Rwanda Plug-In-Play (PIP)
Program Evaluation
Request for Proposals
January 2022
1. Right To Play International

Right To Play is a global organization committed to improving the lives of children and youth affected by conflict, disease, and poverty. Established in 2000, Right To Play has pioneered a unique play-based approach to learning and development which focuses on quality education, life skills, health, gender equality, child protection and building peaceful communities. With programming in 16 countries, Right To Play transforms the lives of more than 2.3 million children each year, both inside and outside of the classroom. In addition to our work with children, Right To Play advocates with parents, local communities, and governments to advance the fundamental rights of all children.

Right To Play is headquartered in Toronto, Canada and in London, UK and has operations in North America, Europe, the Middle East, Africa, and Asia. Our programs are facilitated by more than 600 international staff and 31,900 local teachers and coaches. For more information, follow @RightToPlayIntl and visit www.righttoplay.com.

Right To Play is seeking to procure the services of an independent Learning Partner, to help inform implementation of the Plug-in-Play (PIP) project in Rwanda, through a mixed-methods evaluation and accompanying learning study. We foresee the contract as including: i) a baseline evaluation; ii) at least one learning study to accompany implementation; and iii) an endline evaluation. All components of the evaluation will be procured together and should be included in the same proposal. Activities will begin with a baseline study, which will entail:

- the development of an evaluation framework design;
- the review, refinement and/or development of instruments;
- fieldwork administration and logistics;
- data collection, review and cleaning; and
- data analysis; reporting; and dissemination.

This will also include the writing of all accompanying reports as specified in the key deliverables.

2. Program Overview

The Government of Rwanda (GoR) is prioritizing a transition towards a knowledge-based economy, with an emphasis on science and technology. To achieve this, the GoR launched a competency-based curriculum (CBC) for pre-primary, primary and secondary level in April 2015. This saw the introduction of ICT topic areas (including coding, programming, tinkering and making) in the national Science and Elementary Technology (SET) curriculum.

The LEGO Plug-In-Play (PIP) project (2021-2024) supports this goal by combining the power of play with tech-based solutions, in order to transform how teachers teach and how children learn in Rwanda. The project’s goal is to improve the quality of education in Rwanda for boys and girls (age 10-12) by applying Learning through Play with Technology (LtPT) methods. By partnering with the Ministry of Education (MINEDUC), Rwanda Education Board (REB), specialist partners as well as local EdTech actors, PIP aims to integrate elements of tinkering, coding and robotics into
curriculum learning using play-based approaches. The project is piloting the LtPT approach within the teaching of SET subjects for Upper Primary (P4 to P6).

The PIP project will be implemented by Right To Play for four years (July 2021 to December 2024), before potentially being scaled up at the national level by the GoR. With the support of RTP, the project will reach a total of 62,048 children (of which 31,954 girls) in 10 districts of Rwanda over four years. For the implementation of PIP, RTP will work with Rwandan education authorities and ed-tech partners to identify best practices in Learning Through Play with Technology (LtPT). Based on these, RTP will develop a LtPT curriculum, which will be delivered through training activities and materials, delivered through Teacher Training Colleges (TCCs).

The project will employ a staggered approach. In its first phase, PIP will first reach 672 Rwandan children in six primary schools (known as ‘model schools’) and 15,680 children in 140 non-model schools (‘Cohort 1’). In its second phase, the project will gradually expand to reach a total of 554 schools in 10 districts of the country, directly reaching a total of 1,198 teachers and 62,720 students (‘Cohort 2’).

The PIP project will generate lessons and experiences that will inform any plans of the MINEDUC, through REB, to extend the application of LtPT in teaching to the remaining 20 districts. As the project will be implemented widely, the social, cultural, political and demographic profile of the proposed intervention area is varied. The 10 districts of Nyagatare, Gatsibo, Kirehe, Kayonza, Musanze, Burera, Rubavu, Gisagara, Ruhango and Nyanza will be targeted for direct RTP intervention of specific activities, including those reaching parents, School General Assembly Committees (SGAC) and Head Teachers. In accordance with Rwandan government plans, the ‘model’ schools will be schools receiving a ‘full package’, high-cost version of the intervention. Non model schools will be more representative of the ’average’ school in the country, while also reflecting the diversity of the Rwandan context.

Including a diverse array of schools from the project outset has the purpose of generating lessons for the Ministry to scale-up a LtPT approach across the country, especially in terms of identifying what elements of the model school approach could be replicated elsewhere.

The project aims to achieve the following key interrelated Outcomes:

i. LtPT and approaches to LtPT are mainstreamed and support the delivery of the formal curriculum

*LEGO Foundation Outcomes (from RFP)*

1a. Governments and key decision makers support or advocate for the inclusion of LtPT (creative coding, robotics and/or making/tinkering) within the delivery of the formal curriculum or curriculum review and reform.

1b. National or Local Government endorses a context-specific approach to using LtPT as part of the delivery of the formal curriculum.
1c. LtPT is incorporated within the delivery of the formal curriculum, curriculum review and reform.

ii. LtPT and approaches to LtPT are integrated into a range of teacher professional development programs

*LEGO Foundation Outcome (from RFP)*
2a. Approaches to LtPT are included within ongoing government-implemented primary teacher professional development programs

iii. Improved knowledge, attitudes and behaviours of teachers to incorporate LtPT

*LEGO Foundation Outcome (from RFP)*
3a. Teachers have improved awareness and understanding on how to use LtPT in a student-centred way in their classrooms
3b. Teachers have improved skills to implement approaches to LtPT in their classroom
3c. Teachers are applying approaches to LtPT effectively in their classroom

iv. Enabling environments that support the implementation of LtPT into classrooms and professional development programs are created by school leaders

*LEGO Foundation Outcome (from RFP)*
4a. School Leaders have improved awareness and understanding of the benefits of using LtPT to develop holistic skills in their schools
4b. School Leaders are allocating time within the curriculum for LtPT
4c. School Leaders allocate and use budget for LtPT

In addition, the following outcome indicators will also be measured: %/total of children that demonstrate holistic skills (M/F); %/total of children achieving at least a minimum proficiency in literacy (M/F) (measured through government-led LARS assessment); %/total of children achieving at least minimum proficiency in Science and Elementary Technology subject (as per government assessment) (M/F); primary school drop-out rate (M/F).

### 3. Purpose of Consultancy

Right To Play is seeking to procure the services of an independent Learning Partner, to help inform programme implementation through a mixed-methods evaluation and accompanying learning study. Due to the project’s design, which is structured in two cohorts (as briefly outlined above), evaluation activities are expected to accompany the staggered nature of the intervention. Right To Play foresees data collection to occur in four different points in time, with two rounds of data collection for baseline, and two for endline, although applicants can suggest potential improvements to the evaluation design in their proposal.
The objective of this evaluation is to assess the effectiveness of the PIP program, including its contribution to program outcomes, and to generate learning from the pilot which can inform program intervention and subsequent scaling-up efforts. Phase One of the consultancy will be conducted between February and July 2022, with the implementation of a program baseline study that will form the basis for developing a strong monitoring and evaluation framework. This will create a critical foundation for measuring change, understanding the project’s contribution to achieving this change, and drawing lessons for future direction and project development.

In Phase Two (second half of Year 2), the evaluation team will support implementation through a Formative Learning Study, which will focus on a sample from the initial six model and 140 non model schools. Additionally, baseline data collection will be carried out with a sample of schools from Cohort 2, where the project will expand in its second phase.

Phase Three of the evaluation will focus on endline data collection and analysis, again collected in a staggered way to correspond to project implementation timeframes (with 18 months of exposure to the project for each cohort). All data collected at endline will feed into the Final Evaluation report.

The evaluation will make it possible to identify changes in teachers’ and students’ knowledge, attitudes, and behaviours linked to the project activities. At the time of the baseline study, the evaluation partner will select comparison groups that are matched to sampled program sites to participate in measurement activities. This will ultimately enable evaluators to better assess which changes achieved during the project implementation period are attributable to the program intervention.

The primary objectives of the consultancy are as follows:

1. To produce a rigorous evaluation framework design, including an analytical framework which can be used for the endline evaluation;
2. To review, refine and/or develop reliable and valid survey and other measurement instruments;
3. To report the baseline starting points and endline achievements against PIP’s intended outcomes;
4. To inform realistic and achievable targets that are grounded within the local context;
5. To produce evidence which facilitates discussion and learning regarding program best practices among project participants, community members, Right To Play staff, partners and institutional stakeholders; and
6. To produce evidence which informs organizational strategic learning and improves capacity to carry out quality program design, implementation and monitoring; particularly through the Learning Study that will accompany pilot implementation.

For this purpose, the project is currently seeking a consultancy firm or university research partner to design and implement a longitudinal, quasi-experimental study of the PIP project, beginning with implementation of the baseline study in Phase One. The consultancy firm will be expected to generate strong evidence and learning throughout the evaluation, to help inform program decision-making and organizational learning.

In Phase One the consultant and/or consultancy firm will:

- Conduct a comprehensive review of the existing PIP documents, including the project’s MEL plan, monitoring handbook and Theory Of Change.
- If needed, propose adjustments that will strengthen the measurement framework to assure conceptual validity from the baseline, that will feed into the regular monitoring exercises until midterm and final evaluations.
- Design and conduct a mixed methods baseline study in collaboration with Right To Play and its ed-tech partners while developing the overall approach, sampling strategy, and methodology.
- Design and/or revise existing data collection methodology and tools to be used during the baseline study and for further M&E use throughout the project.
- Provide recommendations and plans for integration of data collection tools and/or other required data sets necessary for the project M&E.
- Produce a comprehensive report using a Right To Play report template to present the baseline study, establishing baseline values and accurate status in line with the expected project impact and outcome indicators.
- Facilitate data validation workshops in Rwanda with key stakeholders, project participants and partners, including GoR institutions.

Exact tasks and timeframes for Phases Two and Three will be agreed upon at inception stage. The consultants’ proposed activities for all phases should be included in submitted proposals.

4. Phase 1 Scope of Work and deliverables

Following awarding of the contract, inception meetings and initial planning conversations, the evaluation partner’s tasks will be as follows:
1. Prepare an inception report outlining the measurement approaches and methodologies to be employed in executing the assignment. This should include:
   a. Workplan and schedule of activities.
   b. Description of qualitative and quantitative sampling, including sampling approach, sample size, power, and confidence intervals.
   c. Detailed methodology of how to collect, triangulate and summarize the primary and secondary data of both quantitative and qualitative nature. This will include draft versions of all data collection tools to be used in the baseline study in English, Kinyarwanda, and other local languages, as required.
   d. Detailed quality assurance protocols to guide data collection/entry, including spot checking protocols.
   e. Description of gender responsive approaches that will be integrated into the study.
   f. Description of data analysis processes, including use of data analysis software.
   g. Detailed indicator protocols that include indicator definitions, data sources, and calculation formulas.
   h. Due to COVID-19-related health and safety considerations, consultancy firms based outside of Rwanda should prepare for remote management of the baseline data collection process. If international consultants are not able to travel to Rwanda for this assignment, they will be responsible to partner with local data collection firms and provide remote management, training, and quality assurance.

2. Take a lead role in developing, revising, adapting, translating, and piloting various data collection tools (both qualitative and quantitative) to be used for the baseline as per the agreed methodology, including pre-testing and piloting of tools for linguistic and cultural appropriateness. The consultancy firm will be responsible for all costs associated with planning, training, data collection, quality assurance and reporting, including travel, printing, translations, mobile devices, and training venue(s) and materials.

3. Actively participate in regular meetings with Right To Play and its ed-tech partners to consult on research plan, methodology and timeframe, discussing results and findings and agreed recommended follow-up actions.

4. Manage the data collection processes, providing support, supervision and monitoring of data collection and storage. This includes ensuring the credibility of field data collected by interviewers.¹

5. Collect data using mobile devices. All tablets, power banks, and other necessary equipment should be provided by the evaluation partner.

6. Compile a comprehensive first draft baseline report based on the field research findings, using a Right To Play report template, and revise report based on feedback from Right To Play and its partners.

7. Prepare and submit a final baseline report to Right To Play’s Global Monitoring, Evaluation and Learning Team, including:
   a. Copy of the final baseline report

¹ Due to COVID-19 restrictions, consultancy firms based outside of Rwanda may plan for remote management of the evaluation via local data collection firm(s).
b. Copies of raw and cleaned data sets in both Excel and statistical software formats (e.g. SPSS) including any transcripts, coding frameworks, field notes, as well as annexes of processed results tables and copies of all final data collection tools used (with all levels of disaggregation, including breakdown of geographical areas)

c. PowerPoint presentation with summary findings for formal presentation to key stakeholders in Rwanda

d. An evaluation brief document summarizing the main findings of the evaluation.

5. Methodology

Phase 1 of the consultancy will begin with a document review of PIP MEL and implementation plans; desk research and literature review; secondary data analysis of national-level education data, including the Rwandan LARS reading assessment; and engagement with the program team to produce a quasi-experimental research design for the evaluation. Comparison groups should be matched to sampled program sites to participate in evaluation activities, which will ultimately enable evaluators to better assess which changes achieved during the program life cycle are attributable to the program intervention. The evaluation must employ mixed methods relevant to the program’s measurement framework and evaluation questions.

Sample sizes for quantitative data collection will be calculated using a 95% confidence level and confidence interval of five. The sample sites, samples and groups proposed should enable calculation of statistical significance at baseline and endline. As such, they should account for potential future attrition as these same sample characteristics will be used at endline. Where relevant, sample selection criteria may need to be developed. In depth-engagement with relevant teams at Right To Play will be required to produce an evaluation framework that enables the program to produce critical, rigorous evidence to tell its story in a meaningful way.

Then, the consultancy will involve the planning and implementation of a baseline study that will enable the program to assess its starting point, from a measurement perspective. The evaluation partner is expected to work closely with the Right To Play Rwanda team to successfully conduct the field work. Phase 1 of the consultancy will also require the analysis of data collected and the production of a baseline report and products for dissemination, with incorporated and integrated feedback from relevant PIP program staff.

The baseline evaluation will serve as a key reference for the Learning Study and endline evaluation in Phases Two and Three of the consultancy, particularly with regards to methods and sampling.

Data Collection Tools

The baseline evaluation design framework will consist of a toolkit with relevant tools to measure the program’s outcome-level indicators and to adequately answer the research questions posed. Existing tools will be critically reviewed while new ones will be developed. All tools must be
translated into local languages, as required. The list of tools that will need to be revised and/or developed may include, but is not limited to:

- ISELA survey (including improvements to include measures of creative thinking and innovation)
- Teacher survey and pre-post training tests
- School administrator survey
- Policy Integration scorecard
- Caregiver survey
- Focus Group Discussions and Key Informant Interviews (with children, teachers, teacher training institutions, caregivers, and others as relevant)

The research planning process will entail an in-depth training of enumerators, which will include piloting of the instruments to ensure satisfactory reliability and validity. Tools will subsequently be refined after training and prior to data collection.

**Data Analysis**
Data will be analyzed both quantitatively and qualitatively. The evaluation partner will submit an analytical framework as part of the evaluation design process, which will detail the specific analytical methodology that will be used to produce results for each indicator measured and each research question posed.

The consultant is encouraged to utilize analytical software to analyze both the quantitative (e.g. Excel, SPSS, STATA, R), and qualitative (e.g. NVivo, Atlas.Ti) data. Outputs from data analysis will be submitted as part of the deliverables, as will the scripts (or list of commands) with clear notes and guidance, particularly for quantitative data analyzed (in SPSS, STATA, R).

### 6. General Conditions of the Consultancy

**Steering Committee**
A steering committee of key implementation stakeholders (including PIP Program country and global staff) will be formed to guide and inform the research process. They will help to inform the relevance and appropriateness of the evaluation design framework, the data collection tools, and the analytical framework. They will also help to ensure that the research planning and data collection processes are sound, culturally appropriate, and contextually relevant to Right To Play’s programmatic needs and to the needs of all relevant stakeholders (i.e. beneficiaries, community members and partners).

**Consultancy Expectations:**
• The consultancy firm/group will take part in an orientation to the PIP program’s delivery model.
• The consultancy firm/group will submit an inception report including a detailed work plan and time frame for the completion of the baseline research.
• The data analysis and draft reports for all deliverables will be shared with PIP program staff with sufficient time for review and feedback, which will be incorporated into subsequent work.
• Preliminary findings for all deliverables will be shared with program staff and relevant stakeholders through data validation workshops.
• After the completion of each deliverable, a presentation will be given to PIP program staff and appropriate stakeholders to share results and recommendations.
• Throughout each phase, the consultancy firm/group will be expected to maintain regular communications with the steering committee to provide progress updates.
• Travel and accommodations for visits to Rwanda will be coordinated, booked, and paid for by the consultancy firm.
• The evaluation approach must follow OECD-DAC evaluation criteria.
• All materials, processes, methodologies, reports, plans and other works provided to the consultancy firm or developed by the consultancy firm on behalf of Right To Play remain the property of Right To Play.
• All data must be stored in a safe and secure location, allowing full access on the part of Right To Play staff during the evaluation process.
• Upon completion of the research, all raw data and analyzed data must be submitted to Right To Play.

7. Roles and Responsibilities

The consultancy firm’s roles and responsibilities include, but are not limited to, the following:

• Background research to familiarize themselves with the PIP program and Right To Play’s approach (through program documents provided by Right To Play).
• Document review of program, monitoring and evaluation plans, including logical models, MEL plans and materials, and existing measurement tools.
• Development of the evaluation design in collaboration with the Right To Play International Steering Committee.
• Development and implementation of a data collection administration and logistics plan in Rwanda (including identifying a comparison group).
• Development of enumerator training materials, including presentations and manuals.
• Data collection, entry and cleaning, and data analysis.
• Data validation and interpretation through internal review of findings.
• Completion of baseline, learning study and endline reports.
• Preparation and presentation of findings and recommendations for each deliverable.
8. Key Deliverables and Tentative Timeline

The Proposal for the full evaluation and Learning Study must be submitted no later than 14 February 2022 to Isabella Di Paolo, Monitoring, Evaluation and Learning Manager at: idipaolo@righttoplay.com.

All questions or clarifications regarding this RFP must be in writing and submitted to idipaolo@righttoplay.com no later than 24 January 2022. Questions and requests for clarification, and responses thereto, will be circulated to all RFP recipients who have indicated interest in this RFP.

Timeline following awarding of contract (First Phase)

1. Contract award date: 7 March
2. Inception meetings, Right To Play consultations and document review:
   - Initial consultations will begin on 14 March and extend throughout the duration of the planning period
   - Inception Report and Evaluation Framework – Draft: 1 April; Revised version: 15 April. Submission of inception report that includes: baseline evaluation design, evaluation questions, underlying ToC assumptions, sampling methodology and calculations, detailed work plan, qualitative and quantitative data collection instruments, evaluation matrix, quality assurance protocols, data analysis process, indicator protocols, enumerator training plan, stakeholder participation in baseline management, and data validation plan.
   - The inception report should include all data collection instruments and a data analysis framework specifying indicator definitions and calculation details.
   - The revised inception report should integrate all Right To Play feedback and provide tools translated into local languages.
   - Inception report should provide a detailed data collection work plan that includes:
     i. Data collection logistics and schedule
     ii. Data collection manual including data collectors’ training guide
     iii. Enumerator training materials and presentations
3. Data Collectors Training Completed: 2 May
   - Data collectors training agenda

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2 The timeline is tentative and subject to change through consultation with Right To Play.
• Final data collection instruments and translations (revised following pilot during training)
• Data collectors’ training report

4. **Fieldwork Completed: 27 May**
   • Fieldwork completion report: 3 June

5. **Data Collected and Submitted: 3 June ***
   • Cleaned, raw data in two formats: Excel and a stats software format (e.g. SPSS or STATA)

6. **Analyzed data: 24 June**
   • Populated performance measurement framework with analyzed data

7. **Draft Baseline Report: 8 July**
   • Revised data analysis framework document
   • Draft baseline report
   • Presentation of baseline report
   • Finalized data analysis framework document
   • Excel and SPSS/Stat scripts with clear, easy to understand notes
   • Final baseline report

8. **Validation workshop with stakeholders: 18 – 19 July**

9. **Final report: 25 July**

10. **Final summary PowerPoint presentation: 29 July**

9. **Proposed Budget and Payment Schedule**

Consultants are asked to provide a draft financial proposal along with their technical proposal for consideration. Right To Play offers competitive consultancy rates in keeping with market value and international NGO standards. Offers of over CAD 400,000 for the entire evaluation and Learning Study contract will not be reviewed.

• First payment: After signing of contract agreement with Right To Play (10%)
• Second payment: Submission of final inception report and translated data collection instruments (15%)
• Third payment: Submission of analyzed data and populated PMF (30%)
• Fourth payment: Submission of draft report (25%)
• Final payment: Submission of final report and PowerPoint presentations approved by Right To Play (20%)

RTP payment cycle is net 30 days upon receipt of deliverables, goods/services, inspection and acceptance of goods/services as in compliance with the terms of the award and receipt of vendor invoice. Full cooperation with RTP in meeting the terms and conditions of payment will be given the highest consideration.

10. Qualifications

• A consultancy firm/ group with 7-15 years of experience in the research and/or evaluation field, including experience in quantitative and qualitative data collection, analyzing quantitative and qualitative data, and report writing.
• Extensive experience creating measurement frameworks, refining indicators, and creating measurement tools for education-focused programs.
• Extensive experience managing and designing evaluation studies in diverse contexts (e.g. within multi-country contexts, with children and young people, in remote settings).
• Extensive experience in education and ed-tech programming.
• Experience in life skills and behavioral change measurement.
• Experience using participatory and gender-responsive techniques in data collection. Demonstrated experience in data collection with children and adolescents strongly preferred.
• Ability to abide by Right To Play’s child protection and child safeguarding policies.
• Extensive experience following OECD-DAC principles for evaluation and measurement.
• Ability to travel to and within Rwanda in support of the study as required.
• Existing network of local data collection firms in Rwanda to conduct data collection.
• Applicants should have a relevant degree in social sciences, international development, statistical sciences, or another related field.
• Excellent skills and experience with data analysis using statistical computing tools (Excel, SPSS, STATA, NVIVO).
• Excellent working proficiency in English and Kinyarwanda (preferred).

11. Proposal Application Submission

Interested organizations are requested to submit proposals including the following documents:
• Cover letter
• Expression of interest
• A complete profile of the firm, organization or group, highlighting previous experience and expertise in areas listed in the “Qualifications” section detailed in the above section
- Detailed technical response to RFP, clearly demonstrating a thorough understanding of these Terms of Reference and with specific focus addressing the purpose and objectives of the assignment, methodology to be used and key selection criteria (max. 8 pages). Please note that the proposal should outline the approach to the entire evaluation cycle and Learning Study.

- Financial Proposal: Detailed budget breakdown based on expected daily rates and initial work plan (in CAD)

- CVs of any key team members who will be part of the evaluation team, clearly stating their roles and responsibilities

- Proposed governance structure, including management of local study teams, coordination of field work, and quality assurance process

- Two writing samples, ideally reports the firm, organization or group has lead authorship on

- Capability statement

- Initial draft of the proposed work plan in Gantt chart style

The proposals must be prepared in two separate volumes: i. Technical Proposal; and ii. Financial Proposal. The technical and financial proposal must be kept separate. Technical proposals must not make reference to pricing data in order to be evaluated strictly on the basis of technical merit.

a) Technical Proposal Requirements/ Proposed Plan and Approach

The Technical proposal should describe how the offeror intends to carry out the activities set out in the Terms of Reference. The proposal should be concise, specific, complete, and demonstrate a clear understanding of the work to be undertaken and the responsibilities of all parties involved. It must demonstrate the offeror’s eligibility, as well as their capabilities and expertise in conducting each step of the activity.

Offerors should include only information necessary to provide a clear understanding of the proposed action and the justification for it. Greater detail than necessary, as well as insufficient detail, may detract from a proposal’s clarity. Please assume that the reader is not familiar with the particular context in which the project will be implemented. The use of jargon and acronyms should be minimized as much as possible. If acronyms or abbreviations are used, please include a separate page explaining the terms.

b) Financial Proposal Requirements

Financial proposals should meet the following requirements:

- The offeror should submit their most competitive and complete financial proposal, including a fixed unit cost and total cost proposal for completion of works as described in the Terms of Reference.
- All costs must be stated in Canadian Dollars (CAD).
- A fixed price must be provided for each category of deliverable, each of which will be considered a fixed price budget for that specific segment of work. The price of the subcontract to be awarded will be an all-inclusive fixed price. No profit, fee or additional costs can be included after the award. All items and services must be clearly labeled and included in the total offered price.
- The offered price must include comprehensive insurance, shipping and handling charges, and state INCOTERM, if any.
- Please indicate all prices exclusive of VAT, Excise or other taxes.
- The offeror should submit a financial proposal budget narrative.

A detailed budget narrative that justifies the costs as appropriate and necessary for the successful completion of proposed activities should be attached to the budget. The budget narrative should clearly describe the project and cost assumptions. All proposed costs must be directly applicable to performing the work under the award and budgeted amounts should not exceed the market cost/value of an item or service.

The budget narrative should be of sufficient detail so that someone unfamiliar with the offeror or the planned activities could review and adequately understand and grasp the assumptions, reasonableness and calculation method used.

The budget narrative must be prepared using Microsoft Excel. Supporting information must be provided in adequate detail for conducting a comprehensive analysis.

c) Capabilities and Past Performance

The offeror must submit a capabilities statement along with documentary evidence of past performance. The capabilities statement should not exceed five (5) pages in length and will be used to evaluate the offeror’s organizational, financial, and technical capacity, in relation to the Terms of Reference. The Capabilities Statement must include but is not limited to: size of the agency, financial resources available to complete this work, staffing competencies and capabilities, past experience performing similar work with other donor organizations, and a company profile and/or brochure.

Offerors which are firms and not individuals must include in the capabilities statement that they have the financial viability and resources to complete the proposed activities within the period of performance and under the terms of payment outlined below. RTP reserves the right to request and review the latest financial statements and audit reports of the offeror as part of the basis of the award.
d) Other Requirements

Please provide other requirements such as business registration information (copy of registration or incorporation etc.), applicable trade license or equivalent, company tax registration or equivalent, institutional brochures, publications, financial audit statements, etc.

12. Evaluation Criteria

RTP intends to issue a fixed price purchase order/ sub-contract to the offeror(s) who best meet the criteria specified in this RFP and are determined to be responsible and eligible sub-contractor to provide the required goods/services.

Proposals will be evaluated first to ensure that they meet all mandatory requirements. To qualify for review, a proposal must include all documentation as listed. Proposals that fail to meet these requirements will receive no further consideration. Eligible proposals will be evaluated and ranked by a committee on a technical basis according to the criteria below. Those proposals that are considered to be technically acceptable shall then be evaluated in terms of cost.

For the purpose of selection, the evaluation will be based on the following weighted point scale (totaling 100 points) of the proposal in its entirety, including, but not limited to, the following:

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<th>No.</th>
<th>Criteria</th>
<th>Points</th>
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<td>1</td>
<td>Technical Approach, Methodology and Implementation plan</td>
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<td>• Comprehensiveness of proposal approach. Clarity and appropriateness of proposed activity.</td>
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<td>• Implementation plan and proposed timeline are realistic and include all proposed elements of activity.</td>
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<td>• Responsiveness to Terms of Reference.</td>
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<td>Capabilities and Past Performance</td>
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<td>• Organizational, financial and technical capabilities and resources to implement this work.</td>
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<td>• Previous successful past experience implementing similar activities.</td>
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<td>Proposed Costs</td>
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• Reasonableness of proposed budget based on scope of activities proposed.
• Summary budget, detailed budget, and budget notes included.
• Comparative lowest price.

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<th>Deliverable timeframe</th>
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### 13. Terms of Award

This document is a request for proposals only, and in no way obligates RTP or its donor to make any award. Please be advised that under a fixed price contract the work must be completed within the specified total price. Any expenses incurred in excess of the agreed upon amount in the sub-contract will be the responsibility of the sub-contractor and not that of RTP or its donor. Therefore, the offeror is duly advised to provide its most competitive and realistic proposal to cover all foreseeable expenses related to provide requested goods/services.

All deliverables produced under the future award/sub-contract shall be considered the property of RTP. RTP may choose to award a PO/sub-contract for part of the activities in the RFP. RTP may choose to award a PO/sub-contract to more than one offeror for specific parts of the activities in the RFP.

The Offeror's technical and cost proposals must remain valid for not less than 120 calendar days after the deadline specified above. Proposals must be signed by an official authorized to bind the offeror to its provisions.

**Language**

The proposal, as well as correspondence and related documents should be in English.

**Negotiations**

The offeror's most competitive proposal is requested. It is anticipated that any award issued will be made solely on the basis of an offeror’s proposal. However, the Project reserves the right to request responses to additional technical, management and cost questions which would help in negotiating and awarding a PO/sub-contract. The Project also reserves the right to conduct negotiations on technical, management, or cost issues prior to the award of a PO/sub-contract. In the event that an agreement cannot be reached with an offeror the Project will enter into negotiations with alternate offerors for the purpose of awarding a PO/sub-contract without any obligation to previously considered offerors.
Rejection of proposals

RTP reserves the right to reject any and all proposals received, or to negotiate separately with any and all competing offerors, without explanation.

Incurring costs

RTP is not liable for any cost incurred by offerors during preparation, submission, or negotiation of an award for this RFP. The costs are solely the responsibility of the offeror.

Modifications

RTP reserves the right, in its sole discretion, to modify the request, to alter the selection process, to modify or amend the specifications and scope of work specified in this RFQ.

Cancellations

RTP may cancel this RFP without any cost or obligation at any time until issuance of the award.

Right To Play is a child-centered organization. Our recruitment and selection procedures reflect our commitment to the safety and protection of children in our programs.

To learn more about how we are and what we do, please visit our website at www.righttoplay.com.