

**REQUEST FOR PROPOSALS:** RIGHT TO PLAY IS SEEKING A CONSULTANT SKILLED IN PLANNING AND CONDUCTING EVALUATIONS IN A HUMANITARIAN CONTEXT TO CARRY OUT A SHORT TERM BASELINE STUDY IN 5 REFUGEE CAMPS IN DOLLA ADO, ETHIOPIA.

## I. RIGHT TO PLAY

Right To Play (RTP) uses sport and play to promote holistic development of children and youth in the most disadvantaged areas of the world. RTP is committed to improving the lives of these children and to strengthening their communities by translating the best practices of sport and play into opportunities to promote development, health and peace.

RTP programs foster healthy physical, social and emotional development of children and youth and build safer and stronger communities. RTP's guiding principles are inclusion, which recognizes the importance of children who may be marginalized for reasons of gender, religion, ability, ethnicity, disability, or social background; and sustainability, which ensures the projects, have a lasting impact.

## II. THE PROJECT

Beginning October 2013, in partnership with Ikea Foundation, Ethiopian Administration for Refugee and Returnee Affairs (ARRA) and United Nations High Commissioner for Refugees (UNHCR), Right To Play will launch a new three year project in Dollo Ado, Ethiopia: Building Resilience through Sport and Play. The project seeks to ensure that crisis-affected refugee and host community children and youth in Dollo Ado are resilient and have the capacity to manage the adversity they face in their daily lives. Over three years, the project will target a total of 40,000 in and out of school children in 5 camps between the ages of 2 - 18 in programming that will support positive child and youth development leading to increased retention in schools, improved life skills, and increased leadership opportunities for youth to make positive contributions to their communities. This will be achieved through the capacity building of 800 youth and educators living in both the refugee settlements and host communities in Bokolmanyo, Melkadida, Kobe, Hilaweyn and Buramino, Dollo Ado.

The key objectives of the project are follows:

- Student retention in refugee and host education settings increased
- Life skills amongst participating children increased (cooperation, empathy, respect, self-esteem, problem-solving, positive peer and adult interaction)
- Youth are engaged in leadership roles and are making improved contributions to their community through sport.

Please find the Program Logical Framework in Appendix A.

### III. THE PROJECT CONTEXT

Dollo Ado is a small town in southeastern Ethiopia located less than two kilometers from the Ethiopia-Somalia border. As a result of famine, drought and insecurity over the past five years, populations from neighbouring Somalia have fled their homes and sought refuge in Dollo Ado. Now composed of five camps, with a plan in place for a sixth, Dollo Ado hosts the second largest refugee population in the world. As of March 2013, the camps (listed in order of opening date) collectively hosted 190,824 registered refugees: Bokolmanyo (40,946), Melkadida (42,925), Kobe (34,579), Hilaweyn (34,074) and Buramino (38,300).

The demographic population of Dollo Ado is unique, and this has important implications on the needs: women and children account for 89% of the population. The refugees in the five camps in Dollo Ado are overwhelmingly young – almost 70% of the population is under the age of 18. Children between the ages of 5 and 11 make up the largest segment of the population, representing 33% of people in the camps.

In addition to the refugee population, host communities from the local population surround Dollo Ado. The host communities are primarily pastoralist and have many of the same developmental challenges as the refugees do – they lack education opportunities, there is poor quality of health, and little opportunity to generate income. The proximity of the host community to the refugee community means that many resources and opportunities are shared, and sometimes contested, amongst the groups.

Over the last three years, there has been a three-fold increase in the number of refugees in Dollo Ado. Drought, famine and war in Somalia have disproportionately affected the most vulnerable, leading women and children to predominately flee the country. This demographic characteristic makes access to quality education and the overall safety and security of children and women tremendous areas of concern.

Challenges with respect to education are vast. The majority of the population in Dollo Ado have never entered school: of individuals six years old and above, 95% have never received any formal education upon coming arriving in Ethiopia. Though the school-aged population is the largest in the camp, only 37% of children attend ECCD, primary or secondary school. There is a great need to engage the out of school children in positive and structured programming. The 63% of school-aged children not in school are idle and without programs to build life skills. A December 2012 UNHCR consultation on Age, Gender and Diversity Mainstreaming (AGDM) reported the overall lack of life skills programming was negatively impacting the overall life of children and youth. In the same report, the refugees themselves requested the need for life skills training and activities.

In Dollo Ado, gender inequality is difficult to dismantle and is manifested by gender-based violence, limited education prospects and few leadership or income earning opportunities. Girls are frequently under-represented - in schools for instance, girls' account for only 39% of students at primary level. Right To Play's lessons learned from past programming, indicate that while there are specific barriers to girls' participation in sport and play, these often mirror the deeper socio-cultural barriers to girls' participation in society in general. These barriers and issues include: 1) Unequal division of household/productive work heavily weighted toward women and girls; 2) High dropout rate for girls during primary school and in the transition to secondary school; 3) Limitations imposed on female participation due to pregnancies, early marriages, and menstruation; 4) Security for girls' safety is a concern even in school and education contexts; 5) Stigma around participation of girls/women in sport;

6) Lack of female role models to encourage girls; and 6) Lack of cultural appropriate spaces and clothing.

#### IV. BASELINE OBJECTIVES

A baseline study will be conducted to allow for future measurement of program impacts. The primary objectives of the baseline are as follows:

1. To determine 'the starting point' of knowledge, attitudes, skills, and behaviors in regards to immediate objectives and key performance indicators included in impact table
2. To leverage the baseline to inform organizational strategic learning and continuous improvement.
3. To identify critical factors required to ensure the effectiveness of program activities.

#### V. BASELINE STUDY QUESTIONS AND INDICATORS

The baseline is intended to provide Right To Play, beneficiaries, partners, and donors with the starting point from which to measure the impact of the project, and set the targets for that project. The baseline study questions are largely tied to the project's immediate objectives and indicators. A midterm and final evaluation will use baseline study data to assess the changes that have occurred throughout the project within beneficiaries' knowledge, attitudes, skills and behaviours. The baseline will focus on the following themes and questions:

Immediate Objective	Key Performance Indicator
Student retention in refugee and host education settings increased	% of students (m/f) who start grade x and complete grade y  Children (m/f) reporting positive associations with school (parents, teachers and children)  % of trained teachers "effectively" integrating active learning into classroom instruction <sup>1</sup>
Life skills amongst participating children increased (cooperation, empathy, respect, self-esteem, problem-solving, positive peer and adult interaction)	% of children (m/f) with improved results on socio-emotional composite scales <sup>2</sup>  Parents, caregivers, and community members report positive life skills amongst children (m/f) <sup>3</sup>
Youth are engaged in leadership roles and are making improved contributions to their community through sport.	% of participating youth (m/f) with improved results on a leadership composite scale  Community members report positive perceptions of youth <sup>4</sup>

<sup>1</sup> 'Effectively' integrate will be defined and assessed in consultations with ARRA, teachers and Right To Play staff and in line with Somali curriculum. Performance measurement will be assessed through mechanisms which will include observations, self-assessment, child and supervisor interviews

supportive networks, availability of mentors, a sense of optimism, decision making, etc

<sup>3</sup> To be measured through interviews and surveys designed by Right To Play and/or external validated tools to assess life skills amongst children

## **QUESTIONS:**

1. What are the current attitudes, skills, behaviours and/or levels of knowledge related to each of the above outcomes and indicators (disaggregated by male/female, host/refugee population, and disability)?
2. How can we better understand the influence that local power dynamics may have on the success of the program? How do we ensure that the objectives and indicators account for conflict sensitivity?
3. How can additional opportunities and unaccounted challenges be integrated into the program design?

## **4. VI. PURPOSE OF CONSULTANCY**

The consultant will design, conduct and report on the findings of the baseline study. In consultation with RTP, the consultant will develop the scope, the methods and the process to be used for the baseline.

- **Baseline Design:** The consultant will propose baseline methods, inclusive of data collection and sampling approach. He/she will utilize RTP's global measurement toolkit wherever possible and appropriate, and will propose changes/alterations or additional tools to RTP as needed.
- **Recruitment and Training of a Data Collection Team:** The consultant will work with the RTP Ethiopia office to assemble a suitable data collection team that includes a mix of RTP staff and others (e.g. external enumerators, partner organization staff, etc...). The consultant will be responsible for ensuring the data collectors are fully trained and prepared to collect and record the data. The data collection team should be large enough to carry out the necessary tasks, capable of communicating in Somali and very familiar with the context, challenges, and sensitivities of working with refugees and host communities in Dolla Ado.
- **Primary data collection:** The consultant (and respective team) will collect data from program beneficiaries, key informants and program staff.
- **Data entry and Analysis:** The consultant will develop the process of data entry and will assume responsibility for data analysis on primary data and any other secondary source materials.
- **Stakeholder Validation Reviews:** The consultant will review and validate findings with RTP.
- **Report Writing:** The consultant will prepare a draft and final report on the findings, inclusive of recommendations and lessons learned. The report will consist of, at minimum, an executive summary, an overview of the study (including the methodology, challenges and limitations, and successes), the findings, a discussion of key learnings from the findings, and the tools.

Each of the above steps will be developed in consultation with Right To Play's Global M&E team and Ethiopia's Country Manager.

## **VII. BASELINE PROCESS**

In order to achieve the objectives of the baseline, the baseline process includes seeking regular participation from a range of stakeholders. To that end, a steering committee and working group will

be established to ensure that key stakeholders are involved in critical stages of the baseline. It is anticipated that these groups will meet three to four times throughout the course of the baseline to:

- Review baseline design and methods;
- Review data collection tools;
- Support logistics for site selection and pilot testing tools;
- Provide feedback to preliminary results; and,
- Review final report.

The consultant will directly report to a designate of RTP’s Global M&E team in Toronto, who will serve as the point person for this baseline study process. The consultant will also remain in regular communication with the Country Manager of RTP Ethiopia. The consultant is responsible for the successful completion of the baseline study. The steering committee must give approval at key stages in the baseline study process.

**VIII. ADDITIONAL CONSIDERATIONS FOR THE BASELINE:**

The following factors are important to note:

- The program will run both in school settings and in community-based settings. The community-based activities will operate on a ‘drop-in’ approach (e.g. activities will take place and children/youth can join on an impromptu basis).
- It is expected that approximately 40% of children/youth in the camps will take part in RTP activities, either through the school-based or community-based settings or both.
- A small portion of the program participants are expected to be children/youth from the nearby host communities (e.g. an estimated 5 - 10% of total participants).
- The implementation of the programs will occur on a phased basis. In year one, the program will be offered only through the community-based setting. In years two and three, the program will be offered through both school-based and community-based settings.
- To accommodate security measures within the camp, pre-scheduled meetings may not be possible. Thus, all baseline activities and the participant selection may need to be ad hoc.

**IX. TIME FRAME**

The baseline process will begin as soon as a contract with the evaluator is signed. The following table outlines approximate timelines for baseline activities.

July	<ul style="list-style-type: none"> <li>• Complete recruitment process</li> </ul>
August	<ul style="list-style-type: none"> <li>• Documentation review and program introduction (for consultant)</li> <li>• Draft and finalize baseline design</li> <li>• Data collection tools reviewed</li> <li>• Evaluation’s logistical plans/preparations finalized</li> </ul>

August 26 <sup>th</sup> - September 4 <sup>th</sup> (tentative)	<ul style="list-style-type: none"> <li>• Data Collection (5-7 days)</li> </ul>
September 5 - 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Analysis of data and writing of draft report</li> </ul>
September 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Draft report shared to steering committee</li> </ul>
October 1	<ul style="list-style-type: none"> <li>• Final report submitted to donor</li> </ul>

The consultant is free to adjust the proposed schedule above in any way that s/he sees fit in order to effectively conduct this baseline, however the final report must be completed by October 1<sup>st</sup>. If there is any delay in the provision of inputs required for the consultant to accomplish his/her tasks, the evaluator is required to bring this to the attention of Right To Play.

## X. BUDGET AND PAYMENTS

The prospective consultant will provide their proposed daily rate along with expected assessment of total number of days for each step. The selected Consultant will then be compensated at rate approved by Right To Play based on the experience and relevance of the candidate's proposal. Right To Play will provide an advance payment of up to 25% of the total contract sum for subsistence on contract acceptance signature. Under no circumstances should consultant invoice for more than the agreed contract. Full payment will be contingent on receipt of all deliverables as detailed above with approval of the Final Report by the baseline committee.

The proposal budget should include all consultancy fees, local travel, costs for enumerators and all costs associated with the baseline. The maximum budget available for the project is baseline study is CAD 23,000. Please note that cost efficiency and value for money will be strongly considered in the evaluation of proposals.

## XI. QUALIFICATIONS

The consultant should have the following qualifications:

- Extensive experience managing and designing baseline study in a similar context (e.g. with children and youth, in humanitarian settings, etc...)
- Experience leading mixed-method baselines (i.e. both quantitative and qualitative techniques)
- Demonstrated understanding of child and/or youth development
- Strong analytical, research and writing skills
- Strong facilitation skills, particularly with regards to working with vulnerable groups
- Demonstrated understanding and support of principles of equity and inclusion
- Fluent spoken and written English
- Good understanding of the refugee context, particularly to Ethiopian context

Preferably the evaluator will also have the following desirable qualifications:

- Experience conducting studies in Dollo Ado, Ethiopia
- Fluent spoken Somali and/or Amharic
- Understanding of the concepts of use of sport and play in development contexts

## **XII. PROPOSAL GUIDELINES**

Interested evaluators are asked to submit a short proposal containing the following:

- Technical proposal outlining the approach that would be used in designing and executing the baseline, including possible methods and the proposed budget. The Technical proposal should not exceed 10 pages.
- A cover letter highlighting the evaluator's interest, relevant experience and qualifications
- A CV with references
- An example of a previous baseline report (acting as lead writer)

Proposals will be assessed with the following valuation of importance.

- Qualifications of proponent (20%)
- Quality and relevance of the technical proposal (60%)
- Cost of proposed plan (20%)

### **Methodology**

Applicants will be responsible for designing a baseline methodology however it should:

- Reflect a quasi-experimental design including a sampling framework that allows for random selection of both future program beneficiaries and a comparison group.
  - Program beneficiaries: the sampling framework should allow for on-the-spot random selection of children and youth in all schools or a selection of schools that will be participating in the program. E.g. randomly assigning children/youth to either baseline activities or another activity occurring at the same time.
  - Comparison group: it is expected that approximately 40% of children in the camp will participate in the RTP programs either through the in-school or the community-based programs. The sampling framework will need to include a random selection of children in the camp. The expectation is that 60% of this group will form the comparison group and 40% of this group will join the RTP program beneficiaries group (by way of choosing to join RTP activities and events or attending classes at a participating school). E.g. the framework could include randomly selecting households and sampling children within the household that meet the program's target age-group.
  - The sampling framework should also:
    - include stratification by gender, age, in/out of school, disability, refugee/host community status.
    - be significant at a 95% confidence interval.
    - consider that meetings cannot be pre-arranged and thus, participants cannot be selected and scheduled in advance (i.e. participation in the baseline must be impromptu).
- Involve a mixed-methods data collection process that will gather both qualitative and quantitative information, using a triangulation process (i.e. collecting information on a single outcome from various data sources).

- Make use of existing data and secondary documents.
- Measure the outcomes and indicators outlined above.
- Include extensive and meaningful consultation with project staff and local communities.
- Reflect voluntary participation and require informed consent from participants.

The following documents will be made available:

- Project proposal
- Logical Frameworks
- Tools used to assess relevant indicators (modifications can be proposed as needed)

### **XIII. SUBMISSION DEADLINE**

Please submit the proposal electronically via email to Colleen Keilty by **Monday, August 5<sup>th</sup>** at [ckeilty@righttoplay.com](mailto:ckeilty@righttoplay.com).

## Appendix 1: Dollo Ado Impact Table

Goal: Crisis-affected refugee and host community children and youth in Dollo Ado are resilient and have the capacity to manage the adversity they face in their daily lives.						
Immediate Objectives	Indicators	Baseline	Estimated Target Oct 2013 – Dec 2014 Cumulative	Estimated Target Jan 2015 – Dec 2015 Cumulative	Estimated Target Jan 2016 – Sept 2016 Cumulative	End of the project Cumulative
Student retention in refugee and host educational settings is increased	% of students (m/f) who start grade x and complete grade y	To be assessed in baseline <sup>5</sup>	Outcome targets to be established following baseline assessment			
	% of students who report positive associations with school	To be assessed in baseline	Outcome targets to be established following baseline assessment			
	% of trained teachers "effectively" <sup>6</sup> integrating active learning into classroom instruction	To be assessed in baseline	Outcome targets to be established following baseline assessment			
Life skills amongst participating children (both in and out-of-school) are increased (e.g. cooperation, empathy, respect, self-esteem, problem-solving, positive peer and adult interaction)	% of children with improved results on socio-emotional composite scales <sup>7</sup>	To be assessed in baseline	Outcome targets to be established following baseline assessment			
	% Parents, caregivers, and community members report "positive life skills" amongst children	To be assessed in baseline	Outcome targets to be established following baseline assessment			
Youth are engaged in leadership roles and are making improved contributions to their community through sport.	Community members report "positive perceptions" of youth <sup>8</sup>	To be assessed in baseline	Outcome targets to be established following baseline assessment			

<sup>5</sup> A baseline assessment will be carried out at the onset of program implementation. The results of the baseline assessment will be used to set immediate objective targets.

<sup>6</sup> Effectively integrate to be defined and measurement through observations, self-assessment, child and supervisor interviews.

<sup>7</sup> To be measured through an appropriate, validated socio-emotional scale, such as the Child and Youth Resiliency Measure (Resilience Research Centre)

<sup>8</sup> To be measured through interviews and surveys

## Appendix 1: Dollo Ado Impact Table

Outputs	Indicators	Baseline	Estimated Target Oct 2013 – Dec 2014 Cumulative	Estimated Target Jan 2015 – Dec 2015 Cumulative	Estimated Target Jan 2016 – Sept 2016 Cumulative	End of the project Cumulative
400 (50% female) teachers trained and leading regular sport and play activities with children in school	# of teachers trained and leading regular sport and play activities with children in school (m/f)	0	60 teachers trained and leading regular sport and play activities	400 teachers trained and leading regular sport and play activities	400 teachers trained and leading regular sport and play activities	400 Teachers trained and leading regular sport and play activities
	% of teachers demonstrating adequate knowledge <sup>9</sup> (or higher) following training	0	80% of teachers demonstrate adequate knowledge	80% of teachers demonstrate adequate knowledge	80% of teachers demonstrate adequate knowledge	80% of teachers demonstrate adequate knowledge
	# of teachers certified <sup>10</sup> by Right To Play <sup>11</sup>	0	0	60	400	400
20,000 (40% girls) children regularly <sup>12</sup> participate in sport and play activities at school	# of children regularly participating in sport and play at school (m/f)	0	3,500 children regularly participating	14,000 children regularly participating	20,000 children regularly participating	20,000 (40% girls) children regularly participate
24 play spaces meet Right To Play safe play space standards	# of play spaces meeting RTP standards	To be assessed baseline	14 play spaces meet standards	24 play spaces meet standards	24 play spaces meet standards	24 play spaces meet standards
400 school sport equipment kits and replacements provided	# of sport equipment kits provided	0	160 sport equipment kits and replacements provided	400 sport equipment kits and replacements provided	400 sport equipment kits and replacements provided	400 sport equipment kits and replacements provided

<sup>9</sup> “Adequate knowledge” is defined as achieving 85% on a related knowledge-based assessment.

<sup>10</sup> As part of Right To Play’s certification process, teachers and youth who are new to Right To Play are visited at least once a month during the first six months of leading activities with children and youth. Observers use the Activity Observation Tool to ensure that all of the relevant items are covered and as part of the certification process. When Leaders score a minimum Level B or better on all items on the Activity Observation Tool, they are certified because they are delivering activities according to Right To Play quality standards.

<sup>12</sup> Regular defined as twice a week

## Appendix 1: Dollo Ado Impact Table

400 Youth (25% female) trained and leading regular sport and play activities with out-of-school children in the host and refugee community	# of youth trained and leading regular sport and play activities (m/f)	0	400 youth trained and leading regular sport and play activities	400 youth trained and leading regular sport and play activities	400 youth trained and leading regular sport and play activities	400 Youth (25% female) trained and leading regular sport and play activities
	% of youth demonstrating adequate knowledge (or higher) following training	0	80% of youth demonstrate adequate knowledge			
	# of youth certified by Right To Play as Coaches	0	0	200	400	400
20,000 (30% girls) children regularly participate in sport and play activities at school	# of out of school children participating regularly (m/f)	0	5,000 children regularly participating	16,000 children regularly participating	20,000 children regularly participating	20,000 (30% girls) children regularly participate
400 community sport equipment kits provided	# of community sport equipment kits provided	0	400 kits provided	400 replacements provided	400 replacements provided	400 community sport equipment kits provided
40 Youth Committee Members and 12 Host Community Youth Representatives (20% female) trained annually on organizing sport programming	# of youth committee members & host community youth representatives trained (m/f)	0	52 youth trained	52 youth trained	52 youth trained	52 youth trained
	% of youth demonstrating adequate knowledge (or higher) following training	0	80% of youth demonstrate adequate knowledge			
30 youth led trainings held for peers and community members (on issues identified by youth)	# of trainings held	0	9 trainings held	21 trainings held	30 trainings held	30 trainings held
	% of youth demonstrating adequate knowledge (or higher) following training	0	80% of youth demonstrate adequate knowledge			
Annual Leagues and Tournaments held in	# of leagues and tournaments held (m/f participation)	To be assessed in baseline	4 VB; 4 FB Leagues	4 VB; 4 FB;	4 VB; 4 FB League and tournament	12 leagues and 12

Appendix 1: Dollo Ado Impact Table

four camps (male and female)				League and tournament		tournaments held
120 play days held	# of play days held	0	36 play days held	84 play days held	120 play days held	120 play days held
4 youth centers and community sport facilities built	# of youth centers & community sport facilities built	1 center in Melkadida	4 youth centers/sport facilities built			4 youth centers/sport facilities built