators
Haryana project 1	
1	% of adolescent girls identify multiple forms of gender-based discrimination
2	% of adolescent girls demonstrate negative attitudes towards gendered roles
3	% adolescents (older) recognise emotional, digital, and physical forms of Gender Based Violence

4	% adolescents (older) have improved understanding on Health, bodily changes and menstruation
5	% of adolescent girls can clearly articulate aspirations (education/career/life)
6	% of adolescent girls express realistic pathways to pursue these aspirations
7	% of teachers can identify different forms of gender-based discrimination
8	% of teachers come in support for adolescents and aspirations at action level
9	% of adolescent girls (engaged with BT) are able to identify different forms of gender-based discrimination
10	% of adolescent girls can clearly articulate aspirations (education/career/life)
11	% of adolescent girls express realistic pathways to pursue these aspirations
12	% of parents showed increased support for their daughters' life choices, including higher education, career aspirations, and mobility, following intergenerational dialogues aimed at fostering mutual understanding and reducing restrictive practices.
13	% of adolescent girls can negotiate with their families (through intergenerational dialogues) on their life choices (higher studies/careers/ mobility)
14	TCLs are creating an enabling environment in their communities for adolescent girls to discuss with them issues pertaining to GBD, GBV and their aspiration freely
15	% of adolescents are able to freely express their views and issues pertaining to GBD, GBV and their aspirations with community developers
16	Community members becoming aware of issues of gender based discrimination and violence, and building girls' aspiration

Uttar Pradesh Project 2

1	% of adolescents recognise different forms of GBD (Health, nutrition, menstrual health management, leisure time, early marriage- education, mobility, household chores)
2	% of adolescents consider GBD to be unacceptable
3	% of adolescents are aware that men and women can take on all social roles (non-stereotypical roles)
4	% of boys and girls perform household chores breaking stereotypes
5	% of adolescents recognise different kinds of violence
6	% of adolescents consider violence unacceptable
7	Increase in intergenerational dialogue between adolescents and their parents (on issues like using mobile phones, dressing the way they would like etc.)
8	Increase in intergenerational dialogue regarding major life choices (e.g. negotiation around marriage, longer distance/duration mobility, career, higher education)
9	% of adolescents accept that inter-gender interaction is not wrong
10	Interaction between boys and girls within and outside school
11	% of key stakeholders in the community recognise different forms of GBD (e.g. Healthcare, Nutrition, MHM, leisure time, early marriage- education, mobility, HH chores)
12	% of key stakeholders in the community are supportive of the life choices of adolescents

13	Local administration[Gram Panchayat, Block Panchayat and Zilla Panchayat (administrative district)]recognises different forms of GBD (Health, Nutrition, MHM, leisure time, early marriage- education, mobility, HH chores)
14	Improved access to health and education services and schemes by adolescents in the GP.
15	Parents allocate equal resources to educate boys & girls
16	Increase in resources invested in girls by parents (leisure time, pocket money, private tuition, books & study materials, access to phones)
17	Community members (teacher, FLWs, PRI members) are more aware of the GBD/GBV issues within the community and participate in efforts to reduce their effects on adolescents

Delhi Project 3

1	% of adolescent girls identify multiple forms of gender-based discrimination
2	% of adolescent girls demonstrate negative attitudes towards gendered roles
3	% adolescent girls recognise different forms of Gender Based Violence
4	% of adolescent girls can clearly articulate aspirations (education/career/life)
5	% of adolescent girls express realistic pathways to pursue these aspirations
6	% of adolescent girls start negotiating life choices (education, career, mobility) with their families.
7	Parents showcase positive attitudes towards daughters' education, career aspirations, and mobility through intergenerational dialogues and documented success stories.
8	TCLs are creating an enabling environment in their communities for adolescent girls to discuss issues pertaining to GBD, GBV and their aspirations freely
9	Community members becoming aware of issues of gender-based discrimination and violence, and building girls' aspirations

Jharkhand Project 4 (E)

1	% of adolescents will show improved gender attitudes and behaviours
2	Girls will stay longer in school
3	Delay girls' age at marriage

Jharkhand Project 5(G)

1	% of adolescent girls who can identify multiple forms of gender-based discrimination
2	% of adolescent girls who demonstrate improved understanding of gender roles
3	% of adolescent girls who can identify different forms of gender-based violence
4	% of adolescent girls who have clearly defined educational and career aspirations
5	% of adolescent girls who are aware of pathways to achieve their aspirations
6	% of adolescent girls who prefer to pursue education and career aspirations before marriage

7	% of teachers actively support girls education and career aspirations
8	% of parents actively support girls education and career aspirations
9	% of girls make decisions regarding their education, mobility, and career.
10	% of adolescent girls and their families participate in girl- led initiatives addressing GBD and GBV such as Kishori Mela.

For all 4 states: Project 6	
1	% of boys expressing emotions without being ridiculed, seeking support when distressed, and resolving conflicts without violence.
2	% boys and girls rejecting “men must earn more than women”
3	% of boys report doing at least one household task weekly
4	% of parental support for girls’ continued education
5	% of adolescents rejecting bullying as acceptable
6	% of boys report refusing to forward degrading sexual content
7	% of adolescents rejecting teasing or negative attitudes towards cross-gender friendships
8	% of adolescents reporting positive collaboration and interaction with peers of other genders
9	% of adolescents rejecting rigid gender-role norms and stereotypes

Note: Data collection with adolescents will be undertaken at both the school and community levels, with the programme field team supporting the selected agency in obtaining the necessary permissions and facilitating access for data collection. The sample sizes specified in this RFP are indicative and agencies may either adopt the proposed sample sizes with appropriate justification or propose an alternative sample size for both the quantitative and qualitative components, along with a clear rationale for their proposed approach. Breakthrough will share the evaluation tools used in the previous round with the selected agency. The agency will be responsible for reviewing and refining these tools in alignment with the project outcomes and evaluation objectives, and for customizing relevant sections to reflect the specific context, thematic focus, target groups, and requirements of each project, while maintaining comparability across projects wherever relevant.

5. Timelines

The evaluation study is anticipated to start from 25th October, ending with submission of the evaluation reports and presentation by 31st May 2027.

6. Evaluation Team

The evaluation team should consist of qualified professionals with expertise in evaluating social programs. The team should include the following key members:

- **Lead Researcher:** Responsible for overall project management, evaluation approach, design and methodology, data analysis and report preparation.
- **Gender Expert:** Provides guidance on gender-related aspects of the evaluation.

- **Data Analyst:** Manages data collection, analysis, and statistical interpretation.
- **Qualitative researcher:** Spearheading the qualitative research component, and ensuring it is well integrated with the quantitative component.

7. Expected Deliverables

The selected agency will undertake the following key tasks:

A. Inception Phase (Mid October- mid November 2026)

- Conduct briefing and consultations with the Breakthrough team.
- Undertake desk review of project documents.
- Develop and finalize inception report, detailing out the evaluation study design, sampling methods and analytical framework with due consultation and approval of Breakthrough
- Develop evaluation tools for different stakeholders (Map projects outcomes against existing evaluation tools and add additional outcome related questions that missing)
- Translate and back translate tools and get it approved by Breakthrough team
- Obtain IRB/ethical approval for this study

B. Data Collection Phase (November-January 2027)

- Hire and train a team of data collectors; conduct field testing as agreed with Breakthrough
- Organize training sessions for supervisors and enumerators for the quantitative component, and interviewers for the qualitative component, evaluation ethics and methodology.
- Collect Quantitative data using the Kobo Toolbox platform. If Kobo toolbox is not used, any other online platform needs to be agreed with Breakthrough with due process for data checks and control.
- Undertake data collection within the agreed timeframe, and share regular updates with Breakthrough team.
- Undertake data cleaning, validation and analysis using statistical package for the social sciences (SPSS) or STATA software

C. Reporting Phase (February - May 2027)

- Present preliminary findings to Breakthrough Team for validation and initial feedback.
- Draft and share the evaluation reports and factsheets to the Breakthrough team.
- Revise and finalize the evaluation reports and factsheets, incorporating comments and feedback.
- Present the final evaluation findings (PowerPoint presentation) to key stakeholders

Final Deliverables from the Agency to the Breakthrough Team:

1. Inception Report
2. Evaluation Tools (Instruments for both qualitative and quantitative data collection)
3. Data Collected from Evaluation Participants (Includes transcripts and recordings for qualitative data; cleaned quantitative data, analysis datasets, codebooks, and secondary data; all consent forms duly filled)
4. Project-wise outcome based short evaluation reports, that is, one for each project, with findings for each indicator and interpretations and compared from previous rounds and relevant disaggregation by gender, age, district etc
5. Project-wise factsheets (by gender, and age cohort, compared from previous rounds against outcomes)
6. Project-wise PowerPoint Presentations on key findings
7. One consolidated national level evaluation report and power point presentation covering all projects, presenting findings with respect to shift in priority gender norms, comparison with previous evaluation round.

8. Evaluation Report

Upon completion of the evaluation study, the evaluation team will prepare comprehensive project-specific reports to be submitted to Breakthrough Trust. The report will consist of the following sections:

- **Executive Summary:** Provides a concise overview of the evaluation study and key findings.
- **Introduction:** Presents background information on the BT Deep Transformation Program, the specific project and the purpose of the evaluation.
- **Literature Review:** Summarizes relevant literature on gender norms, violence prevention, and social change programs.
- **Methodology:** Describes the evaluation approach and design, data collection methods, sampling techniques, and data analysis procedures.
- **Findings:** Presents the findings of the evaluation, organized according to the evaluation objectives.
- **Recommendations:** Provides actionable recommendations for project improvements based on the evaluation findings.
- **Conclusion:** Summarizes the main findings, key insights, and the overall effectiveness of the projects under the BT Deep Transformation Program.

9. Proposal Submission Requirements

Proposals should be submitted by 15th October 2026, 5:00 PM IST to: rfp@inbreakthrough.org with the subject line: "Evaluation Study – Deep transformation Program". Late submissions will not be considered.

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.
- **Technical Proposal:** The detailed proposal should include the proposed approach and methodology for the evaluation study, including the rationale for the chosen methods, sampling strategy, and data analysis approach. The proposal should also include a clear timeline with key milestones and deliverables.
- **Financial Proposal:** The budget for the evaluation study, including a detailed breakdown of costs, should be provided. Agencies are requested to submit a detailed financial budget with appropriate calculations and assumptions for each cost head, including, but not limited to: (a) Professional Time Cost/Personnel; (b) Fieldwork and Data Collection, including training, data collection devices, and field team remuneration; (c) Travel and Logistics, including inter-city travel, local field travel, accommodation, and per diem; (d) Data Processing and Analysis; and (e) Administrative and Indirect Costs, among others. The financial proposal should clearly indicate the basis of calculation for each cost item, including applicable unit rates, quantities, person-days, and other relevant assumptions, wherever applicable. The Technical and Financial Proposals should be submitted separately.
- **Past Experience:** A detailed description of the past experience of undertaking similar evaluations, including those conducted on similar thematic and sub-thematic areas, technical approaches and methodologies, as well as those conducted in similar geographies.
- **CVs:** Curriculum vitae (CVs) for each member of the core evaluation team, highlighting their relevant experience and qualifications.

Eligibility and Submission Clarifications

- The evaluation assignment is intended to be undertaken by an organisation. Individual teams of independent research consultants will not be considered.
- Only for-profit organisations are eligible to apply for this assignment. Non-profit organisations are not eligible to submit proposals due to applicable regulatory requirements.

10. Evaluation Criteria

Proposals will be evaluated based on the following criteria:

- **Approach and Methodology:** The quality and appropriateness of the proposed technical approach and evaluation methodology in addressing the evaluation objectives.
- **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.
- **Gender norms measurement approach:** The approach proposed for measuring the strength of the shortlisted gender norms.

- **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, particularly the lead researcher, in evaluating social programs and conducting similar studies.

Overall proposals will be evaluated using a Quality- and Cost-Based Selection (QCBS) approach, with 70% weightage assigned to the Technical Proposal and 30% weightage to the Financial Proposal. The final ranking will be based on the combined weighted technical and financial scores.

11. Selection Process

The procurement committee consists of technical and financial experts will review the proposals. The committee will evaluate and score the proposals based on the evaluation criteria outlined above. The proposal that best meets the evaluation criteria will be selected.

12. Notification of Results

The selected proposal will be notified no later than the first week of October, 2026. The selected organization will be required to enter into a formal agreement with Breakthrough Trust before commencing the evaluation study.

13. Inquiries

If you have any questions or require any additional information or clarification regarding the RFP, please submit your queries by email to rfp@inbreakthrough.org by 6th October. We will endeavour to respond to all queries within one to two working days.

14. Confidentiality and Intellectual Property

All proposals and associated materials submitted in response to this RFP will be treated as confidential by Breakthrough Trust. Breakthrough Trust reserves the right to retain all proposals and associated materials for internal review purposes. Intellectual property rights will remain with the respective organizations, except where specified in the formal agreement.

15. Acceptance of Proposal Terms

Submission of a proposal implies acceptance of the terms and conditions outlined in this RFP. Breakthrough Trust reserves the right to accept or reject any or all proposals received, to negotiate modifications to any aspect of a proposal, and to award the contract(s) it deems most advantageous.

We look forward to receiving your proposals and appreciate your interest in contributing to the evaluation of the BT Deep Transformation Program.

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