

# Scope of Work for Girls Voice Video Consultancy

## Statement of Services – Fixed Price

**1. Services and Statement of Work:** In accordance with the terms of the Contract, Contractor agrees to perform the following services in the following manner.

a. Background:

### **STEM II:**

In Kailali District (Far West region), 36% of girls (age 10-14) do not transition from primary to secondary school, resulting in more than 50% of girls aged 15-19 not enrolled in school compared to only 23% of boys. Dalit girls have far lower transition rates - 34% complete primary and less than 10% complete secondary school. The Far West hosts extremely high rates of child marriage with almost half (48%) married by the time they are 18, and many by 15. This region was Nepal's only region not to lower child marriage rates over the past five years. Early marriage undermines the importance of educating girls and acts as a barrier for females in accessing opportunity. Dropout rates are linked to traditional norms that devalue girls' education, which are further multiplied by the economic disparity of households in Kailali District (31% poverty rate compared to the 25% national average). Gender-based discriminatory practices - early marriage, dowry, seclusion/limited mobility, inequitable access to and control over economic assets and property - are deeply rooted in Nepalese society. According to one 2011 study, only 6% of women are employed in the formal sector and only 11% of land is owned by women.

STEM will focus on marginalised girls from 30 schools across one sub-metropolitan city (Dhangadhi), 3 municipality ( Ghodhaghodhi, Gauriganga, Tikapur) and 2 rural municipality city (Bardagoriya, Kailari) in Kailali District. The project will work with all girls within these schools between grades 8 and 10, as well as out-of-school (OOS) girls who dropped out from grades 6-10 from the year 2066 B.S and school graduate (SG) who have finished their grade 10 from these 30 STEM schools. The largest ethnic/ caste group (around half the population) is Tharu, who originate from the Terai, with Brahmin/ Chhetris, Dalits, other castes and Janajati (including ex-Kamaiyas) comprising the remainder. The environment in and around STEM schools varies from one catchment to another – some are mixed communities and others not; some are cut off from main thoroughfares due to the jungle or monsoon rains and others, in Dhangadhi for example, are more accessible; some have electricity and others not; some have over-crowded classrooms and others less so. The proposed piece of work would need to reflect the range of backgrounds, situations, experiences and environments STEM girls live with, and through a gender lens.

The project is working with around 4,460 marginalised IS girls in Kailali, and 1,804 OOS and SG girls/ women. STEM II is a continuation project after the successful completion of its phase I in March 2017.

STEM II is one of 40 projects being implemented in 18 countries around the world under a DFID funded portfolio of work, collectively known as the GEC, or Girls Education Challenge. STEM is one of two GEC projects being implemented in Nepal and is fund managed by PricewaterhouseCoopers (PwC).

b. Scope of Work:

STEM II's main goal is to improve the life chances of marginalised girls in Kailali..

STEM is seeking either a local or international firm or individual media consultant, or a partnership of both, to execute this project. Should an international media consultant be involved however, they would ideally be extremely familiar with Nepal, if possible, speak Nepali, and would need to demonstrate added value to the work.

Consultants are required to have experience of utilising film at the community level for social activism and mobilisation. Expertise in animation and info-graphics are also required for this project.

A pre-requisite for applications is demonstrated experience of filming vulnerable people sensitively and professionally, as well as an art for honest, dignified and creative story-telling. The vignettes should be narrated by the girls themselves (hence 'Girls Voices'). A minimum of 2 samples of previous work from the last 3 years must be submitted together with the application, either as web links, hard copies or electronic files.

The main audiences for the products are girls, the communities, local and national stakeholders, donors and peer agencies. The process of filming is intended to empower the girls through sharing their stories and being given voice (with participatory video a possibility to be discussed further, pending a review of time and resource constraints), whilst the products (vignettes and animated info-graphic) are intended to raise community awareness about the importance of girls' education and effect culture and practice change. All products however will be used to promote the work and ambitions of STEM II and the GEC more broadly, both within Nepal and externally.

- c. Deliverables: The Contractor shall deliver the following deliverables in accordance with the schedule set in Section 2 below:

**Key Expected Outputs/ Products:**

- To undertake a reconnaissance and field research (which may or may not include some filming) to identify key 'characters' for potential vignettes (obtaining head shots, recording audio, and providing narrative case studies on each, providing recommendations to the STEM PM, with final approval from the same), and to assess the logistical challenges or opportunities for filming over the project life.
- To produce at least six 4-5 minute film/ vignette/ info-graphic/ documentary showing about STEM beneficiaries and stakeholders which would capture the following details:
  - Envisioning ideal school for girls (Perspective from direct beneficiaries as well as various stakeholders)
  - In school girl (Understand their opinion regarding IS GC, quality education, parental support)
  - OOS/SG girls (Journey of the girl through different support in their successful transition via STEM II intervention for instance Youth Financial Literacy T, BDT, VT, Self-defense and GTF)
  - STEM teacher (Ideal teacher who brought a change in their teaching methodology to practice in their classroom after receiving STEM II teacher's training)
  - Parent (Exemplary parents who support and encourage their daughter in activities around education)
  - Capturing boy's perspective on girls

*Mercy Corps would own intellectual property rights over all edited products and raw footage, throughout the programme life and thereafter. Mercy Corps is obliged to pass on certain intellectual property rights to DFID. It is expected that consultants will hold a license to use the intellectual*

*property rights in certain circumstances and that a clause, to be agreed upon, will be included in the contract to this effect, once all parties have consulted with their legal advisors.*

*Mercy Corps has a zero tolerance approach to all forms of bribery and corruption and the contract for this work will include firm commitments in this regard in line with applicable laws and Mercy Corps and DFID's requirements in this regard.*

*Mercy Corps would expect the selected individual, firm or consultancy team to commit to child protection and safe-guarding principles, in line with Mercy Corps' and DFID's requirements in this regard.*

*Please note that Mercy Corps expects operational costs incurred for travel and accommodation (within and outside of Nepal), per diem (to cover food expenses), project related mobile phone or internet communications, printing of any materials and meetings – as well as activity and material based costs – to be factored into the proposed budget. Insurance for equipment, health/ life insurance or other such benefits will not be provided by Mercy Corps and will be considered the responsibility of the successful applicant(s) (the selected firm, individual or consultancy team will need to demonstrate evidence of holding such relevant insurances). The selected firm, individual or consultancy team will be responsible for all logistical aspects of the work, including charging and storing equipment in remote areas, managing transportation, obtaining any necessary film shooting permits from the Government of Nepal and arranging filming through STEM II project staff who will act as fixers when required.*

The term "Services" means all services, including delivery of all deliverables, described in this clause, which is the scope of work (the "SOW").

**2. Performance Period:** The start date of this Contract is 08/17/2018 and, unless earlier terminated in accordance with Section 11, has an end date of 09/07/2018. The individual due dates of each deliverable are as follows:

<b>Deliverable #</b>	<b>Deliverable Description</b>	<b>Deliverable Due Date</b>
Proposal design and story board	<ul style="list-style-type: none"> <li>• Complete plan on documentary collection and method of information collection</li> <li>• Story Board</li> </ul>	10/29/2018
Interview tools	<ul style="list-style-type: none"> <li>• Interview tools and detail plan of action</li> </ul>	10/31/2018
Video recording and photos collection	<ul style="list-style-type: none"> <li>• Field visit and interview with beneficiaries</li> <li>• Photo shootings</li> </ul>	1/11/2018-30/11/2018
Draft report	<ul style="list-style-type: none"> <li>• Draft clips from the field and photos</li> </ul>	12/20/2018

Final Report	<ul style="list-style-type: none"> <li>Completed final report</li> </ul>	12/30/2018
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**\*\*Note:** Due dates on deliverables 1,2,3 and 4 are flexible, subject to changes as and when required. But the contract duration will be between 24<sup>th</sup> Oct-30<sup>th</sup> December 2018.

**3. Pricing:** This is a firm and fixed price. Payments will be made according to the deliverables schedule below:

The field work will start from November and potentially offering insight into and filming opportunities around school inaccessibility.

Content for the vignettes would be captured over the course of the project, with at least 2 field visits (covering a range of sites in Kailali to appropriately represent STEM II beneficiary types and backgrounds) expected to capture footage during the project life, and post production taking place thereafter. As a guide, the following time periods could be followed, though would be subject to discussion with the selected consultants:

a) Oct - Dec 2018 - when OOS girls clubs will have commenced and IS clubs will have been well established.

Deliverable #	Deliverable Description	Deliverable Price	Total Contract Price
Story Board preparation	<ul style="list-style-type: none"> <li>Story board</li> <li>Time line for capturing videos</li> <li>Signing of child safe guarding policy</li> </ul>	25% of total consultancy budget	
Capturing videos and photo from the field	<ul style="list-style-type: none"> <li>Raw footage and pictures</li> <li>Progress report sharing</li> </ul>		
Draft documentary/clips	<ul style="list-style-type: none"> <li>6 clips of video (without subtitle) and 100 photos</li> </ul>		
Final Video	<ul style="list-style-type: none"> <li>Final video clips (Nepali and English) with subtitles in English</li> </ul>	75% of total consultancy fee	
Final Report	<ul style="list-style-type: none"> <li>Completed final report of work completion</li> </ul>		

**4. Selection Criteria: Based on Weighted Average Method**

- 30% based on financial margin i.e., quotation against budget allocation
- 70% based on technical competencies:
  - 20% Equipment's quality
  - 30% Experiences and skills of the consultant (individual or organization)
  - 20% Education, experiences and skills of the proposed consultants (individual expertise)

<p><b>Invoicing and Payment Terms:</b> Upon submission of invoice along with the written acceptance by Mercy Corps of each Services deliverable. Mercy Corps will make payment to Contractor for all sums not in dispute within 30 days of receipt of Contractor’s invoice(s) (the “Payment Terms”).</p>
<p><b>Key Personnel:</b></p> <p><i>Nabin Lamichhane</i></p>

**Authorized Representatives and Contact Information:**

<p><b>Mercy Corps:</b> <i>Only the following Mercy Corps employees are authorized to agree to any amendment of this Contract:</i></p> <p>Nabin Lamichhane Program Manager STEM II</p>	<p><b>Contractor:</b> <i>Contractor’s authorized representative for all purposes is:</i></p>
<p><i>Only the following Mercy Corps employees are authorized to receive invoices, accept, or reject Services or sign SCRs.</i></p>	

**Termination for Convenience Notice Period:** 15 days (the “Termination Notice Period”)

**Donor Terms:** All the materials should be prepared based on Mercy Corps Child Safeguarding and Gender policy.

**Other preferences and annexes:**

**Process:**

Applicants will be given 2 weeks to compile and submit bids, following the open public tender notice. Bids must include the following:

- a) Narrative statement of around 2 A4 pages describing: who the proposed team is (with assigned roles for this project; biographies/ CVs may be submitted as supplementary annexes if desired); previous experience and how it lends itself to this task; your [team’s] vision for this work. All contact details should be provided, with a main contact person identified for communications following submission.
- b) Proposed budget (with detailed breakdown)
- c) Proposed work plan (with timelines, roles and responsibilities)

- d) At least 2 examples of previous work from the past three years
- e) Two references from previous commissioners, colleagues or collaborators

The deadline for submission of bids is 15 October 2018. Bids will be evaluated in two weeks following submission, and depending on the quality and competitiveness of applications, interviews may be held prior to formal selection. Should any team member not be present in Nepal during this time, Skype interviews may be arranged, otherwise interviews will take place at the Mercy Corps office in Sanepa Chowk, Lalitpur. Notification of selection or progression to the next stages will be done by telephone on or by 22 October 2018. The consultancy firm, individual or team would need to be ready to mobilize for field reconnaissance within a week of selection.

After signing of the agreement the consultant will provide story board in discussion with the MC STEM II team for each theme or story which will be instrumental for the field work and documentary.

**Annex List:**

- Annex 1: STEM Programme Rationale, Objectives, Outcomes and Activities
- Annex 2: GEC Programme Background
- Annex 3: GEC and STEM Evaluation Questions
- Annex 4: Child Safeguarding policy

## **Annex 1: STEM Programme Introduction, Objectives, Outcomes and Activities**

### **Programme Introduction:**

Supporting the Education of Marginalised Girls in Kailali II (STEM II) seeks to empower Nepali girls to access education, safe and secure economic activities, and thrive in a supportive environment. In the district of Kailali of the Far Western Region of Nepal, gender-based discriminatory practices - early marriage, dowry, seclusion/limited mobility, inequitable access to and control over economic assets and property all contribute to the marginalisation of girls and results in low livelihood chances. In this district, 36% of girls aged 10-14 do not transition from primary to secondary school, resulting in more than 50% of girls aged 15-19 who are not enrolled in school compared to only 23% of boys and almost half (48%) married by the age of 18 and many by the age of 15.

STEM II aims to improve the life chances of marginalised girls in Kailali through a series of proven interventions centred on the Theory of Change (ToC). Programme activities include: campaigning to promote girls' education; training school teachers, school management personnel and parents; upgrading school infrastructure; offering vocational training and business start-up loans; delivering critical academic support through after school classes in English, Maths, Science and project tailored life skills and sexual and reproductive health to girls; and providing financial literacy, vocational training and employment opportunities to help girls transition from school into employment.

### **Programme aims and objectives:**

STEM aims to improve life chances of marginalised girls. By the end of this programme, Mercy Corps expects more than 6,264 marginalised Nepali girls are able to complete a full cycle of formal and non-formal education (or an appropriate equivalent) and demonstrate learning.

### **Intended programme outcomes and intermediate outcomes:**

The project interventions aim to improve the literacy and numeracy rate of marginalized IS girls and measure the successful transition of the girls through key stages of education, training or employment at the outcome level.

Likewise, the project interventions are structured around the following intermediate outcomes at household, community, school and girl's levels:

- 1) Supporting girls' attendance (and enrolment and retention) through a broad-ranging education campaign which will inform parents about education opportunities and financial support available, and actions undertaken with SMCs/ PTAs, teachers and parents to encourage increased accountability mechanisms in schools, which in turn will increase parents' confidence in schools;
- 2) Creating a supportive environment for the education of marginalised girls through identifying girl's need through gap assessment and incorporating them into respective school's SIP.
- 3) Helping girls to learn and increase their self-efficacy with support and learning through in-school and out-of-school Girls Clubs.
- 4) Facilitating linkages and thereby increasing girls' access to non-formal and formal vocational, apprenticeship and small business start-up or expansion opportunities, which will improve their longer term life chances and enhance their career aspiration.
- 5) Facilitating teachers to practice child friendly teaching methodologies in their classroom.

Programme activities: The goal of STEM II is to improve the life chances of marginalised girls. By the end of the project, it is expected over 6,264 girls will have completed a full cycle of education (or an appropriate equivalent) and are able to demonstrate learning. This target will be achieved through the following activities:

**Output 1:** *Parents attitudes are supportive towards formal and non-formal education of girls.*

- **‘Educate Girls. Alleviate Poverty’ (EGAP) Campaign:** An education campaign which will be rolled out during the start of the academic year. The campaign will include radio messaging; distribution of printed materials; door-to-door campaigning; community theatre performances; and school open days.

**Output 2:** *School stakeholders demonstrate awareness of and commitment to improving school conditions for girls*

- **EGAP Upgrade Awards:** STEM II has set ‘EGAP criteria’ which, if achieved, will lead to an upgrade package of their choice being implemented at the school. (These include packages primarily intended to make schools ‘safer’ places for girls, such as sanitation, water, security and so on, and will be aligned with the school’s improvement plans.) If all schools succeed in meeting their targets, 30 awards will be distributed by the during the programme cycle.

- **SMC/ PTA/ Teacher/ Parents Training:** Training to capacity-build SMCs and PTAs to become more coordinated, effective, efficient and representative of the communities they serve. Parents will receive training on school management systems and best practices in education so that they can become more engaged with schools and advocate for their children more effectively.

**Output 3:** *Teachers have access to child friendly teaching methodologies*

- **Teacher’s training:** As the girls’ club will be facilitated by the teachers so the STEM II teacher will be trained based on their identified needs and will adapt child friendly teaching method and more modern and practical teaching methodology than traditional.

**Output 4:** *STEM girls are involved in activities which promote learning and self-efficacy*

- **IS Girls Clubs:** For each treatment school, at least 3 girls clubs will be established for a) grade 8, b) grades 9 and c) grade 10. Clubs will meet twice a week, following a curriculum focused on Science, Mathematics, English, Nepali, Sexual and Reproductive Health and Life Skills.
- **EGAP campaign:** The project will measure the participation of the STEM school children who participate in campaign around girls’ education.

**Output 5:** *School leavers (OOS) have demand driven work readiness skills*

- **OOS Girls Clubs:** At least 30 girls’ clubs will be established for OOS/SG girls, to be based within the school premises. OOS/SG girls will enhance their knowledge on Youth Financial Literacy Training (YFLT), Business Skill Development training (BSD) and Adolescent Sexual and Reproductive Health (ASRH).

- **Continuation of Girls Transition Fund (GTF):** One of the successful component of phase I, the revolving fund will continue in this phase as well providing loan for the start-up or expansion purpose.

**Output 6:** *Increased number of resources available for IS girls*

- **Learning center in STEM schools:** STEM II will provide learning center based on the need assessment of the schools and recommendation of school management committee of the school. The learning center will support in improving learning of boys and girls in the school.



**Programme delivery roles and responsibilities:**

**Mercy Corps:**

- Overall programmatic, administrative and financial oversight of all activities to ensure timely and quality delivery of STEM programming.
- Programme design, budgeting, M&E, and reporting to DFID/GEC.
- Technical lead: EGAP Upgrade Award; technical lead in developing curriculum/learning material for girls clubs; collaborate with livelihood placement/ vocational training service providers.

**Mercy Corps will work one key partners on STEM II:**

1) **BASE:** Budget management, M&E, and reporting to Mercy Corps.

Technical lead: Mobilise girls, parents, community members and school staff for various STEM activities, of which the EGAP Campaign primarily; set up of the Girls Transition Fund management mechanism; facilitate contributions from money transfer agencies or other public/ private donors to the GTF; support SMCs and PTAs as ‘girls education champions’; support the formation/reformation of girls clubs (both in-school and out-of-school), in collaboration with Mercy Corps’ Education coordinator, and facilitate club sessions where necessary; advocate/ensure appropriate representation on SMCs and PTAs; develop/collate materials for community awareness campaigns and Girl Club sessions in collaboration with Mercy Corps staff; develop content (with Mercy Corps) and assist in the delivery of trainings for parents; provide support, information, advice and guidance to girls wishing to apply for GTF funds; and contribute to M&E activities as required.

## **Annex 2: GEC programme background**

The Department for International Development (DFID) manages the UK's aid to poor countries and works to eradicate extreme poverty. Globally, 39 million primary age girls have never been to school and 70 per cent of these girls come from the poorest and most marginalised communities in the most disadvantaged locations, ethnic groups, etc. Over the last 20 years, primary enrolments for girls have improved along with boys, but completion rates are equally low for both sexes. At the secondary level, the differences between boys and girls' participation rates begin to show significant differences. Large disparities exist within countries, with poor rural girls faring far worse in terms of educational disadvantages, even at the primary level.

Levels of traditional overseas development aid to education have stagnated and, given the global financial situation and shifting development priorities, may even go into decline. DFID is refocusing its efforts on girls' education through the Girls Education Challenge (GEC) with the ambition that this will have a catalytic effect on other international partners.

The GEC was launched in 2012 and disbursed around £335 million to 37 individual projects across 18 countries which include both GEC 1 and GEC transition window (GEC T).

PricewaterhouseCoopers LLP has been contracted as the dedicated Fund Manager and is responsible for the day-to-day operation of the GEC, including establishing the bidding process, supporting bidders, sifting and scoring proposals, monitoring VfM and making project funding recommendations for DFID approval and managing the relationship with projects to be funded.

Innovation Window Grant Recipient Handbook framework to assess the effectiveness and impact of individual projects and the GEC as a whole and will produce and disseminate findings and lessons learnt that inform improvements in the delivery of the GEC, wider DFID programming and the international policy environment.

### **Annex 3: GEC and STEM Evaluation Questions**

#### **1. Was STEM II successfully designed and implemented?**

- 1.1. How successful was the project in targeting marginalised girls?
- 1.2. Did STEM II design effective and efficient interventions?
- 1.3. What lessons can be learned from the Mercy Corps experience of implementing STEM II?

#### **2. What impact did STEM II have on the learning and transition of marginalised girls?**

- 2.1. What was STEM II's impact on enrolment and retention of girls in Formal Education (FE)/Non Formal Education (NFE)?
- 2.2. What was the impact of the project on the learning and transition outcomes of the beneficiaries?
- 2.3. What was the impact on school level indicators of performance such as improved attendance, grades and performance of the beneficiaries?
- 2.4. Did the impact of the project represent good Value for Money (VfM)?
- 2.5. What aspects of the programme did not work well and why?

#### **3. What works to increase the enrolment, retention, learning and transition of marginalised girls?**

- 3.1. What impact did STEM II have on barriers to educating girls at the individual/household, community and institutional level?
- 3.2.
  - a) Which STEM II approaches were most successful in increasing retention and learning of marginalised girls?
  - b) What were the drivers for increased attendance of girls in both formal classes and Girls Club?
  - c) What were the drivers for successful transitions of the girls?
  - d) Did improving the school governance and regularly updating SIPs as per school need contribute towards girls learning and transition achievements and promote girls sensitive education?
  - e) Did teachers adopting girl-friendly teaching resource/methodologies increase girls attendance, class participation and learnings?
  - f) What were the contributors to increased self-efficacy of the girls?
  - g) Did the level of self-efficacy have any impact on attendance, learning and transition of marginalised girls?
- 3.3. Gender inequalities theme: How did girls' experience of gender inequality interact with educational opportunity?
- 3.4. Dimension of marginalisation theme: How did girls' from different ethnicity experience of marginalisation interact with educational opportunity?

3.5.

- a) How have the vocational skills, financial literacy and business development skills contributed for the girls to prepare for their job and entrepreneurship readiness?
- b) How have the income generating activities -GTF or other employment contributed to marginalised girls' economic status and self-efficacy?

**4. How sustainable were the activities funded by the GEC and was the programme successful in leveraging additional interest and investment?**

- 4.1. How successful was STEM II in leveraging funds?
- 4.2. What STEM II activities are sustainable? Has STEM II made a substantial impact?
- 4.3. Did the engagement of different partners (private sector, civil society and government) contribute more or less to the longer term sustainability of the programme or helped to create a more sustainable environment to girls' education?
- 4.4. Has there been project/activity ownership from the girls, school, their parents, communities and other stakeholders?

**5. What worked best to change behaviours and practices?**

- 5.1. What worked to positively change behaviour and practices of marginalised girls, their parents, communities and schools?
- 5.2. Did changing parents and community members attitudes towards girls formal and non-formal education increase their attendance, learning and transition?
- 5.3. Which part of EGAP Campaigning was found to be most effective by the girls, boys, their parents, communities and schools?

**6. What were the unintended outcomes of the project, if any?**

- 6.1 Did the emphasis on changing parents' attitudes towards the education of their daughters have any impact on their aspirations for their sons' education and/or their personal educational aspirations?
- 6.2 Have the parents welcomed untapped avenues for financial resources in order to support their daughters' education?
- 6.3 What sort of impact did the project have on boys?

#### **Annex 4: Child safeguarding**

The safety of beneficiaries, adults at risk and children who come into contact with the GEC programme is a collective and paramount responsibility for the consultant.

#### **Standards of Behavior**

**Mercy Corps has a zero-tolerance policy regarding abuse and exploitation of children. Mercy Corps prohibits any form of child abuse or exploitation and maintains expected standards of behavior towards children.**

##### **Employees, Partners and Visitors must ALWAYS:**

- Treat children with respect and dignity
- Identify and minimize risks of harm to children
- Report suspected violence, abuse or exploitation in line with the reporting mechanisms required by this Policy.

##### **It is required that Employees, Partners and Visitors DO NOT:**

- DO NOT Physically Abuse Children, which includes acts or failure to act that leads to actual or potential injury, unnecessary or unjustified pain or suffering, or serious risk of harm to a child's health, welfare or risk of death.
- DO NOT Sexually Abuse Children, which includes forcing or enticing a child to take part in any sexual activities. It includes any sexual contact, even consensually sexual contact, with anyone under 18 years of age.
- DO NOT Emotionally Abuse Children, which includes acts, threats of acts, or coercive tactics that cause psychological harm or adversely affects the emotional stability of a child.
- DO NOT Exploit Children, which includes which Involves using a child for profit, labor, sexual gratification or some other personal or financial gain.
- DO NOT Neglect Children.
- DO NOT Engage in or condone inappropriate situations.

#### **Reporting and Responding to Policy Violations**

**Mercy Corps is committed to ensuring that allegations of Policy Violations are reported, investigated and responded to in a timely, effective, safe and transparent manner.**

- Mercy Corps will institute transparent and clear procedures in our areas of operation to ensure that Employees, Partners, beneficiaries (including children where applicable) and communities can report all forms of suspected child abuse or exploitation alleged against any of our Employees, Partners or Visitors.
- Mercy Corps will institute clear and transparent procedures for conducting any investigations into alleged misconduct and violations of this Child Safeguarding Policy.

**For any cases or situation you may report anonymously and all efforts will be made to protect your identity report;**

**Pabitra Chaudhary  
Child Safeguarding Focal Person  
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**Sanjay Karki  
Country Director  
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