

RIGHT TO PLAY INTERNATIONAL

PLAY TO LEARN PROGRAM: LIBERIA, GHANA, MALI, RWANDA, AND BENIN

FINAL EVALUATION TERMS OF REFERENCE

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 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

Right To Play implements the *Play to Learn* program in five countries across West and Francophone Africa (WAF): Benin, Ghana, Liberia, Mali, and Rwanda. The program is funded by the Canadian International Development Agency (CIDA). Building on initial funding received from CIDA in 2007 for play based learning activities in Benin, Ghana, Mali and Rwanda, the program expanded with renewed funding in 2010, increasing its focus as well as countries of implementation with the inclusion of Liberia. Working through trained teachers and community coaches, the program is building essential life skills in children and youth, promoting the adoption of healthy attitudes and behaviors related to HIV and other preventable diseases, and fostering increased inclusion of girls, women, and vulnerable children in community decision making through the power of sport and play. Specifically, the program aims to realize the following changes:

1. Improved life skills among children and youth including resiliency, respect, discipline, cooperation, self-confidence, communication and problem solving
2. Improved child motivation to attend school and confidence to participate in class
3. Increased youth leadership skills and ability to participate in decision making at the community level
4. Children, youth and coaches improve attitudes and knowledge and adopt healthy practices surrounding HIV and other preventable diseases
5. Increased confidence, self-esteem and leadership skills among girls and women
6. Increased access to child protection services
7. Increased community involvement in and support of the program and its purposes
8. Inclusion of sport for development in local and national action plans
9. Increased partner capacity to independently implement sport and play programs

While all five countries roll up in these broad outcomes, each country takes on specialized areas of focus given their local expertise and context. Find Program Logical Framework in Appendix A.

III. EVALUATION OBJECTIVES

The primary **objectives** of the evaluation are identified as follows:

1. To assess the extent to which outcomes have been achieved
2. To understand the factors that may be contributing to or hindering the realization of outcomes
3. To identify opportunities for program strengthening

IV. EVALUATION THEMES

The evaluation is intended to provide Right To Play, beneficiaries, partners, and donors with the answers to the following broad evaluation themes. The evaluation themes are largely tied to the program's outcomes (see appendix A, logic framework).

I. Evaluating Program Outcomes

Life Skills

- To what extent have children's life skills improved over the course of the program (communication, cooperation, coping skills, respect, self esteem, self confidence)?
- How are children applying or transferring these skills in their lives? communities?
- How do life skills differ between participating girls and boys? Why? How has this changed?
- What programmatic aspects are contributing to the development of these life skills? What is hindering participants' ability to reach these outcomes?
- What additional factors (outside of the program) influence children's life skills?

Education

- In what ways has the program contributed to children's educational outcomes? (school attendance, motivation)?
- What programmatic aspects are contributing to the development of these outcomes? What is hindering participant's ability to reach these outcomes?
- What additional factors (outside of the program) influence children's willingness to attend and participate in school?

Youth Leadership

- To what extent have youth's leadership, engagement and decision-making skills/experience improved over the course of the program?
- How do these outcomes differ between participating girls and boys? Why?
- What impact do these leadership/decision-making skills and experiences have on their lives? Their communities?
- What programmatic aspects are contributing to these decision-making/leadership opportunities/skills? What is hindering participant's ability to reach these outcomes?
- What additional factors (outside of the program) influence youth's leadership, engagement and decision-making skills and experience?

Health and HIV/AIDS

- To what extent has the program improved children and youth's healthy practices? What is nature of these healthy practices?
- How have participants attitudes towards People Living with HIV and AIDS changed?
- What programmatic aspects are contributing to these changes in health knowledge/attitudes/practices? What is hindering participant's ability to reach these outcomes?
- What additional factors (outside of the program) influence children and youth's health?

Child Protection/Rights

- To what extent has the program strengthened access to child protection services?
- Do children know where to go to access protection services? Do they feel confident accessing these services?
- To what extent do children and community members know the rights of the child?

- What are the attitudes and practices of community members regarding these rights?
- What programmatic aspects are contributing to development related to child protection? What is hindering participant's ability to reach these outcomes?
- What additional factors (outside of the program) influence these outcomes?

Community Engagement and Sustainability

- To what extent is their community commitment/involvement in Right To Play programs?
- How are communities or partners demonstrating a commitment to Right To Play programs or sport for development?
- To what extent is there an increased capacity of partners to independently implement sport and play activities?
- To what extent can the existing operational and program structure (delivery model, coach networks, community group meetings) be used to strengthen governance/transfer of capacity?
- What steps have been taken by governments in the program countries that reflect greater commitment toward sport for development?
- What value does government (or key representatives from gov't) place on sport for development (or Right To Play programs) as a means to address national priorities?
- What programmatic and environmental aspects are contributing to these changes in commitment by governments and communities?

II. Additional opportunities for Program Learning

- What unintended outcomes (positive and negative) have occurred?
- What aspects of the program, if any, have contributed changes to the livelihoods of Leaders?
- Building on questions about "what aspects of the program are contributing to outcomes" noted in each outcome grouping above, consider the following:
 - What are the key strengths and weaknesses of the program?
 - To what extent are play days and special events appropriate ways to engage the community?
 - To what extent are RTP resources appropriate for targeted communities?
 - How does the duration or frequency of participation impact results?
- To what extent is the Play to Learn program, relevant to and aligned with the priorities, policies/strategies of participating countries and communities?

V. PURPOSE OF CONSULTANCY

The consultant will design and conduct the evaluation, and report on its findings. With respect to the design, in consultation with RTP, the consultant will develop the scope, the methods and the process to be used for the evaluation.

- **Evaluation Design:** The consultant will propose evaluation methods, inclusive of data collection and sampling approach
- **Data collection tools:** The consultant will develop and field test data collection tools
- **Training of investigators:** The consultant will ensure the data collectors are fully trained to collect and record the data.
- **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 each participating country
- **Report Writing:** The consultant will prepare a final report on the findings, inclusive of recommendations and lessons learned
- **Presentation of findings:** The consultant will prepare a brief presentation for the stakeholders. This presentation will be used for wider dissemination within and outside the project.

VI. EVALUATION PROCESS

In order to achieve the objectives of the evaluation, the evaluation process includes seeking regular participation from a range of stakeholders. To that end, a steering committee and an evaluation working group will be established to ensure that key stakeholders are involved in critical stages of the evaluation. It is anticipated that these groups will meet four-five times throughout the course of the evaluation to:

- Review evaluation design and methods
- Review data collection tools;
- Support logistics for site selection and pilot testing tools;
- Provide feedback to preliminary results;
- Review final report; and,
- Develop communication plan for disseminating results to target audiences.

The consultant will directly report to the Monitoring and Evaluation Specialist in Toronto, who will serve as the point person for this evaluation process. The evaluator is responsible for the successful completion of the evaluation process. The steering committee must give approval at key stages in the evaluation process.

VII. TIME FRAME

The scope of this work is expected to be five months in duration, with data collection taking place approximately in April/May. The following table outlines approximate timelines for evaluation activities.

February/March	<ul style="list-style-type: none">• Documentation Review and program introduction• Draft evaluation design and review• Finalized evaluation design• Data collection tools drafted, reviewed, piloted
April/May	<ul style="list-style-type: none">• Evaluation's logistical plans/preparations finalized• Data Collection
June	<ul style="list-style-type: none">• Analysis of data and writing of draft report
August	<ul style="list-style-type: none">• Finalized draft report• Presentation of findings

The consultant is free to adjust the proposed schedule above in any way that s/he sees fit in order to effectively conduct this evaluation. If there is any delay in the provision of inputs required for evaluator to accomplish his/her tasks, the evaluator is required to bring this to the attention of the steering committee.

VIII. 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 Evaluator will then be compensated at a 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 the 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 evaluation committee.

IX. QUALIFICATIONS

The consultant should have the following qualifications:

- Extensive experience managing and designing program evaluations in a similar context
- Experience leading mixed method evaluations (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
- Spoken French and fluent English
- Good understanding of the West African context

Preferably the evaluator will have the following desirable qualifications:

- Understanding of the concepts of use of sport and play in development contexts and life skills development
- Experience conducting evaluations in one or more of the proposed countries (Mali, Benin, Ghana, Liberia, Rwanda)
- Knowledge or experience in working with CIDA programs

X. 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 evaluation, including possible methods and the proposed budget*
- A cover letter highlighting the evaluator's interest, relevant experience and qualifications
- A CV with references
- An example of a previous evaluation 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 and phasing**

Applicants will be responsible for designing an evaluation methodology however it should:

- Make use of existing baseline and monitoring data
- Include extensive and meaningful consultation with project staff and local communities
- Involve data collection tools that will gather both qualitative and quantitative information, using a triangulation process (i.e. collecting information on a single outcome from various data sources).

The following documents will be made available:

- Project proposal
- Monthly Reports
- Semi-annual output and outcome reports
- Logical Frameworks and Performance Measurement Frameworks
- Baseline Evaluation
- Tools used to assess relevant indicators (can be utilized and/or modified as needed)

Interested Evaluators are asked to please e-mail proposals to:

Suzanne Field –Monitoring and Evaluation Specialist
sfield@righttoplay.com

Proposals are to be received by February 1, 2013. Only shortlisted candidates will be contacted.

<p>3.0 (a) INCLUSION: GENDER EQUALITY</p> <p>3.1 Produce a RTP program gender policy/strategy.</p> <p>3.2 Build technical capacity for RTP staff and partners.</p> <p>3.3 Organize girls' sports leagues and sports tournaments.</p> <p>3.4 Facilitate community mobilization initiatives on gender equality with community members.</p>	<p>3.1/3.2 Increased gender-related knowledge, skills, and access/linkages to local expertise and advocacy initiatives among staff and partners</p> <p>3.3 Increased opportunities for girls to participate in sport activities</p> <p>3.4 Parents, community/opinion leaders, and traditional leaders sensitized to girls' right/need to participate in sport and play</p>	<p>Increased confidence, self esteem, and leadership skills among girls and women</p> <p>Increased community involvement and support of the program and its purposes</p>	
<p>3.0 (b) INCLUSION: CHILD PROTECTION AND RIGHTS</p> <p>3.5 Implement new RTP Child Protection Policy.</p> <p>3.6 Build technical capacity for RTP staff and partners.</p> <p>3.7 Conduct trainings for Coaches, Staff and Partners in RTP Abilities First module.</p> <p>3.8 Facilitate child and community mobilization initiatives on child protection and rights.</p>	<p>3.5/3.6 Increased child protection/rights related knowledge, skills, and access/linkages to local expertise and advocacy initiatives among staff and partners</p> <p>3.7 Coaches and teachers certified to effectively deliver Abilities First module [</p> <p>3.8 Parents, community/opinion leaders, traditional leaders sensitized on issues related to child rights and inclusion</p>	<p>Increased access to child protection services.</p> <p>Increased community involvement and support of the program and its purposes</p>	
<p>4.0 SUSTAINABILITY (INSTITUTIONAL CAPACITY DEVELOPMENT AND KNOWLEDGE SHARING)</p> <p>4.1 Hold project planning and annual review meetings.</p> <p>4.2 Strengthen capacity of networks at the local/national level to implement/monitor sport and play programs.</p> <p>4.3 Build technical capacity in project management, M&E, and strategic planning.</p> <p>4.4 Conduct ToT trainings for staff, partners, evaluators and Coach Trainers in RTP modules.</p> <p>4.5 Coordinate forums on S4D with partners and national governments.</p> <p>4.6 Contribute to S4D initiatives and policy development at national and regional levels.</p> <p>4.7 Facilitate inter-country program knowledge sharing and technical support.</p>	<p>4.1 Program implementation plan produced and monitored by staff, partner organizations and stakeholders</p> <p>4.2 Increased capacity of community partners, CGNs, Coach Networks and PTAs to implement and monitor sport for development programs and events</p> <p>4.3 Increased RTP and partner staff knowledge, skills, and application of planning, project management, and M&E tools for staff and partners</p> <p>4.4 Partners and staff gain the ability to replicate quality trainings on RTP modules</p> <p>4.5 Increased awareness on the contribution of S4D to MDGs on the national and regional level</p> <p>4.6 Technical knowledge and support on S4D provided to national and regional stakeholders</p> <p>4.7 Increased knowledge sharing and implementation of best practices within RTP in region</p>	<p>Inclusion of sport for development in local and/or national level action plans</p> <p>Increased capacity among partner organization and local networks to independently implement sport and play programs</p>	

PERFORMANCE INDICATORS

<p>1. LIFE SKILLS</p>	<p>1.1 (a) # of Coaches (m/f) and teachers (m/f) active; (b) # of Coaches (m/f) and teachers (m/f) certified 1.2 (a) # of children (m/f) active on average 1 time per week; (b) Children (m/f) report changes in the frequency and type of interactions with peers and Coaches 1.3 # of safe play spaces in RTP target communities and schools 1.4 # of participants that attend events 1.5 (a) # of youth (m/f) involved in Youth Leaders Forums; (b) Frequency and type of youth involvement in planning and carrying out youth driven initiatives</p>	<p>% of participating children (m/f) and youth (m/f) reporting change in specific life skill Coaches, parents, and partners observe and report changes in children's and youth life skills (m/f) School attendance rates (m/f) Proportion of pupils starting grade one who reach grade five (m/f) (MDG 2) Ratio of girls to boys in primary, secondary and post secondary educational institutions (MDG 3) Teachers and children report change in child participation (m/f) in class % of participating youth (m/f) report taking part in decision-making at the community level and in RTP programming</p>
<p>2.0 HEALTH PROMOTION AND DISEASE PREVENTION</p>	<p>2.1. (a) # of staff and partners demonstrating a change in the level of skills and knowledge on specific health issues 2.2 (a) # of Coaches (m/f) and teachers (m/f) active; (b) # of Coaches (m/f) and teachers (m/f) certified; (c) % of 15 to 24 year olds (m/f) with comprehensive correct knowledge on HIV/AIDS (MDG 6) 2.3 (a) # of children (m/f) active on average 1 time per week; (b) % of children and youth (m/f) demonstrating a change in knowledge on preventative methods related to key health issues (i.e. Malaria, HIV and AIDS) 2.4 # of participants (m/f) that attend events related to health promotion</p>	<p>% Children and youth (m/f) reporting positive attitudes toward people living with HIV and AIDS % Children and youth (m/f) report healthy practices to prevent spread of sickness and disease Proportion of population in malaria-risk areas using effective malaria prevention and treatment measures. (MDG 6) # of formal and non-formal schools settings and Youth Clubs doing HIV/AIDS preventative education.</p>
<p>3.0 (a) INCLUSION: GENDER EQUALITY</p>	<p>3.1/3.2 (a) # of RTP staff and partner staff with a demonstrated change in knowledge and capacity on issues related to participation of girls and women 3.3 # of girls participating in sports leagues 3.4 (a) # of participants (m/f) that attend events; (b) # of Coaches(m/f) that facilitate community sensitization events on topics related to gender</p>	<p>% of girls reporting a change in confidence and self esteem Observed change in girls demonstrating leadership in school and within their community (MDG 3)</p>
<p>3.0 (b) INCLUSION: CHILD PROTECTION AND RIGHTS</p>	<p>3.5/3.6 (a) # of RTP staff and partner staff with a demonstrated change in knowledge and capacity on issues related to child protection and child rights; (b) % of project locations that adhere to or promote child protection referral systems; (c) Children involved in the planning or delivery of RTP activities 3.7 # Coaches and teachers (m/f) certified in Abilities First module 3.8 (a) # of participants (m/f) that attend events; (b) # of Coaches (m/f) that facilitate community sensitization events on topics related to child protection and child rights</p>	<p>% of children (m/f) report having an adult they can turn to as a source of support % of communities demonstrate a change in knowledge and/or attitudes regarding RTP methods and priorities</p>

<p>4.0 SUSTAINABILITY (INSTITUTIONAL CAPACITY DEVELOPMENT AND KNOWLEDGE SHARING)</p>	<p>4.1 (a) # and type of partner organization and stakeholders participating in program implementation plan meeting and integrating sport and play activities into their program plans; (b) % of partners satisfied with RTP partnership and implementation plan;</p> <p>4.2 (a) # of community partners and networks established and/or supported</p> <p>4.3 Observed change in practice in planning, project management, and M&E</p> <p>4.4 # of Coach Trainers (m/f)certified</p> <p>4.5 # of forums on S4D with partners and national governments</p> <p>4.6 # of times RTP technical expertise provided on S4D in country or region</p> <p>4.7 # of knowledge sharing exchanges and forums held among RTP countries</p>	<p>Local and national governments include sport for development in their annual budgets and action plans.</p> <p>% of partner organizations and local networks report implementation of sport for development programs independently of RTP</p>
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