



NEPAL JESUIT SOCIAL INSTITUTE
नेपाल जेसुइत सामाजिक संस्थान
NEPAL JESUIT SOCIETY



TERMS OF REFERENCE FINAL EVALUATION

***Nepal Earthquake Relief, Recovery and Rehabilitation
Program with Initiation of Fe y Alegria Nepal***

Implemented by: Nepal Jesuit Social Institute with the support of Xavier
Network

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1. Background

On April 25, 2015, a powerful earthquake with a magnitude of 7.8 struck Nepal. The epicenter was located near the district of Gorkha, approximately 80 kilometers northwest of Kathmandu, the capital city. The earthquake occurred along the boundary between the Indian and Eurasian tectonic plates, resulting from the ongoing collision between the two plates. The earthquake caused significant damage to infrastructure, including houses, buildings, roads, and historical monuments. Entire villages were flattened, and many areas, particularly in rural mountainous regions, were severely affected. The tremors triggered avalanches and landslides, further exacerbating the destruction.

The impact of the earthquake was catastrophic in terms of human casualties. It is estimated that over 8,000 people lost their lives, and more than 22,000 were injured. The loss of life was particularly high due to the vulnerability of poorly constructed buildings and the densely populated areas affected. The earthquake also had a significant impact on the economy and livelihoods of the Nepalese people. Tourism, a vital sector for the country, was severely affected as historical sites, including UNESCO World Heritage sites, were damaged. The agriculture sector, which supports a large portion of the population, also suffered due to disrupted farming activities and destruction of infrastructure. In addition, a large number of schools and other essential infrastructure (hospitals, access roads, water supplies, etc.) were destroyed with disastrous consequences at all levels. It is estimated that around 1.1 million people lost access to safe water and sanitation facilities, posing risks of disease outbreaks such as cholera. In terms of schools, according to OCHA, over 30,000 classrooms were destroyed and 15,350 damaged, resulting in an approximate one million children left without access to education.

Immediately after the earthquake, the Xavier Network, through their partners in the field, the Nepal Jesuit Social Institute (NJSI), responded with immediate relief efforts, providing emergency aid to the most vulnerable people in the most affected areas. Each Xavier Network member launched a fundraising campaign to support the NJSI lead multiyear reconstruction and development Program. Entreculturas, was assigned as the leader organization to centralize the Xavier Network support to NJSI. The programme has been divided into two distinct phases. The first phase, known as the Emergency Phase, took place from April to December 2015. The second phase, called the Rehabilitation and Development Phase, spanned from January 2016 to March 2023. This later stage encompassed various critical initiatives, including education, protection and women's empowerment, livelihoods, WASH (Water and Sanitation), and institutional development.

The Xavier Network is an international mission and development partnership between Jesuit organisations working in faith to promote justice. The 14 members are the mission offices and NGOs of various Jesuit Provinces across Europe, North America and Australia. Members are present in over 87 countries, carrying out development and aid projects in close cooperation with local partners. While distinct agencies, there is a shared faith tradition and long experience working alongside the poorest and most marginalised people. The Xavier Network was legally constituted as a foundation in 2004. The Entreculturas Foundation, a non-governmental development organization that is a member of the Network, has been appointed by the Xavier Network to spearhead the Emergency Task Force.

that seeks to contribute to social change through education, promoting processes of personal and community transformation that generate capacities to overcome poverty and to build a culture of solidarity at the local and global level; and promoting advocacy processes in the structures of power through citizen mobilization actions. Entreculturas, as a member of the Xavier Network was assigned to take the lead in the management and supervision of Nepal post earthquake and development intervention.

Nepal Jesuit Social Institute (NJSI) was established by Nepal Jesuit Society (NJS) after the massive earthquake which hit Nepal on 25th April and 12th May 2015. Since its inception NJSI has been actively involved in the relief, recovery and rehabilitation process in eleven worst affected districts of Nepal.

NJSI launched “Nepal Earthquake Relief and Rehabilitation Program” to assist the earthquake survivors in the sectors of education, protection, water and sanitation and hygiene.

2. About the program

2.1 General Information

1. Title of the Program	Nepal Earthquake Relief, Recovery and Rehabilitation Program
2. Name of the Implementing Partner (IP)	Nepal Jesuit Social Institute (NJSI)
3. IP Contact Details	Roy Sebastian SJ Executive Director 977 5010762 njsi.dir@gmail.com
4. IP Address	Kupandol, Lalitpur, Nepal
5. IP web address	http://www.njsi.org.np
6. Location of the project	Nepal. Districts: Dhadhing, Dolokha, Gorkha, Kathmandu, Kavre, Nuwakot, Ramechhap, Sindhuli, Sindhuplachawk and Lalitpur
7. Sectors of Intervention	- Emergency relief - Education - WASH - Protection - Gender Equality - Livelihoods - Shelter - Health
8. Target population	20.000
9. Target population profile	Most vulnerable population of 2015 earthquake affected districts with special focus on children and women
9. Budget	~2,5M€
10. Period of implementation	April 2015 - March 2023
11. Other organizations involved	Nepal Jesuit Society, St. Xavier's School, Maiti Nepal, Caritas Nepal, Nepal Nazareth Society, St. Mary's sisters, Bright Star Society, St. Anne's sisters Godavary, International Centre for Integrated Mountain Development (ICIMOD)
11. Summary of the intervention	The Nepal Jesuit Social Institute (NJSI) was founded to provide humanitarian relief to 2015 earthquake survivors and gradually transitioned to long-term solutions. The program's overarching goal is to enhance access to education, improved school facilities, shelters, and sustainable livelihoods in the most affected districts, particularly benefiting women, children, and children with disabilities. In 2021, NJSI joined the Fe y Alegría, an International Movement of Popular Education and Social Promotion based on the values of justice, participation, fraternity, respect for diversity and solidarity, focused on impoverished and excluded populations, in order to contribute to the transformation of society
12. Funding Agency	Xavier Network

13. Funding Agency contact details	Asunción Taboada < a.taboada@entreculturas.org > Pilar Dafonte < pl.dafonte@entreculturas.org > Web address: https://xavier.network/
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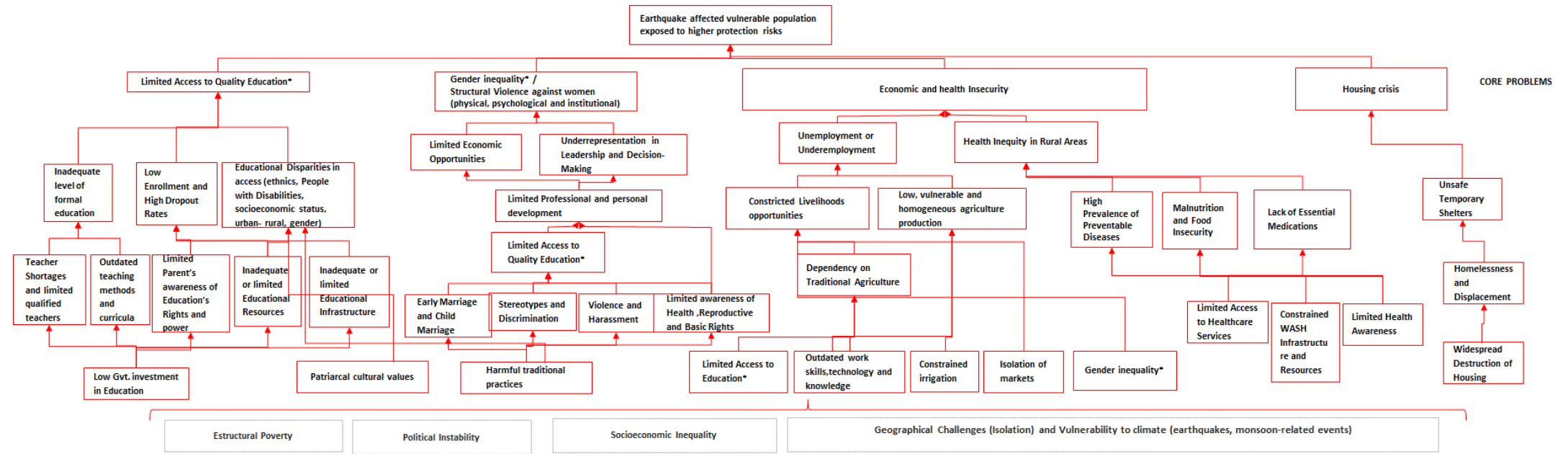
2.2 Problem Analysis

The earthquake that struck Nepal in 2015 exacerbated the pre-existing problem of poverty in the country, further deepening its impact on vulnerable communities. Nepal was already one of the poorest countries in South Asia, with a large portion of the population living below the poverty line, especially in rural areas. The earthquake not only caused significant loss of life and destroyed homes but also had severe consequences for livelihoods and access to basic services. The destruction of homes and infrastructure left many people homeless and without access to essential services such as clean water, sanitation, and healthcare. Access to education was also disrupted, with thousands of schools damaged or destroyed, leaving a whole generation of children without access to formal education. For those who were already struggling with poverty, the earthquake pushed them further into vulnerability and dependency on external aid. The earthquake also affected the agricultural sector, which is a major source of livelihood for the majority of the population. With many farmlands destroyed and irrigation systems damaged, the ability to produce food and generate income was severely impacted. This led to increased food insecurity and economic instability, particularly for marginalized and rural communities.

Additionally, Nepal is susceptible to heavy monsoon rains, which often result in severe flooding during the monsoon season. In the last years the country witnessed several instances of devastating floods that caused significant damage to homes, infrastructure, and agricultural lands. Floods also led to loss of lives and displacement of communities, particularly in the southern Terai region. The combination of monsoon rains and Nepal's rugged terrain makes the country prone to landslides. Landslides were common during the last years, especially in hilly and mountainous areas, resulting in loss of lives, destruction of property, and disruption of transportation routes. Landslides often posed significant challenges for relief and rescue operations, particularly in remote regions.

COVID-19 had a significant impact on Nepal, affecting various aspects of the country, including public health, economy, education, and social life. The pandemic brought a public health crisis, with a surge in COVID-19 cases that overwhelmed the healthcare system. Hospitals and healthcare facilities in urban centers like Kathmandu faced immense pressure, and there were concerns about the availability of medical supplies and equipment. Nepal's economy was severely affected by the pandemic. The country heavily relies on tourism, but the closure of borders and travel restrictions resulted in a significant decline in tourism revenues. Many businesses, especially in the hospitality and travel sectors, faced closures and job losses. Remittances from Nepali migrant workers, who often work abroad, also declined due to the global economic downturn. The pandemic disrupted the education system in Nepal, with schools and universities being closed for an extended period to curb the spread of the virus. This impacted millions of students and raised concerns about learning loss and educational inequality, particularly for students from marginalized communities who might have limited access to online learning. COVID-19 had social implications in Nepal, with challenges in enforcing lockdowns and social distancing measures in densely populated areas. Vulnerable communities faced difficulties accessing essential services and relief, leading to concerns about food insecurity and poverty. Nepal faced challenges in procuring and distributing COVID-19 vaccines. The country relied on international aid to obtain vaccines, and the vaccination campaign faced logistical challenges in reaching remote and rural areas. The pandemic also had psychological effects on people's mental health, with isolation, uncertainty, and fear of the virus taking a toll on the well-being of individuals and communities.

INTEGRATED PROBLEM TREE



2.3 Logic of the program

Immediately following the earthquake, the Jesuits of Nepal mobilized all personal and material resources available, and diligently assisted those affected by the earthquake who had not yet received aid. The Nepal Jesuit Society (NJS), leveraging its Jesuit members, diverse institutions, students, staff, alumni, friends, benefactors, collaborators, and partners within the nation and abroad, engaged in delivering urgent relief to the earthquake survivors. Utilizing available personnel and resources, the NJS effectively distributed essential supplies like food, health kits, sanitary items, and other household necessities. To further their assistance to the earthquake survivors, the Jesuits of Nepal recognized the importance of establishing a national institute. As a result, the Nepal Jesuit Social Institute (NJSI) was founded by the Nepal Jesuit Society on May 19th, 2015, with the primary purpose of addressing the needs of those affected by the catastrophic earthquake. This institute's core mission was to provide support and companionship to the earthquake survivors who are diligently striving to rebuild their lives and return to a sense of normalcy. As time went on, the NJSI restructured its response, shifting gradually from an emergency and relief-oriented model to one focused on providing more lasting solutions. The Xavier Network, has been gradually paving a path of accompaniment throughout these years to NJSI which has been recently materialized with the creation in 2021 of Fe y Alegría Nepal. Fe y Alegría is an International Movement of Popular Education and Social Promotion based on the values of justice, participation, fraternity, respect for diversity and solidarity, focused on impoverished and excluded populations, in order to contribute to the transformation of society.

The program's general goal was defined as: Earthquake survivors of most affected districts have access to better educational facility, better school buildings and shelters and better sustainable livelihood options, with a special focus on the women, children and children with disabilities.

The following is a summary of the annual logic frameworks of the program

General Objective	Specific objective	Sector	Results	Main processes
<p>Earthquake affected vulnerable population receive an emergency integrated and sustainable response</p>	<p>SO1. Enhanced economic and health Security</p>	<p>Livelihoods / WASH / Gender Equality</p>	<p>R1. Kavre Regional Centre: A Community development training centre (KRA) is set up in Kavre district for the marginalized and vulnerable people of Kavre, Sindhupalchowk, Dolakha, Ramechhap and Sindhuli</p>	<p>Building constructions of Multipurpose Regional Center</p>
				<p>Purchase of Training Equipment</p>
				<p>Agricultural farm development</p>
			<p>R2. Uplifted Livelihoods opportunities for women</p>	<p>Women have been trained in basic and advanced tailoring techniques.</p>
				<p>Women have been trained in basic and advanced soap making techniques.</p>
				<p>Women have been trained in making candles and pote.</p>
				<p>Non plastic bag making & Marketing (for Women)</p>
				<p>Women have been trained in Secretariat and computer Training</p>
			<p>R3. Uplifted Livelihoods opportunities for youth</p>	<p>Youth acquire skills in carpentry/plumbing/electrician</p>

			R4. Increased volume and variety of agriculture production	Farmers have received agricultural training in sustainable and innovative techniques
				Increased and improved access to irrigation
			R5. People are better connected to markets	Road construction and repair
			R6. Improved WASH Infrastructure and Resources	People from earthquake affected areas have better access of drinking water
	SO2. To improve the access of children to quality education	Education	R1. Children have access to better Educational Resources and infrastructure	School furniture provided to schools
				Education materials and uniforms provided to schools
				Construction and repair of schools infrastructure (classrooms, toilets, etc)
				Remote Schools Education smart hub package
				Construction and repair of schools for Children with disabilities
				FE Y ALEGRÍA Initiation and Development

			R2. Improved Parent's awareness of Education's Rights and power	Conduct Parents Orientation Program
			R3. Updated and improved teaching methods and curricula	Conduct Teachers trainings (ECD, Integrated Pedagogical Paradigm etc)
				Updated curricula (eco clubs, Personal Development Camps, remote education package COVID19, Curriculum based digital teaching materials for Science, Maths and English)
	SO3. To strengthen equal rights, safety and opportunities for women	Protection	R1. Women are more aware of Health, Reproductive and Basic Rights	Publishing a book in paralegal rights and conducting trainings about it.
				Paralegal trainings for women
			R.2 Women have better access to safe spaces	Construction of women safe spaces
Formation of women groups/committees				
SO4. To Improve housing infrastructure	Shelter	R1. People have better housing infrastructure	Construction and repair of earthquake resistant houses	
SO5. To protect and save life of Marginalized by	Emergency Relief	R1. People have life saving and recovery emergency materials for earthquake	Supply of Emergency food Materials to families	

	Emergency Response for Earthquake and COVID19		recovery	Supply of Emergency Non food Materials to families
				Construction or repair of Emergency Shelters to families
				Construction or repair of Emergency education spaces to children
			R2. People have life saving and recovery emergency materials for COVID19 recovery	Supply of Emergency food Materials to families
				Covid Awareness program
				Medical Camps for remote villages

3. Evaluation scope

3.1 Evaluation Goal

This evaluation aims to provide valuable insights beyond the binary assessment of goal attainment. While the evaluation will certainly explore the achievement of program objectives, its primary focus will be on identifying effective strategies, areas for improvement, and valuable lessons learned. The intent is to delve into the factors that have contributed to both successes and challenges, offering a comprehensive understanding of the program's dynamics. By doing so, the evaluation intends to empower Fe y Alegría Nepal with actionable recommendations that can inform future program development, considering the organization's current structure, available resources, and transition process from NJSI. The evaluation seeks to be a catalyst for a learning opportunity, encouraging the enhancement of existing practices and the formulation of more informed decisions. Through a thorough assessment of project outcomes, the evaluation aims to contribute to the overall growth and effectiveness of the organization while fostering a culture of continuous improvement.

3.2 Evaluation Questions and Criteria

The evaluation should address the evaluation questions expressed by the teams involved in the project:

1. To what extent and through which processes has the organization operationalized the nexus between Humanitarian aid and Development?
2. In the context of this program, are there established mechanisms or systems in place that contribute to analyzing the target population levels of vulnerability to inform programing?
3. Does the organization have the appropriate structure in place to implement a sustainable program focused on women's rights promotion, education, and livelihoods in Nepal?
Understanding structure as: human resources structure and key positions; financial resources and strategy; Stakeholder Engagement; Governmental Support; Monitoring and Evaluation Mechanisms;and Community Participation.
4. To what extent are the activities implemented in the "**Kavre Regional Centre**" relevant to the target population?
 - 4.1 What are the main outcomes generated by the activities?
 - 4.2 To what extent are the beneficiaries applying the knowledge and skills they have gained?
 - 4.3 Does the center have the appropriate structure (human and material resources) in place to achieve the intended outcomes?
5. How effectively has the program strengthened equal rights, safety, and opportunities for women?
 - 5.1 How do women assess the impact of NJSI livelihood courses on their overall well-being and the application of acquired knowledge and skills?
 - 5.2 What is the level of women's satisfaction with safe women centers, and how do these centers impact women, the broader community, and the educational community?
 - 5.3 What relevant outcomes are observed from sessions focused on women's health and legal rights?
6. What short and medium-term effects have resulted from the construction of the road to Tipling?
 - 6.1 What measures have been taken to ensure sustainability of the project?
7. How has the program impacted the right to education to the target population?
 - 7.1 How has the program impacted the various dimensions of the right to education: Affordability, Accessibility, Acceptability, and Adaptability?
 - 7.2 What has the support from NJSI meant for the schools? And for the families of the students? And for their communities?
 - 7.3 How has the educational community been involved in the design of the activities?

- 7.4 Have the school rehabilitations and constructions been conducted following the appropriate safety standards?
- 7.5 How well have the provided educational materials and constructed facilities aligned with the specific needs and objectives of the program's beneficiaries?
- 7.6 What effects have the parent education sessions had on caregivers? And on the students?
- 7.7. To what extent has the teacher training program contributed to enhancing classroom practices and student learning outcomes?
- 7.8 How well does the NJSI teacher training program align with the needs and objectives of the teacher community?
- 7.9 What noticeable changes have been observed in the teaching approaches and overall educational environment as a result of participating in the NJSI training program?
- 7.10 How have the extracurricular activities introduced by NJSI contributed to the enrichment of the overall educational experience for students? Have the schools integrated them in their regular programs?
8. What lessons have been learned from the implementation of the COVID-19 program by NJSI that could enhance the organization's ability to respond more effectively to future emergency situations?
9. To what extent does the Fe y Alegría popular education model align with the Nepali context?

3.3 Target Population

NJSI has identified a diverse range of beneficiaries for the intervention, encompassing children, women, students, students with disabilities, and farmers who have been adversely impacted by the earthquake and have not received assistance from other NGOs. The target group for this project includes earthquake survivors residing in the most affected districts of: Dhadhing, Gorkha, Lalitpur, Dolokha, Kavre, Ramechhap, Sindhuli, Sindhupalchawk, Jhapa, Kathmandu and Nuwakot.

The project places a special emphasis on addressing the needs of women and children, to some extent children with disabilities, with the objective of uplifting marginalized and economically disadvantaged segments of the population.

3.4 Evaluation Stakeholders mapping

The continuous participation of all the agents involved in the program will be ensured, so that they are aware of and take ownership of the process in order to be able to apply the results and recommendations in the management of the projects.

Evaluation team: NJSI and Entreculturas designated staff; External Consultants (TBD)

Primary Stakeholders: NJSI, Entreculturas, Xavier Network

Intended audience: Target population, Target organizations (schools, communities, municipalities and others), NJSI, Entreculturas, Xavier Network

Indirect interest (to be influenced and or consulted): Fe y Alegría key staff, Nepal Jesuit Society, St. Xavier's School, Maiti Nepal, Caritas Nepal, Nepal Nazareth Society, St. Mary's sisters, Bright Star Society, St. Anne's sisters Godavary, International Centre for Integrated Mountain Development (ICIMOD), UN agencies, Government authorities

4. Methodology

The evaluation methodology shall offer flexibility and innovation while adhering to the rigorous standards of evaluation. It is understood that there is no strict requirement or criteria to adhere to any

predetermined methodology, and prospective consultants are encouraged to present their proposed methodologies that resonate with the specific nature of the project. Therefore, the input and suggestions from applying consultants regarding the choice of methodology are highly valued and sought.

While the methodology design remains open-ended to accommodate varying perspectives, it is expected that the evaluation shall, at the very least, employ a mixed method approach that incorporates both quantitative and qualitative research techniques. This blended approach will allow for a comprehensive exploration of the project's impact and outcomes, leveraging the strengths of both quantitative data, which provides statistical insights, and qualitative data, which captures contextual nuances and in-depth perspectives. The methodology should ensure robustness, relevance, and appropriateness in relation to the project's objectives and context. It should also be attentive to the specific needs of the target beneficiaries and stakeholders.

This design should encourage the cultivation of evaluation thinking in the implementing partner, fostering a culture of reflective learning and continuous improvement. It should emphasize methodological rigor, enabling validation across four evaluative levels: findings, interpretative analysis, conclusive judgments, and recommendations.

Importantly, gender analysis should be integrated into the methodology, ensuring that data collection and conclusions adequately account for this aspect. The methodology must also encompass mechanisms for the active participation of the project's target population, fostering inclusivity and amplifying the voices of those directly affected.

Prior to the commencement of data collection, the consultant shall prepare an inception report outlining the proposed mixed method methodology and evaluation matrix. This report will provide a comprehensive overview of the planned approach, data collection methods, data sources, tools, and techniques for both quantitative and qualitative data collection and analysis. In the spirit of collaboration and to ensure alignment with the expectations of the project partners, the proposed mixed method methodology and evaluation matrix outlined in the inception report shall be shared with and reviewed by both NJSI and Entreculturas.

5. Work Plan and chronogram

The evaluation should have four phases:

- 1) **Cabinet phase**, In this phase, the consultant must
 - a. Meet with NJSI and EC for a kick off meeting
 - b. Review the program, its logical framework and the system of indicators
 - c. Review the Program's proposals, reports and all relevant documents.
 - d. Develop the Inception Report with EC and NJSI supervision.

In this phase the evaluation consultant team should deepen the study of the object to be evaluated, adjust the questions, develop a complete evaluation matrix (evaluation questions, indicators, standards and proposed research techniques), propose the methodological options and establish the work plan. The design must be approved by Entreculturas and NJSI before the next phase can be carried out.

- Product to be delivered: Inception report containing at least:
- Definition of the object of evaluation.
 - Methodology

- Evaluation matrix
- Research techniques.
- Field work proposal.

Deadline: November 2023

- 2) **Field work**, which involves the collection of primary and secondary data through the application of research techniques in the project areas. The field work will extend to approximately 3 weeks
 - Deadline: January / February 2024
- 3) Analysis and preparation of the first **draft evaluation report**.
 - Product to be delivered: 1. Draft report containing, at least, what is indicated in the section “7. Structure of the final report” of this Terms of Reference.
 - Deadline: February 2024
- 4) Preparation and **presentation of the final evaluation report**. It contemplates the adjustment of the report with the recommendations of the Evaluation Management Unit.
 - Product to be delivered: Evaluation report
 - Deadline: March 2024
- 5) **Socialization of the evaluation results** to the teams involved. Feedback mechanisms for evaluation results should be contemplated.
 - Product to be delivered: workshop or meeting with the teams involved. The evaluation consultants should take in consideration the possibility of adjusting the final evaluation report if through the workshop there are some adjustments to be made
 - Deadline: March 2023

Evaluation Timeline

Phases	2023				2024		
	September	October	November	December	January	February	March
Cabinet phase		X	X	X			
Field work					X		
Analysis and reporting						X	
Presentation of the draft						X	
Review of conclusions and recommendations							X
Delivery of final evaluation report							X
Socialization of the evaluation results							X

6. Documents and information sources

The documentation to be received by the evaluation team will be as follows:

- NJSI_XN MoU
- Annual Project proposals
- Annual Logical Framework Matrix
- Annual Monitoring and final reports
- Means of Verification available

7. Structure of the final report

- A. Executive summary of 5 pages maximum, which can be used as a separate document.
- B. Summary description of the intervention
- C. Description and objectives of the evaluation
- D. Methodology used
 - a) Evaluation Matrix
 - b) Methodology and applied techniques
 - c) Limitations
 - d) Ethical considerations
- E. Analysis and Findings
- F. Conclusions
- G. Recommendations
- H. Annexes:
 - Terms of reference of the evaluation
 - Description of the evaluation team
 - Methodology for the study
 - Tools and sources used to collect the information: Documentary review, interviews, list of informants, interview scripts, transcripts and notes (if merited), survey templates, rough data collected and statistical analysis, consent forms and any other information that is collected and analyzed.
- I. Two-page summary sheet according to the model provided by Entreculturas.

8. Budget

A budget of **25,000 euros** (including taxes) is available for all phases of the evaluation and all expenses associated with the field work, i.e., transportation, lodging and any other expenses required.

Payment for services will be made in three installments. The first will be 20% of the budget upon signing the contract. The second will be 30% of the total, upon approval of the evaluation design. The third, remaining 50% of the total, once the final report is agreed between the three parties.

It is required that the bids submitted contain an economic proposal by phases and products as detailed as possible.

9. Requirements for applicants

Consultant must have:

- University degree in Law, International Relations, Education, Human Rights, Social Science or any other relevant related field. Advanced University degree would be preferred.
- More than 5 years of previous working experience in conducting evaluations. Monitoring & evaluation and/or humanitarian project management experience would be a plus.
- Experience in conducting evaluations in Nepal is highly recommended.
- Knowledge of Education in Emergencies, Livelihoods, Protection Standards and gender mainstreaming.
- Knowledge or previous working experience with the Triple nexus will be a plus.
- Knowledge or previous working experience with Fe y Alegría would be a plus.
- Proven track record of strong research and analytical skills.
- Ability to provide technical advice and guidance in a field environment.
- Strong cultural sensitivity & flexibility.
- Experience in conducting focus groups with children
- Experience leading a team of data collectors (data collection in Nepali languages will be required)
- Excellent reading, writing and speaking English skills. Spanish is an asset.

In the case of a team, the responsibilities and positions of each member must be detailed, as well as having a coordinating person who acts as a contact with the Management Unit and is responsible for the final work. This person will be obliged to communicate to the Management Unit any change that may occur in the team and during the work.

Premises of the evaluation

The evaluation team must meet the following professional and ethical requirements:

- Anonymity and confidentiality: The evaluation must respect the right of individuals to provide information ensuring their anonymity and confidentiality.
- Responsibility: Any disagreement or difference of opinion that may arise among team members or between team members and those responsible for the intervention, in relation to the conclusions and/or recommendations, should be mentioned in the report. Any assertion should be upheld by the team or the disagreement should be noted.
- Integrity: It is the responsibility of the evaluation team to highlight issues not specifically mentioned in the Technical Specifications, if this is necessary to obtain a more complete analysis of the intervention.
- Independence: The evaluation team shall guarantee its independence from the evaluated intervention, not being linked to its management or to any element that composes it.
- Incidents: In the event of problems arising during the fieldwork or any other phase of the evaluation, these must be reported immediately to Entreculturas. Otherwise, the existence of such problems shall in no case be used to justify the failure to obtain the results established by Entreculturas in the present Technical Specifications.
- Validation of the information: It is the responsibility of the evaluation team to guarantee the veracity of the information compiled for the preparation of the reports, and it will be ultimately responsible for the information presented in the Evaluation Report.

- **Penalties:** In case of delay in the delivery of the reports or in the event that the quality of the reports delivered is manifestly inferior to that agreed with Entreculturas, the evaluation team will abide by the arbitration resolution and, in the event that this should result, the corresponding discount in the payment of the service.
- **Copyright and disclosure:** It is clarified that all copyrights are held by the entity contracting the evaluation (Entreculturas). The disclosure of the information gathered and the final report is the prerogative of the entity executing the grant and contracting the evaluation.

10. Application submission

Interested candidates must submit the following:

- Professional résumé of the evaluation team and cover letter demonstrating qualifications and requirements asked in previous section
- A proposal including Evaluation matrix (containing at least the methods and sampling for each question). The type of research techniques to be used and the incorporation of the gender perspective will be evaluated
- Action Plan; and work Schedule.
- Detailed budget: a financial proposal with the breakdown of phases and products as detailed as possible
- At least three previous similar work samples carried out by the candidate/s
- At least two professional references

Applications must have all the points mentioned above to be considered. Applications received after the closing date will not be considered. Only shortlisted candidates will be contacted.

Proposals should be sent not later than October 15th 2023 to the following people

- Belén Rodríguez: b.rodriquez@entreculturas.org
- Asunción Taboada: a.taboada@entreculturas.org
- Pilar Dafonte: pl.dafonte@entreculturas.org

The same people can be contacted for any technical question regarding the assignment

The following criteria will be taken into account for the selection of the bids received:

- a) Quality of the methodological proposal.
- b) Profile of the evaluation team: training, professional experience, availability, participation of local experts, and assessment of previous work (if any) with Xavier Network members, and/or NJSI.
- c) Economic offer (distribution of the budget in the different phases).

ⁱ The lists and locations of schools will be provided at a later stage, always taking into account locations that are within of the time-limit of the evaluation.