



REQUEST FOR PROPOSAL

A) Project Information

Project Title	WALI – Water, Sanitation and Hygiene & Livelihood Project
Project timeline current phase	07/2020 – 06/2023 (3 years)
Project timeline next phase	07/ 2024 – 06/ 2026 (project is in planning stage, not approved)
Project region	Chaurjahari, West-Rukum, Nepal
Implementing organization	HDCS (Human Development and Community Service) Nepal
Funding partner	INA (International Needs Australia)

B) Service information

Requested services	1. Endline evaluation of current project phase 2. Baseline evaluation for next project phase (to be delivered as combined service package)
Eligible service vendor	Qualified individual consultant, team or firm
Evaluation timeline	March 12 th – June 31 st 2023
Form of tender	Open bidding
Proposal deadline	March 5 th 2023, 12pm (late submissions will be rejected)
Send applications to	Tanka Subedi (HDCS Project Manager) tanka.subedi@hdcsnepal.org
Request for Additional Information	Any question, communication or requests for additional information concerning this Request for proposal are only permitted in written form (see email address above) up to 4 working days before the deadline for the submission of the proposal.

C) Proposal Structure

The proposal in English language shall have the following structure and content and shall be presented in the same sequence as following:

Part 1: Qualification Documents	<ul style="list-style-type: none"> • Presentations of the Consultants (CV) including contact details (max. 4 pages) • List of project references carried out in the last five years (these references must be strictly related to evaluation and/or WASH and livelihood projects) (max. 6 references)
Part 2: Technical Proposal	<p>The technical proposal must include the following:</p> <ul style="list-style-type: none"> • Critical analysis and reflections on the objectives and terms of reference. • Proposed concept and methodology of the evaluation <ul style="list-style-type: none"> ➔ For endline evaluation of ongoing project phase ➔ For baseline evaluation for upcoming project phase (please note that evaluation questions and target groups will partly overlap) • Detailed activity plan including a timeline with milestones for key achievements and reporting. <ul style="list-style-type: none"> ➔ For endline evaluation of ongoing project phase

	<p>➔ For baseline evaluation for upcoming project phase (please note that the field visit will overlap but reporting deadlines differ)</p> <ul style="list-style-type: none"> Description of overall management and administration of these activities <p>Applicants shall refrain from long explanations in the style of a textbook and not use generic texts but present it tailored to the request.</p>
Part 3: Financial Proposal	<p>The Financial Proposal shall be based on the quantities of enumerators, supportive staff and other services. All rates must be specified in NPR currency. All cost must include all applicable taxes. The Financial Proposal should contain:</p> <ul style="list-style-type: none"> Consultant fee (daily rate and total) Enumerator cost (daily rate and total) Travel and accommodation cost (Chaurjahari) Cost for field stay incl. food, stationary (please note that local transport is provided by HDCS) Software for data collection or analysis Any further cost or fees <p>The overall budget should be within the range of NPR 650.000</p>

D) Selection Process

The first set of selection criteria determines whether the Applicant is qualified to be considered for this service.

Pre-Qualification Criteria (SCORE 1, weighted 40%)	Maximum Score
1. Evidence of relevant experience during the past five years	90
2. Completeness of documents and overall presentation	10
TOTAL	100

Based on this first selection round, qualified applicants will be listed for further assessment of the technical and financial proposal.

Technical Assessment Criteria (SCORE 2, weighted 40%)	Maximum Score
Critical analysis of and reflections on the objectives and terms of reference for the mandate	60
Completeness, technical soundness and efficiency of overall concept and methodology	20
Project management: Implementation schedules, work plans, co-ordination	20
TOTAL	100

Financial Assessment Criteria (SCORE 3, weighted 20%)	
Score3= $\frac{C}{C_0}$ with C = Applicant's price of the Financial Proposal, C ₀ = lowest valid Financial Proposal.	

The overall Score is calculated as weighted sum:

$$\text{TOTAL SCORE} = 40\% \times \text{SCORE1} + 40\% \times \text{SCORE2} + 20\% \times \text{SCORE3}$$

The Applicant, who submitted the proposal with the highest total score, will be invited for contract negotiations. The negotiations will cover the Technical Proposal and acceptable alternatives of implementation or staffing and payment pattern. If the negotiations with the Applicant having the highest score will not be successful, negotiations with the Applicant placed next will be undertaken.

E) Legal Note

1. HDCS is not bound to select any consultant.
2. The preparation and the submission of the proposal is the responsibility of the applicant and no relief or consideration can be given for errors and omissions.
3. After receipt of proposals until selection, no communication of any type shall be taking place unless called for by HDCS.

Annexes:

Annex 1: Terms of Reference for Endline Evaluation

Annex 2: Project Logframe of ongoing WALI project

Annex 3: Proposed Reporting Format

Annex 1 – Terms of Reference

1. Purpose of the Evaluation

- **Accountability:** HDCS as implementing organization and INA as partner organization are accountable to three stakeholders. First, to their own organizations to assess if the WALI project fits the overall organizational strategic framework in terms of effectiveness and intended impact. Second, to the donor (the Australian Public and the Australian Government – DFAT) to show the value and benefits of the project. And third, to the project beneficiaries to ensure the priorities and experiences of the people engaged are included, reflected and acted upon.
- **Learning:** The evaluation will help HDCS and INA to assess the impact of the project and to learn about what does and does not work. The evaluation evidence and lessons will be used to inform decision making about the redesign and improvement for the next project phase. Learning from the evaluation is also intended to inform INA regarding future investment in the area of infrastructure in the education sector, WASH conditions, as well as livelihoods improvements including food security, agricultural development and income enhancement space.

2. User and audience

- **Implementing organization and partner:** The primary users of this evaluation will be **HDCS** (incl. project team members, CEO, MEAL team, Partnership & Communication team) and **INA** to inform their future programming in the area of community enhancement.
- **Financial donor:** A copy of the evaluation report will be provided to **DFAT** as a matter of course. Information gathered in this report is the joint property of INA, HDCS and DFAT.
- **Beneficiaries:** The evaluation will also be made available to **local project stakeholders** such as local government and group representatives.

3. Description of the Organization and the Project

- **Organizational background:** HDCS (www.hdcsnepal.org) is a non-governmental organization in Nepal that is working in the sectors of health, education and community development. HDCS is currently managing three hospitals in Lamjung, West Rukum and Chitwan. In the localities around the hospitals, HDCS is implementing various community development projects in diverse theme areas such as Mother Child Health, community-based rehabilitation of persons with disabilities, medical emergency response, agriculture and WASH. HDCS's EQUIP team is providing state-curriculum-based teacher training in local schools.
- **Project background:**

The project is being implemented in several phases.

 - Pilot Phase: The WALI project started with a one-year pilot phase in 3 communities and their schools from July 2019 – July 2020.
 - Current Phase: Following this pilot phase, the currently ongoing project phase has been developed with a multi-year design from July 2020 – June 2023. It covered communities and 14 schools in 6 wards of Chaurjahari.
 - Next Phase: Currently, the next project phase is being developed and discussed with the partner INA. It is envisioned to scale the project to all 14 wards of Chaurjahari municipality.

Development in rural Nepal is multi-faceted. Education and livelihood opportunities play crucial roles. In the education sector, quality teaching is one important component, but necessary water and sanitation infrastructure is essential. Most schools in rural Nepal lack

even the basics such as drinking water facilities, hand-washing station or toilets, not even to mention gender-friendly and inclusive constructed toilets. Due to the lack of necessary infrastructure, consequently also hygiene habits are often lacking and need to be established.

In the livelihood sector, the lack of opportunities is forcing a lot of people, especially male and young persons, to work migration. They are leaving their households behind and in the best case keep sending remittances home, in the worst case even burdening the household with debts. In this dynamic female household members play a crucial role in providing for the daily needs of their children at home. Due to lack of resources (time, finance, tools, knowledge) female household members do not make use of their capacity to grow food, keep livestock and manage financial savings & investments. Without healthy nutrition and basic hygienic environment at home, students cannot give their full performance at school. At the same time, the burden on the female household members increases the likelihood that young female students drop out of school to help with the household duties.

The project therefore aims at contributing to create brighter perspectives for current school children, especially female students. The project acknowledges the interconnectedness of livelihood opportunities and the key role of female household members with educational opportunities and basic WASH infrastructure and knowledge.

- **Outcome and Activities:**

A detailed logframe with all activities and indicators can be found in Annex 2.

- **Objective:** increased rate of girls attending and completing primary school in Western Rukum.
- **Outcome 1:** Increased access to quality WASH services in all target schools.
→ Under this outcome, all activities linked to schools take place. This includes building school partnerships, building WASH infrastructure and providing training.
- **Outcome 2:** Improved household livelihoods enabling parents to meet their children's basic needs for food, healthcare and education
→ Under this outcome, all activities linked to the community take place. This includes selection of beneficiaries, training to females on agriculture, livestock and financial management, partnership with local banks and formation of saving groups.

4. Information on next project phase (in planning)

- **Objectives and activities**

Compared to the currently ongoing phase, the sole focus on female current students in the project goal is broadened towards general current students as well as local youth and their perspectives to stay, work and live in the community.

- **Outcome:** Market-orientated livelihood perspectives (agriculture, business and financial infrastructure) and health status (WASH and nutrition) of current and future schools graduates and their communities in Chaurjahari municipality improved.

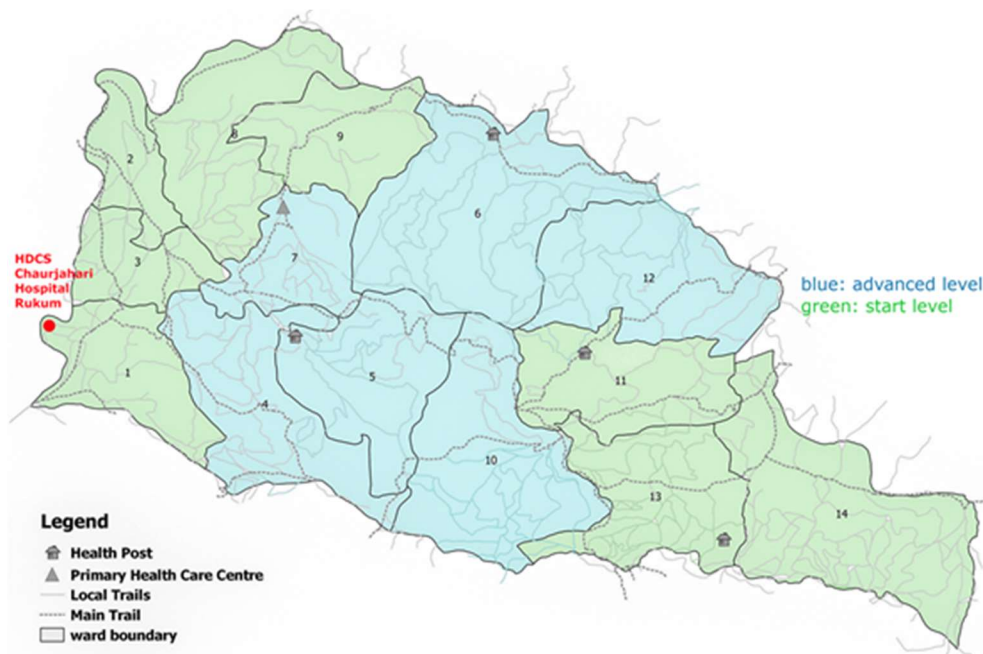
In addition to the two outputs (WASH in schools and livelihood in communities) of the previous phase, this phase will put emphasis on the market linkage and structures in order to leverage the livelihood skills and create a sustainable market environment.

- **Outcome 1:** Improved livelihood perspectives through vocational training, functional market linkages and entrepreneurship in Chaurjahari municipality
- **Outcome 2:** Improved livelihood knowledge and skills in Chaurjahari municipality
- **Outcome 3:** Improved WASH system in local schools in Chaurjahari municipality

- **Location and levels:**

The project partly builds on the previous INA-supported project locations (6 wards) and expands

to new locations (8 wards). In the blue area (6 wards) where HDCS has previously worked in school construction and in community training, this upcoming project will strengthen ownership and build advanced market capacities. In the green area (8 wards) where HDCS has not worked previously, the project will first run through the phases of the previous WALI project (school infrastructure construction and basic skill training) before it continues with the advanced level in these 8 wards as well.



5. Evaluation scope and objectives

Endline Evaluation: Using the 2021 Baseline Study and other relevant data as a starting point, the evaluation will conduct qualitative and quantitative research to determine the extent to which the project has achieved its objectives. The evaluation report should clearly state the performance of the project against the indicators of success.

The endline evaluation should encompass key stakeholders in:

- 6 wards
- 14 schools
- 6 training groups
- selected saving groups members
- selected cooperatives and market actors
- selected community representatives

Baseline Evaluation: based on the ongoing project phase, the evaluation will determine the lessons learnt that need to be translated into the project design of the next phase. It should assess the diverse needs of communities which had already been part of the project in the ongoing phase and needs of the communities in the newly onboarding wards.

The baseline evaluation should encompass key stakeholders in:

- Additional 8 wards

6. Evaluation Methods

- **Standards:** the evaluation has to comply with the Monitoring & Evaluation Standards of the Australian Government Department of Foreign Affairs and Trade. See the standards here: <https://www.dfat.gov.au/sites/default/files/monitoring-evaluation-standards.pdf>
The data shall be collected and analyzed disaggregated (gender, disability-specific, age) wherever possible.
- **Method:** The method and process shall be proposed by the evaluator and elaborated in the proposal document. Gender and disability should be integrated at all stages of the evaluation process, including the evaluation design, the questions chosen and methods used.
- **Sampling:** representative sampling shall be performed. Whilst random sampling should be used where possible, purposive sampling may be required to ensure adequate cross-representation of participants
- **Digitalization:** We kindly request paperless data collection with apps such as Kobotoolbox, ODK, TolaData, CSPro, ONA, EpiInfo or any other software. HDCS will provide devices (smartphone, tablet) for app-based data collection to enumerators.

7. Evaluation Questions

- **Relevance**
 - **Project design:**
How well did the project design address needs and priorities of the community
 - **Target group**
Have the most disadvantaged and marginalized community members and schools been able to participate and benefit fully?
 - **Cooperation and Do-no-harm**
To what extent does the project build on and make use of the existing capacities (structures, skills, finance, etc) of local institutions and stakeholders?
- **Effectiveness**
 - **Goal achievement:**
 - a) To what extent have the project goal, outcome and outputs been achieved?
 - To what extent have the activities performed by the project contributed to improved school attendance?
(see goal: rate of girls attending and completing primary schools)
 - To what extent have the construction and training activities in schools improved the WASH standard for school children?
(see outcome 1: access to quality WASH facilities in schools)
 - To what extent have the strategies employed by the project contributed to increasing livelihood standard (household income)?
(see outcome 2a: improved livelihood status and activities in the communities)
 - How has the project helped the households of participants in providing for the needs of their children (health, education, nutrition, etc)?
(see outcome 2b: household's capacity to meet their children's basic needs)

Please note that **the outcome indicators** from the logframe matrix (Annex 2) need to be covered in the endline evaluation report.
 - **Observable effects:**
 - a) What significant changes (positive, negative and unintended) have occurred in the lives of the direct beneficiaries?
 - b) How has the project influenced the relationship with HDCS as long-standing service deliverer in the region and the community's mindset (including key decision

makers)?

- **Program implementation:**
 - a) What are the strengths and weaknesses of project methodology and implementation, especially in relation to key cross-cutting issues such as gender, disability inclusion, child protection and risks to beneficiaries.
 - b) How were relevant technical standards and good-practices applied to plan and implement the activities? (Examples: Operation and Maintenance Standards, Space per Child, Sanitation Standards, Training Curriculum Standards, etc)
- **Organizational management and capacity**
 - a) How well were activities, outputs and outcomes of the project monitored in order to adapt activities and address poor performance?
 - b) To what extent does the implementing organization demonstrated the range and level of skills required to successfully implement all aspects of the project?
- **Efficiency**
 - **Utilization of resources**

How well have resources (funds, expertise, time, material resources) been used throughout the project as compared to feasible alternatives in the context?
- **Sustainability**
 - **Exit strategy and future prospective**
 - a) How well is the transition/exit strategy incorporated in order to ensure longer-term positive effects and reduce the risk of dependency? (Example: management of school infrastructure, own fundraising by saving groups, etc)
 - b) To what extent can project benefits be sustained into the future, and what are key factors influencing this?

Special Questions for Baseline evaluation

- **Needs assessment**
 - What are the current needs and priorities expressed by the community?
- **Market assessment**
 - What is the status quo of the local financial and product market? Who are the current actors? What are the current available services, products and interactions?
 - What are opportunities and obstacles of school graduates in the existing local market
- **Gendered attitudes**
 - What are opportunities and obstacles of female as actors in agriculture and livestock business as well as in saving groups?
 - What are opportunities and obstacles of female students in their educational journey (primary and secondary school as well as perspectives for further education)?
- **Lifelong learning methodology**
 - What are methods, practices and strategies in awareness raising and knowledge transfer that yield most learning outcome for community members?
 - What are main obstacles for community members in their learning journey?
- **Partnership opportunities**
 - Are there any social enterprises in Nepal that WALI can partner with in the area of hygiene and sanitation? If so, what aspects of partnerships should WALI look at?
 - What are the innovative ideas WALI can adopt in this project that is value for money and provides sustainable solutions to the project implementation?

8. Schedule and deliverables

schedule	deliverable	time
Proposal deadline		March 5, 12pm
Contracting		March 10
Onboarding, desk study, data collection tool design and feedback, planning of field trip	Inception report	Until March 31
Field trip		Until April 20
Data analysis, visualization, baseline evaluation report writing	Baseline evaluation draft report	Until April 30
Report feedback and revision	Final baseline report	Until May 5
Endline evaluation report writing	Endline evaluation draft report	Until May 31
Report feedback and revision	Final endline report and online presentation (with INA)	Until June 31

Deliverables

- Inception report: shall clearly outline the intended schedule and methodologies to be applied.
- Questionnaires: have to be handed in for feedback.
- Report: shall present the results of the assessment as defined in this ToR. The proposed structure of the report is outlined in Annex 4. The report should be in the range of 23-38 pages (excluding Annexes such as questionnaires and detailed tables). It should include an executive summary of 2-4 pages including key findings, conclusions and recommendations.
- Online presentation: shall present key results shall to HDCS and INA
- Please note that all collected data needs to be handed in (Excel sheet or SPSS format)

9. Responsibilities

Consultant

- Designing and conducting data collection, analysis and report writing
- Selecting evaluation team (he/she should pay careful attention to factors such as gender, language, ethnicity, disability etc. so as to minimise potential barriers between the researchers and the community as well as other stakeholders)
- Note: consultant and all enumerators and assistants engaged for the purpose of the evaluation must agree to comply with the INA and HDCS Child Protection Policies by signing the Child Protection Code of Conduct. This also includes the provision of a Police Clearance and/or Statutory Declaration by all agents attesting to the absence of any and all proven or pending cases in relation to offences against children.

HDCS Project manager: Tanka Subedi

- Consultant tender, selection (jointly with INA) of consultant and engagement process within context of HDCS's child protection policy.
- Management of the Consultant contract, field logistics including transport (invoicing INA)
- Providing expert consultation to the Consultant concerning the history and present of the WALI project.
- Assist Consultant to develop research schedule, identify stakeholders and set up appointments

HDCS MEAL coordinator: Theresa Weippert

- Reviewing of the inception report and monitoring high quality research methodology
- Reviewing of data collection tools (questionnaires content and technical implementation)
- Monitoring of progress, milestones and deliverables
- Reviewing of draft and final report

INA Program Manager: Sanva Saephan

- Jointly selecting consultant in conjunction with HDCS and providing guidance on donor expectations as required.
- Budget oversight, financial management and monitoring of milestones.
- Reviewing of the inception report and liaising with HDCS to monitor high quality research methodology.
- Providing review and feedback on draft Evaluation Report

Annex 2: Project Logframe of ongoing WALI project

	activity	indicator
GOAL: Increased rates of girls attending and completing primary		
Outcome 1: Increased access to quality WASH services in all target schools		1.1: Percentage of schools with safe drinking water always available
		1.2: Percentage of schools with basic sanitation services
		1.2: Percentage of schools with basic hand-washing service
Output 1.1: School engagement & commitment established	1.1.1: Conduct school consultation meetings (with school heads, teachers, school committees)	Number of school consultation meetings conducted in 4 schools (with school heads, teachers, school committees)
	1.1.2: Establish an MOU with each target schools	Number of schools that maintained strong relationship with HDCS after the MOUs signed in FY20-21
Output 1.2: School WASH Program strengthened	1.2.1: Develop Resources for School WASH Competition	Development of resources for School WASH Competition with schools
	1.2.2: Conduct WASH competition across 7 schools	Number of WASH competitions run across schools
	1.2.3: Conduct WASH Competition Day / Sanitation Conference 7	Holding the WASH Competition Day/ Sanitation Conference
Output 1.3: WASH facilities established	1.3.1: Support construction separate toilet for boys and girls per school with hand-washing facilities	number of schools provided with newly constructed toilets
	1.3.2: Establish safe drinking water supply systems in 2 target schools.	number of schools provided with hand-washing facilities
		number of schools established safe drinking water supply system
Outcome 2: Improved household livelihoods enabling parents to meet their children's basic needs for food, healthcare and education		2.1: Percentage of households who are food secure
		2.2 percentage of households of participants with increase in agricultural yield/ diversity
		2.3 percentage of households of participants with increase in number of healthy livestock
		2.4 percentage of households with increase of income (from agriculture and livestock)
		2.5 percentage of households who send school-age kids (up to class 8) fully equipped to school
Output 2.1: Market Study Undertaken	2.1.1: Conduct stakeholder meetings (Government, 12 mothers groups)	Number of stakeholder meetings with Government conducted and the mother's groups
	2.1.2: Establish partnership with banks & microfinance institutions across the District	Number of the partnerships with banks & microfinance institutions across the District strengthened
	2.1.3: Conduct market visits to assess supplies of and demand for agriculture produce in Simle, Chaujahari, Musikot	Number of market visits to assess supplies of and demand for agriculture produce in new project communities of Simle, Chaujahari, Musikot conducted
Output 2.2: Community selection and consultation	2.2.1: Conduct meetings with 12 mothers group	Number of mothers' groups meetings conducted
	2.2.2: Conduct meetings with Ward chiefs, female representatives, and school heads	Number of meetings conducted with ward chiefs, female representatives, and school heads to agree on selection criteria for project beneficiaries
Output 2.3: Improved skills of the selected women	2.3.1: Conduct training in collaboration with agriculture office on agriculture	Number of training on agriculture conducted in collaboration with agriculture office for 80 women
Output 2.4: Improved skills of the selected women	2.4.1: Conduct training on livestock management	Number of training conducted on livestock management for 80 women
Output 2.5: Improved business and financial management	2.5.1: Conduct training on business and financial management	Number of Business and Financial Management training conducted for 170 women
Output 2.6: Village Savings & Loans Associations (VSLA) established	2.6.1: Provide seed money as loans to be paid back to VSLA Group	Number of VSLAs provided with seed money
	2.6.2: Support VSLA with materials to set up	Number of VSLAs set up in FY20-21 and FY21-22 received training and material support
	2.6.3: Project Field Visits	
	2.6.4: Project facilitation cost	
	2.6.5: Technical support for agriculture and livestock	

Annex 4 – Proposed Report Structures

A.) Inception Report

The inception report should refrain from using long elaborated text blocks. The presentation is rather preferred in bullet points and tables.

component	detail
Evaluation questions and indicators	<ul style="list-style-type: none"> Structured matrix overview of main questions, indicators and data source (under the criteria relevance, efficiency, effectiveness, sustainability)
Methodology	<ul style="list-style-type: none"> Sampling method Data collection methods Data analysis methods Main constraints/ limitations
Work plan schedule	<ul style="list-style-type: none"> Tentative timeline of the whole evaluation (until final presentation) Responsibilities of each task
Questionnaires	<ul style="list-style-type: none"> For surveys, interviews, FGD, etc

B.) Standard Format for Evaluation Reports

component	detail	pages
Cover page		1
Executive summary	<ul style="list-style-type: none"> Project goals and outcomes Summary of key findings Key recommendations 	2-4
Table of content		1
Abbreviations		1
Background information	<ul style="list-style-type: none"> context and brief description of the project Brief overview of relevant baseline data ToC, project objective, expected outcomes and outputs implementation, activities 	2-4
Purpose of the evaluation, scope and methods used	<ul style="list-style-type: none"> evaluation objectives and audience Key questions Evaluation methods (and why they were chosen) Sampling Main constraints/ limitations Methods of data collection (interviews, surveys etc) Data collection phase (incl limitations) Data analysis methods (incl. limitations) 	3-5
Findings and discussion	<ul style="list-style-type: none"> Findings (relate to baseline data) Relevant maps, tables, diagrams If relevant quotations from persons Detailed tables should be placed in the annex 	8-15
Conclusion, recommendations and lessons learnt	<ul style="list-style-type: none"> answers to the main evaluation questions Suggestions for improvement, assigned to different users of the evaluation and prioritized 	5-7
Annexes	<ul style="list-style-type: none"> TOR List of stakeholders consulted/ information sources (including any data issues) Evaluation schedule (incl. training, testing, etc) Questionnaires 	flexible
TOTAL PAGES		23-38