



Terms of Reference
(Consultancy for Data Analysis and Reporting)

November 2024

1. About Right To Play

Right To Play is a global organization that protects, educates and empowers children to rise above adversity using the power of play. With programs in 14 countries around the world including 52 refugee camps, we reach millions of children each year in some of the most difficult and dangerous places on earth, helping them to stay in school and graduate, resist exploitation, overcome prejudice, prevent disease, and heal from the trauma of war. We do this by harnessing play, one of the most fundamental forces in a child's life, to teach children the critical skills they need to dismantle barriers and embrace opportunities, in learning and in life.

OUR PROGRAMS

Our four core programs focus on:

- Early Childhood Care and Education
- Primary Education
- Psychosocial Support
- Gender Equality and Girls' Wellbeing

Our Theory of Change places children and young people at its heart. We aim to improve their learning, wellbeing, and socio-emotional outcomes to catalyze transformative change. The full details are available in our Global Strategic Plan 2024 - 2026.

For more information, follow @RightToPlayIntl and visit www.righttoplay.com.

2. Project Information - the Enhancing Quality and Inclusive Education Project (EQIE)

The EQIE project is a five-year quality education initiative being implemented by Right To Play and partners in five countries (*i.e., Ethiopia, Lebanon, Mozambique, Palestine, Tanzania*) from January 2020 to December 2024. Working with Ministries of Education and other education stakeholders the project aims to use the power of play and creative pedagogies to:

- Improve learning outcomes (in reading and socioemotional skills) among lower primary grade 1- 4 school children,
- Increase enrolment and retention of out-of-school girls and children with disabilities (CwDs)

The implementation strategy of the project is to work with school level actors and education managers at the district level to improve the adoption of play-based pedagogy for enhanced quality of literacy instruction and positive learner-centred experience at school; and to support home/community level actors (*such as caregiver/parents, CSOs, and volunteers*) to create stimulating home learning environment that reinforces school level efforts and remove barriers to education for girls and children with disabilities.

Both strategies would engage children (*girls, boys, CwDs*), teachers, school leaders, parents, school management committees and parent-teacher associations (SMC/PTAs), district and sub-national level education officials, teacher trainers/coaches/mentors, and national level agencies under the Ministry of Education.

To deliver on the strategies of the EQIE project, the following core activities are being implemented:

- Teacher professional development: training for teachers and educational staff on play-based learning (PBL) teaching practices to enhance children's literacy and socioemotional skills.

- Supplemental and after-school learning opportunities for children: examples include after-school reading clubs, community reading centres, reading competitions, equipping caregivers with skills and resources for creating stimulating home literacy environments.
- Providing additional educational inputs such as reading materials, grade-appropriate story books, teacher manuals, other teacher and learning materials, classroom infrastructure
- Creating safe and inclusive learning environments for all children (including children with disabilities) in educational institutions through community and school structures
- Working with CSOs to address community level barriers to education and learning; and to identify and enrol out-of-school girls and children with disabilities.

Through these activities, the project will contribute to achieving SDG 4, ensuring ‘inclusive and equitable quality education and promoting lifelong learning opportunities for all’, including its underlying principle of ‘leave no one behind’.

3. Purpose and Scope of the Consultancy

The objective of this consultancy is to work in deep collaboration with an individual who will bring an innovative and rigorous approach to supporting the analysis and reporting of endline data (quantitative and qualitative) for Tanzania and Mozambique (*see annex for detailed scope*). The individual should be able and willing to support the entire process, till final reports are approved including 1-2 meetings with the project team when such meeting is needed to add some contextual knowledge and nuance to the data interpretation and concluding remarks on the findings.

RTP is flexible to discuss with interested parties to agree on the final scope of the consultancy and what the interested firm is comfortable delivering to fulfil the objectives of the consultancy.

4. Deliverables and Timelines

To implement and fulfil the objectives and scope of this consultancy, we are looking at the following deliverables in the consultancy:

Phase 1: December 2024. Analysis and Reporting of the endline data for Tanzania.

Phase 2: January 2025. Analysis and Reporting of the endline data for Mozambique.

Phase 3: January 2025: Validation and presentation of results with project teams

5. Budget

Phases 1, 2 & 3 are anticipated to last between 30-45 working/consulting days. The payment schedule will be discussed after the final budget and agreed-upon deliverables are confirmed.

6. Application process and Deadline

We invite tenderers to respond to this RFP, indicating how you would fulfil the objectives of this assignment. Please send your proposal with ‘**Analysis and Reporting Consultancy**’ in the email to Claude Cheta (ccheta@righttoplay.com) copying Eric Opoku (eopoku@righttoplay.com) not later than **14th November 2024**.

- Proposal

The Technical proposal shall describe how the consultant intends to carry out the requirements of the RFP, including a proposed workplan and detailed budget, with all costs stated in Canadian dollar (CAD)

CONFIDENTIALITY OF INFORMATION

All documents and data collected will be treated as confidential and used solely to facilitate analysis.

Annex 1: Evaluation Questions.

TANZANIA	MOZAMBIQUE
<ol style="list-style-type: none"> 1. What is the degree of knowledge transfer amongst teachers within a school i.e. teachers' COP in ensuring transfer of PBL knowledge and practice? 2. Did the project trigger any scaling up in pedagogical practices? 3. What explains the key characteristics of a teacher that continue to effectively implement the PBL pedagogy? 4. What is the potential impact of after-school supplemental learning activities on improving learning outcomes? 5. Is there early evidence that government partners have the plans, positive attitude, and ownership mindset to ensure PBL pedagogical practices continue. 6. Is there evidence that PTA, parents, and community leaders have the capacity, positive attitude, and support safe and inclusive learning environment to children. 7. Has parents' perception changed regarding the provision of right to education to CWD after five years of EQIE project? 8. What plans that the implementing partner have in sustaining the project? 	<ol style="list-style-type: none"> 1. To what extent have CSO partners contributed to program achievements? 2. What changes have been brought about in performance? Behaviour/practices? 3. What has not been achieved (failures, missed opportunities, challenges) and why? 4. To what extent have children from project benefitted from the changes experienced? 5. To what extent has the gap between 1-4 classes? 6. What are the main unintended results that have been observed? 7. To what extent have external factors facilitated or impeded program achievements? 8. How relevant was the project design to the needs of the targeted communities? 9. What is the level of satisfaction of the teachers/CSOs with their participation in this project? 10. To what extent has RTP contributed to improved capacity of CSO Partners and the Government? 11. How successful were the roles that Right To Play partners played? How could this be improved? 12. What elements of the project will be sustainable without further external support? What factors will determine whether they will continue? 13. Will the project contribute to lasting benefits? Which organizations could/will ensure continuity of project activities in the project area?

Annex 2: Indicators to Measure

Indicators to be measured	<p><u>Outcome 1</u></p> <p>1000.1: #/% of children in target educational institutions achieving at least a minimum proficiency level in reading in grade 4</p> <p>1000.2: #/% of children in target educational institutions with increased life skills</p> <p>1100.1: #/% of teachers demonstrating improved teaching practices to enhance children's reading skills</p> <p>1110.1: %/# of trained teachers scoring satisfactorily on post-COTT training tests</p> <p>1110.2: #/% of teachers who report receipt of appropriate level of support to improve their knowledge and practice of PBL approaches to enhance children's reading skills</p> <p><u>Outcome 2</u></p> <p>1200.1: #/% of children who participate in supplemental reading activities</p> <p>1200.2: #/% of children who report positive changes in their home, school, and community to support their reading</p> <p>1210.1: #/% of parents that report using home-based reading activities with their children (by type)</p> <p><u>Outcome 3</u></p> <p>1300.1: #/% of schools that meet criteria for physical safety</p> <p>1300.2: #/% of schools that meet criteria for emotional safety/emotional well-being</p> <p>1310.1: #/% school community members that exhibit knowledge in creation and maintenance of safe learning environments</p> <p><u>Outcome 4</u></p> <p>1400.1: % and # of out of school children enrolled in target educational institutions that remain in the learning institution the following year (disaggregated by M/F/CWD)</p> <p>1410.1: % of community members and leaders that can easily identify at least 3 ways to address barriers to education faced by girls and children with disabilities (disaggregated by M/F)</p> <p>1410.2: #/% of children who report that they have witnessed their school taking action to make girls and CwDs feel included.(disaggregate by Sex and Impairment/Disability type)</p>
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