

## REQUEST FOR PROPOSAL

### “External Evaluators/Consulting Firms”

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Contract Title	External Evaluators / Consulting Firms
Closing Date	4 June 2026
Contracting Authority	Street Child of Nepal (“Street Child”)

**Street Child hereby invites registered bidders to submit a proposal to this notice for**

### “External Evaluators/Consulting Firms”

#### Context

Build the Basics (BTB+) is the continuation of the previous project titled ‘Build the Basics: Improving Foundational Learning to Close the Learning Gap’ jointly implemented by Street Child and Aasaman Nepal. From July 2023 to March 2026 ‘Build the Basics’ supported 36,104 students in 690 community schools across 29 local government units in Madhesh and Karnali provinces. 1,835 teachers were trained and supported through regular monitoring and mentoring to effectively apply TaRL methodologies in their classrooms. By the third year of implementation, the TaRL approach has demonstrated strong and consistent improvements in both literacy and numeracy outcomes. A significant proportion of students progressed across learning levels, with substantial reductions in the number of children at the beginner level and notable increases in those achieving higher proficiency, particularly at story/lesson level in literacy and division level in numeracy. These gains were observed across all three grades in both provinces and among both female and male students, highlighting the effectiveness and inclusiveness of the approach.

Based on the learnings and best practices that have emerged over the previous three years of implementation, Street Child is continuing to implement the project for one additional year. This iteration of the project will run from 1 April 2026 until 31 March 2027 and will be called Build the Basics+ (BTB+). BTB+ will introduce a distinctive Government-led arm at Karnali Province alongside the continuation of the Street Child led arm at Madhesh Province. Collectively through both arms, BTB+ aims to reach 11,000 children and 480 teachers in 240 schools across 6 Local Governments at Madhesh and Karnali Provinces.

Build the Basics (2023-2026) went through rigorous external evaluation and Street Child intends to continue the provision of external evaluation for BTB+ (2026-2027) as well. This Terms of Reference has been prepared to solicit such services through eligible consulting firms in Nepal.

## Terms of Reference (ToR) for External Evaluators/Consulting Firms

Services for Project Evaluation and generation of Knowledge Products for the 'Build the Basics (BTB+) Project: Improving Foundational Learning to Close the Learning Gap' implemented by Street Child of Nepal (SCoN) in partnership with AASAMAN Nepal.

Name of project	Build the Basics (BTB): Improving Foundational Learning to Close the Learning Gap
Country	Nepal
Geographic location of the project	6 Local Governments of Madhesh and Karnali Provinces
Project start date	1 April 2026
Project end date	31 March 2027
Duration	1 year

### Section A: Organization Background

Street Child is a charity based in the UK, established in 2008, that exists to ensure that all children are safe, in school and learning. Street Child initially started with one location, 100 children and four social workers. Since then, Street Child has continued to grow into a dynamic charity, assisting some of the world's most vulnerable children in Africa, Asia and Europe including Sierra Leone, Liberia, Nigeria, Uganda, Somalia, Afghanistan, Ukraine, Moldova and Nepal. By creating opportunities in education, economic empowerment and protection, Street Child has helped thousands of children lead a more positive life and opened future opportunities for them.

Street Child started its operations in Nepal in response to the 2015 earthquake, which left over 1 million children without schools and caused significant damage to more than 50,000 classrooms in Nepal. Street Child of Nepal (SCoN) works by assisting local organizations in restoring education in the most affected communities. Since then, SCoN has been continuously expanding its efforts to provide long-term educational opportunities for marginalized communities in Nepal. As one of the pioneers in Nepal to implement the Teaching at the Right Level (TaRL) pedagogy developed by Pratham International, SCoN prioritizes educational quality with a learner-centric focus, aiming to provide the best learning opportunities for children in need.

### Section B: Project Background

In Nepal, although enrolment rates have increased due to government efforts, the quality of education remains a significant concern, particularly in areas affected by poverty and low learning outcomes. National assessments indicate that a substantial proportion of school-going children are not achieving grade-level competencies. The National Assessment of Student Achievement (NASA) 2022 indicated that many students at Grade 5 are not achieving the expected curriculum competencies across Nepali and Mathematics among others, pointing to the gaps in foundational learning. National Assessment of Reading and Numeracy (NARN) 2020, revealed the status of learning in early grades as Grade 3 students achieved an average score of 43.5% in reading

and 37.2% in numeracy, with most classified as emergent readers and demonstrating limited comprehension. Further, Nepal's Annual Status of Education Report (ASER) 2022 revealed that a substantial proportion of students at the secondary level, specifically grade 9 or 10 continue to struggle with foundational skills, including reading grade 2 level story and performing grade 2 level basic mathematics calculation. This evidence collectively underscores the need for stronger policy implementation along with targeted, context-specific efforts to enhance learning outcomes. Set at this context, Build the Basics (BTB), jointly implemented by Street Child of Nepal and Aasaman Nepal and funded by the Hempel Foundation aimed to address the learning gap by improving the foundational literacy and numeracy through the implementation of Teaching at the Right Level (TaRL) approach. SCoN has been closely working with Centre for Education Human Resource Development (CEHRD), provincial governments and local governments throughout the design, implementation and monitoring stage.

Until March 2026, SCoN reached 36,104 students in 690 community schools across 29 local government units in Madhesh and Karnali provinces. 1,835 teachers were trained and supported through regular monitoring and mentoring to effectively apply TaRL methodologies in their classrooms. By the third year of implementation, the TaRL approach has demonstrated strong and consistent improvements in both literacy and numeracy outcomes. A significant proportion of students progressed across learning levels, with substantial reductions in the number of children at the beginner level and notable increases in those achieving higher proficiency, particularly at story/lesson level in literacy and division level in numeracy. These gains were observed across all three grades in both provinces and among both female and male students, highlighting the effectiveness and inclusiveness of the approach.

Based on the learnings and best practices that have emerged out the previous three years of implementation, SCoN will implement the fourth year introducing a distinctive Government-led arm at Karnali Province alongside the continuation of the Street Child led arm at Madhesh Province. In this upcoming year collectively through both arms, the project aims to reach 11,000 children, 480 teachers in 240 schools across 6 LGs. Recently, SCoN collaborated with CEHRD to develop a five-day TaRL customized training package for teachers, which will be rolled out in the fourth year.

### **Section C: Evaluation Scope and Objectives**

SCoN seeks to procure services of external evaluator/consulting firms as a Learning Partner for the duration of BTB+ (April 2026 until March 2027). The services range from learning assessment among students, comparative studies and production of knowledge products throughout the year. Through this assignment, the Learning Partner will assess the relevance, effectiveness, efficiency, coherence, impact and sustainability of the project and report the findings and lessons learned throughout the process, including the SWOT analysis of two different implementation modalities- government led and organization led, generating meaningful findings for future references. The Learning Partner will develop two Technical Papers- one based on the evaluation findings, complemented by the secondary data and extensive literature review on foundational literacy and numeracy skills in Nepal and other outlining the impact of various factors on the learning level of students such as capacities of teachers and school systems. The evaluation findings will be primarily used, but not limited to by the project management team, project partners, and stakeholders to inform improvements in delivery of the project during its lifetime and support the ongoing development and implementation of the project's sustainability and succession strategies.

The learning partner is expected to develop a study approach that answers the following questions at a minimum level.

- What impact did the project have on the learning of the students of grades 3, 4, and 5 at foundational literacy and numeracy skills?
- How did the project influence teachers' attitude and behavior in the classroom to promote inclusiveness and introduce motivational factors on teaching pedagogy?

- How effectively did the project support inclusion of strengthening foundational learning components in the School Improvement Plans (SIPs) coordinating with the School Management Committee (SMC), Parents Teachers Association (PTA) and other structures in the schools?
- How coherent were project objectives and activities with the national, provincial and local educational plans and policies?
- How relevant was the project to address the existing foundational learning gaps?
- How effectively and efficiently did the project attain the set objectives?
- How effectively did the project address emerging challenges during implementation and how did project embed learning within the design?
- What were the unintended consequences of the project and how did the project address them?
- How successful was the project to leverage additional interest, investment and policy change at the local, provincial and federal level, and among the civil society groups?
- What were the similarities and differences among the government-led and NGO-led implementation modalities and how can both the models be strengthened to deliver optimum results?

While these questions set the scope of the evaluation, further discussion will be carried out to finalize the evaluation questions. Within the scope, the study team will produce the following expected deliverables:

- Baseline evaluation documenting learning level of students, teachers' capacities, foundational skills in plans and policies at the local and provincial level
- Endline evaluation documenting impact of project over the learning levels of students, capacities of teachers and integration of foundational learning in local policies and plans and compilation of learning incorporating challenges and best practices
- Comparative analysis of the government-led and NGO-led implementation modalities (SWOT analysis or other suitable approach)
- Two Technical papers- one, based on the evaluation findings with a comprehensive literature review and use of secondary data and two, study on impact of factors affecting student learning in public schools such as capacities of teachers and school systems

## **Section D: Evaluation Design**

The evaluation should adopt a longitudinal quasi-experimental mixed-methods approach aligned with the project's evaluation objectives and questions. The proposal should clearly outline the quantitative and qualitative sampling strategies, including approaches for participant tracking and attrition mitigation, as well as methodologies for impact measurement, data collection, data cleaning, analysis, and reporting of findings and recommendations. The bidder should demonstrate strong technical capacity in conducting evaluations in Nepal, including the use of digital/mobile-based data collection systems and robust quality assurance processes. Proposals must ensure gender- and disability-sensitive approaches, adherence to ethical standards, child-protection and safeguarding protocols, and secure data protection mechanisms.

The quantitative component should assess the learning status and progress of students across six local governments in Madhesh and Karnali provinces, including a comparison group within the same provinces. The Learning Partner will be required to identify the comparison group, suggesting a suitable approach, from the neighboring or other local governments with similar characteristics. Qualitative component should include a combination of key informant interviews, focused group discussions and classroom observations. Considering the target reach and availability of secondary data on students and stakeholders, bidders are required to propose quantitative and qualitative sample sizes that are sufficiently representative and account for attrition to allow credible measurement and interpretation of outcomes and impact.

The bidder must further describe the plan to use this data to develop a technical paper and other learning documents related to foundational learning.

## Section E: Team Composition and Expertise

The proposed evaluation team should ideally include a Team Leader, a Quantitative/Qualitative expert, and an education expert, preferably in foundational learning. However, the bidder can propose a different composition considering the expertise required:

- Skills in quantitative and qualitative data collection and analysis, drawing findings from multiple sources with proficiency in the use of digital data collection platforms and software for data analysis such as SPSS, STATA, ATLAS.ti, NVivo, or equivalent.
- Knowledge and experience in conducting research with community schools and students learning in foundational education
- Experience in use of learning assessment tools
- Experience in conducting quasi experimental studies, preferably in education
- Experience in developing technical papers assimilating primary and secondary data

The bidder should provide CVs of all those proposed in the Bid, clearly stating their roles and responsibilities. Please mention the required number of enumerators with roles and responsibilities. Note that all bidders are expected to be able to show that they have a child protection policy in place to safeguard children.

## Section F: Deliverables and Schedules

<b>Deliverable</b>	<b>Schedule</b>
Inception report including the detailed methodology and work plan	June 2026
Baseline report	July 2026
Endline report	February 2027
Comparative analysis of implementation modalities	February 2027
Technical Papers	March 2027

Note: Detailed steps, and processes, need to be designed, and their implementation timeline needs to be mentioned clearly in the work plan.

## Section G: Contracting

### 1. Reporting requirements

Please confirm you will follow our reporting requirements outlined below:

- All reports along with a standard PPT presentation should be submitted in English in the specified frame.
- The Learning Partner will be required to provide face-to-face or online presentations of all deliverables as an integral part of the submission process.
- The Learning Partner will be expected to provide a fully ‘cleaned up’ dataset in SPSS, Stata, Excel, or SAS file format accompanied by the code used to carry out analysis and a variable codebook. The Learning Partner will also be expected to submit qualitative transcripts.

### 2. Contracting Arrangements

Please confirm you will follow our contracting requirements outlined below:

- The selected consultancy firm for the evaluation will be sent a written notification for the contracting process immediately after the decision made by Street Child’s procurement committee after the technical and financial evaluation of the proposals. The selected contracting firm should respond with an acceptance letter within one week of the notification period.

- The contract period for the selected consultancy firm will be June 2026-March 2027. With the mutual agreement of both parties, the contract could be terminated between contract periods, giving at least a month of prior written notice.
- The selected consultancy firm will be expected to identify a Team Leader and other experts involved in the team for communication and reporting purposes. The Team Leader of the selected consultancy firm will be expected to submit a full contact list of all those involved in the evaluation.
- The selected consultancy firm will be expected to report to the SCoN Evaluation Committee and attend all meetings as agreed with the Monitoring and Evaluation Manager. The Evaluation Team Leader will be required to submit regular progress reports (by email) during the study periods summarizing activities /tasks completed to date (percent achieved), time spent, etc. to the Monitoring and Evaluation Manager.

### 3. Costs:

Please provide the estimated budget for this work in Nepalese Rupees inclusive of tax. The cost should cover the inception, data collection, analysis, reporting and other knowledge products. The proposed budget should comprehensively cover all costs associated with the assignment, including but not limited to:

- inception and planning,
- data collection,
- travel and fieldwork,
- data processing and analysis,
- report writing and presentation,
- safeguarding and duty of care arrangements,
- reasonable adjustment costs,
- administrative and operational costs,
- and any other costs required for successful completion of the assignment.

Bidders are required to submit a detailed financial proposal using the format provided below:

<b>A. Professional Fees</b>				
<b>Position</b>	<b>Unit</b>	<b>No. of Days</b>	<b>Daily Rate</b>	<b>Amount</b>
Team Leader				
Research/Evaluation Specialist				
Enumerators				
Data Analyst				
Report Writer/Editor				
<b>Sub-total</b>				
<b>B. Field and Operational Costs</b>				
<b>Item</b>	<b>Unit</b>	<b>Quantity</b>	<b>Rate</b>	<b>Amount</b>
Travel				
Accommodation				
Per diem				
Venue/FGD costs				
Communication				
Printing/materials				
<b>Sub-total</b>				
<b>C. Data Collection and Processing</b>				
<b>Item</b>	<b>Unit</b>	<b>Quantity</b>	<b>Rate</b>	<b>Amount</b>
Data entry/cleaning				
Translation/transcription				

Software/tools				
<b>Sub-total</b>				
<b>D. Administrative / Overhead Costs</b>				
<b>Item</b>	<b>Unit</b>	<b>Quantity</b>	<b>Rate</b>	<b>Amount</b>
Administrative support				
Institutional overhead				
<b>Sub-total</b>				
<b>Total of All Cost</b>				
VAT				
<b>Grand Total</b>				

The format is intended to standardize comparison across proposals, however, bidders may add, remove, or modify sub-line items as appropriate to their proposed methodology and implementation approach, provided that all major cost categories are clearly presented.

The estimated lump sum cost for the whole assignment is expected to be within the range of NPR 15,00,000-20,00,000, inclusive of all the applicable taxes.

## **SECTION H: Annex**

Annex 1: Concept of Build the Basics for the upcoming year

[Annex 1\\_Build the Basics\\_Concept 2026](#)

Annex 2: Work Plan of Build the Basics

[Annex 2\\_Build the Basics\\_Work Plan](#)

Annex 3: Log Frame of the project

[Annex 3\\_Draft Logframe\\_Build the Basics](#)

Annex 4: List of Target Districts, Local Governments and Schools (Tentative)

[Annex 4\\_Target LG\\_2026](#)

Annex 5: Evaluation Criteria for the selecting the External Evaluator

[Annex 5\\_Evaluation Criteria\\_EE\\_2026](#)

### **Required Documents:**

1. Complete Bid Document
2. Company Profile
3. Copy of VAT/PAN Registration Certificate
4. Tax Clearance for FY 2081/82
5. Audited Accounts for the last two fiscal years
6. Technical proposal outlining the firm's understanding of the task, proposed methodology, team composition, and work plan
7. Financial proposal detailing costs
8. CVs of the proposed team members

9. Samples of evaluation report and technical paper/working paper/journal articles related to education, preferably foundational literacy and numeracy
10. References/Letter of Recommendation from GON /NGOs/INGOs or any organization

***\*Note: Incomplete, multiple and electronic applications will not be considered.***

## **Contact Information**

For any inquiries or submission of proposals, please reach out to the contact person mentioned below, who will be able to provide further information and assist with any questions related to the assignment. Questions asked and information sought should not attempt to extract information that influences the procurement process.

**Name: Prapti Adhikari**

**Position: Monitoring & Evaluation Manager**

**Email: [prapti.adhikari@street-child.org](mailto:prapti.adhikari@street-child.org)**

**Phone: 01-5444045**

## **Confidentiality**

To ensure the protection of sensitive information and data related to our organization and the project, we need to sign a confidentiality agreement (during the time of contract agreement between two parties after selection). The agreement aims to maintain the confidentiality, privacy, and security of any proprietary, confidential, or sensitive information shared during the entire course of the assignment. It outlines the obligations and responsibilities of both parties in protecting and not disclosing confidential information without prior written consent.

## **Terms and Conditions**

### **a. Amendment or Termination:**

The organization reserves the right to amend or terminate the confidentiality agreement if deemed necessary. This may occur under certain circumstances such as changes in the project scope, organizational requirements, or legal obligations. The specific terms and conditions associated with the amendment or termination of the agreement are as follows:

**Amendment:** The organization may propose amendments to the confidentiality agreement by providing written notice to the consultant. Any proposed amendments should be reasonable and related to the protection of confidential information. Upon receiving the proposed amendments, the consultant is required to review and provide written acceptance or any concerns within a specified timeframe. Amendments will be considered valid and binding only upon mutual agreement in writing by both parties.

**Termination:** The organization may terminate the confidentiality agreement if there is a breach of its terms or if circumstances arise that make its continuation impractical or unnecessary. In the event of termination, both parties will be released from their respective obligations under the agreement, except for the obligations related to the protection of confidential information prior to termination.

**Return of Information:** In the case of termination, the consultant shall promptly return or destroy all confidential information received from the organization, including any copies or reproductions thereof, as instructed by the organization.

### **b. Intellectual Property**

Any materials, reports, or intellectual property developed as part of the developing materials will be owned by the organization, unless otherwise agreed upon in writing. The organization will have the non-exclusive, irrevocable, reproduce, modify, adapt, distribute, publicly display, and perform the materials, reports, or intellectual property for its internal purposes. The consultant retains the right to use general knowledge, skills, methodologies, and expertise gained during the development of the materials for their own professional purposes. However, specific confidential information belonging to the organization may not be used or disclosed without prior written consent.

### **c. Conflict of Interest**

Please disclose any potential conflicts of interest that may affect your ability to carry out the task or assignment. This includes any affiliations, partnerships, financial interests, or other relationships that could be perceived as influencing your objectivity.

We assure you that all the disclosed information will be handled with utmost confidentiality and will be used solely for the purpose of assessing any potential conflicts of interest.

### **Proposal Submission: Instructions to complete and submit bid**

The following are the key instructions for bidders who are interested in submitting a proposal:

- Please study the TOR completely and follow and prepare the bid proposal according to the instructions.
- While submitting the proposal, the evaluator should submit a valid certificate, PAN/VAT number, tax clearance letter, past two years' audit reports, organizational profile, structure of governing bodies, and areas of expertise. Please attach hard copy or link to technical paper, research article or academic papers by the firm or the study team member pertinent to education, preferably foundational learning. The proposal submitted without any of these minimum requirements of the documents will not be qualified.
- The length of the bidding document should not be more than 25 pages.
- Please use Calibri Light font and font size 11 Paper size: A4; Margins: Left 1.5 inches, 1 inch top, right and bottom; line space: 1.2 at least.
- The proposal document should be submitted to Street Child of Nepal by 5:00 pm, Nepal time, on **Thursday, 4 June 2026. Proposals submitted after 5:00 pm on that date will not be considered.**
- Technical and Financial documents should be submitted in a separate envelope along with wax seals. Documents **without wax seals will not be considered.**
- Proposals will be evaluated using the evaluation criteria mentioned in Annex 5.
- Street Child of Nepal may organize a pre-bid discussion if necessary to answer any questions related to the submission requirements and preparation.
- The parties should **send their questions and queries related to the bidding document by Thursday, 28 May 2026 to [operations.nepal@street-child.org](mailto:operations.nepal@street-child.org).**

*Street Child is committed to policies and practices of equality, diversity and inclusion across everything we do. We welcome discussions about specific requirements or adjustments to enable participation and engagement in our work and activities.*

*Street Child is committed to safeguarding children, young people and adults who we work with.*

*We believe that all children and adults everywhere in the world deserve to live in safe environments and have the right to be protected from all forms of abuse, maltreatment and exploitation as set out in article 19, UNCRC (United Nations Convention on the Rights of the Child) 1989.*

***Appointment to positions where there is direct involvement with vulnerable groups will be dependent on thorough checks being completed; these will include qualification checks, reference checks, identity & criminal record checks in line with legal requirements and with the Street Child's Safeguarding policies.***

***Street Child of Nepal reserves the right to accept/reject any or all applications without assigning any reason whatsoever.***