



**RIGHT TO PLAY**  
PROTECT. EDUCATE. EMPOWER.

**Rwanda E-Training and  
Certification  
Learning Partner  
Request for Proposals**

March 2022

## 1. Background

### 1.1. About 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](http://www.righttoplay.com).

### 1.2. About the Learning through Play E-training and Certification

Right To Play is designing, building, and piloting an asynchronous **learning through play (LtP) E-training and Certification program (2022-2024)**. This program will train and certify up to **3,000 primary female and male teachers in Rwanda**, inspiring them to facilitate more collaborative, engaging, and playful learning classrooms. The program will be implemented in partnership with the LEGO Foundation, a global academic partner, the Rwanda Education Board (REB), and the University of Rwanda-College of Education (UR-CE), as well as various technical vendors with expertise in the delivery of online learning.

The asynchronous e-certification program is one of the ways that Right To Play is leveraging technology as a **cost-effective and scalable** model to build teacher capacity, increase access to training, and reach more children with quality, play-based education. Our objective with the E-training and Certification program is to implement a robust pilot on e-training for primary teachers to maximize our learning for future scale-up.

The ultimate outcome of the E-training and Certification program is that **primary teachers have improved capacities to implement playful, collaborative, and engaging learning activities**. The ultimate outcome will be measured through the number of teachers who regularly apply LtP in the classroom. In addition to the implementation of LtP in the classroom, we will also measure the number of teachers with improved knowledge and awareness of LtP methods as a result of training. This secondary measure of the outcome is guided by empirical consensus that teachers' competencies, beliefs, and motivations influence their use of specific practices and, by extension, students' learning. This outcome of improved teacher capacity to foster playful learning

contributes to the impact of teachers being able to facilitate more collaborative, engaging, and playful learning in Rwandan classrooms.

This program is conceptualized in four stages:

- Inception (March – August 2022)
- Design (September 2022 – February 2023)
- Build (March – August 2023)
- Pilot (September 2023 – August 2024)

Learning is at the core of the E-training and Certification program's design. The primary purpose of this program is to learn in a real context what works in the delivery of online training for teachers in LtP. Our objective with the E-training and Certification is to implement a robust pilot on e-training for primary teachers to maximize our learning for future scale-up. The program's two key learning areas are:

- The extent to which the e-training and certification platform effectively supports the development of foundational teacher competencies for LtP and;
- What makes online LtP e-training experiential and playful for teachers, so they can transfer what they have experienced in their own teaching.

## 2. Purpose of Consultancy

### 2.1. Key Activities

Right To Play is seeking to procure the services of an independent Learning Partner to help inform program implementation through a mixed-methods evaluation and accompanying learning studies. The Learning Partner will support Right To Play in assessing the effectiveness of the E-training and Certification program, including its contribution to program outcomes and in generating learning from the pilot to inform program intervention and subsequent scaling-up efforts.

The **mixed-methods evaluation** will help to identify changes in teachers' knowledge, attitudes, and behaviors linked to project activities. We also foresee more limited data collection on students' perceptions of the classroom environment. This evaluation will allow us to gather evidence on the effectiveness and potential of e-learning interventions in the Rwandan context, particularly in the form of teacher engagement and changes in capacities, perceptions, and behaviors linked to LtP. At the time of the baseline study, the Learning Partner will select comparison groups that are matched to sampled program sites to participate in data collection activities. This will ultimately enable the evaluation to better assess which changes achieved during the project implementation period are attributable to the program intervention.

There will be three learning pieces during the pilot's lifetime:

- A **context learning study**, including a mapping of existing networks and initiatives providing online teacher professional development for primary teachers in Rwanda. The context learning study will help Right To Play better understand the needs and gaps this project can address in terms of technological capacity, training procedures, attitudes and behaviors, as well as potential barriers to uptake of the e-certification program. The context learning study will also include research questions related to gender and EdTech,

particularly assessing the gender disparity in terms of teachers' access to and familiarity with technology.

- A **pilot design study**, which will investigate emerging evidence on teachers' take-up of the prototype (pre-alpha) version of the online platform and identify potential improvements in its design.
- A **deep dive study** in the final stages of the project's Pilot Phase. This will complement the overarching evaluation with a focused study on the implementation of the E-training and Certification program in low-tech settings. This study will allow Right To Play and its partners to learn lessons on the implementation of e-certification initiatives across diverse contexts, as well as to facilitate scale-up. We expect that the study will focus on low-tech schools where the training will be distributed through Remote Area Community Hotspot for Education and Learning (RACHEL)<sup>1</sup> devices.

## 2.2. Key Activities by Phase

The breakdown of activities per phase is as follows:

- **Inception Phase (March – August 2022)**: During this phase, the project's Monitoring, Evaluation, and Learning (MEL) team will develop a robust monitoring and evaluation (M&E) framework, mainstreaming gender and social inclusion considerations, as well as a Theory of Change and its accompanying assumptions. These will be reviewed, refined, and improved in collaboration with the Learning Partner (once selected). During the inception phase, we expect to work closely with the Learning Partner in the delivery of a **context learning study** to reflect on teachers' technological capacity, existing training, and attitudes and behaviors, as well as potential barriers to uptake of the e-training program, including gender barriers.
- **Design Phase (September 2022 – February 2023)**: We will apply learnings from the context learning study to inform the development of the project's LMS platform and curriculum. The later part of the design phase will see the delivery of a **pilot design study** to gather insights from schools where a prototype (pre-alpha) version of the platform will be initially piloted, allowing for changes and adaptations to the platform and outreach strategy.
- **Build Phase (March – August 2023)**: We will focus on building Right To Play's LMS platform (Alpha and Beta versions) based on findings from previous phases. All training materials will also be developed in this phase. As such, we foresee that **baseline data collection** will occur towards the end of this phase (June – July 2023), once all materials and training approaches have been fully developed for the Beta version of the app.
- **Pilot Phase (September 2023 – August 2024)**: The main learning activities during this phase will include the **deep dive study** and **endline data collection**, both of which will occur towards the end of project implementation to maximize opportunities for lesson learning.

---

<sup>1</sup> RACHEL is a portable, battery-powered device that contains copies of educational websites in an offline format, meaning it can wirelessly deliver free digital educational content to nearby tablets, laptops, or smartphones with no internet or data plans required.

### 2.3. Primary Objectives

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 mixed-methods evaluation and accompanying learning studies.
2. To review, refine, and/or develop reliable and valid surveys, interview guides, and other measurement instruments.
3. To report the baseline starting points and endline achievements against the project's intended outcomes.
4. To inform realistic and achievable targets that are grounded within the local context.
5. To produce evidence as part of the three learning studies, so as to facilitate discussion and learning regarding program best practices among project participants, community members, Right To Play staff, partners, and institutional stakeholders.
6. To produce evidence, including on cost-effectiveness, to inform organizational strategic learning and future scaling-up plans in Rwanda and elsewhere, particularly through the learning studies that will accompany implementation.

### 2.4. Inception and Design Phases

**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 e-certification program,** beginning with two learning studies in the inception and design phases. The consultancy firm will be expected to generate strong evidence and learning throughout the lifetime of the project to help inform program decision-making and organizational learning.

In the **Inception and Design phases**, the consultant and/or consultancy firm will:

- Conduct a comprehensive review of the existing e-certification documents, including the Request for Proposal (RFP), concept note, school assessment summary, and LMS assessment summary.
- Propose adjustments that will strengthen the measurement framework, including through Value for Money (VfM) measures, to ensure conceptual validity from the inception phase, to feed into regular monitoring exercises until the Pilot Phase.
- Design and conduct two learning studies with Right To Play and its 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 learning studies and for future M&E use throughout the project.
- Support integration of data collection through the LMS platform itself, as part of regular monitoring activities on the use of the platform.
- Provide recommendations and plans for integration of data collection tools and/or other required data sets necessary for the project's M&E activities.
- Produce two short learning study reports, using a Right To Play report template.
- Facilitate data validation workshops in Rwanda with key stakeholders, project participants, and partners, including Government of Rwanda institutions.

Exact tasks and timeframes for remaining phases of the project will be agreed upon with the consultant and/or consultancy firm at the inception stage. **Please note that the consultant's proposed activities for all phases should be included in submitted proposals.**

### 3. Scope of Work and Deliverables

Following awarding of the contract, inception meetings, and initial planning conversations, the Learning 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. Work plan 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 primary and secondary data of both qualitative and quantitative 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.

Due to COVID-19 related health and safety considerations, consultancy firms based outside of Rwanda should prepare for remote management of the data collection process. If international consultants are not able to travel to Rwanda for this assignment, they will be responsible for partnering with local data collection firms and providing 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 learning studies and evaluation activities 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, training venue(s), and materials).
3. **Actively participate in regular meetings with Right To Play and its partners** to consult on the research plan, methodology, and timeframe, as well as to discuss results and findings and agree on 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.

5. **Collect data using mobile devices.** All tablets, power banks, and other necessary equipment should be provided by the Learning Partner.
6. **Compile comprehensive learning study and evaluation reports** based on field research findings, using Right To Play report templates, and revise reports based on feedback from Right To Play and its partners.
7. **Prepare and submit final versions of all reports to Right To Play's Global MEL Team**, including:
  - a. Copies of all final reports.
  - b. For reach report, copies of raw and cleaned data sets in both Excel and statistical software formats (e.g. SPSS), including any transcripts, coding frameworks, and 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 a breakdown of geographical areas).
  - c. PowerPoint presentations with summary findings for formal presentation to key stakeholders in Rwanda.
  - d. Evaluation or Learning Briefs summarizing the main findings from the research activities.

#### 4. Methodology

The consultancy will begin with a document review of the E-training and Certification program MEL and implementation plans; desk research and literature review; secondary data analysis of national-level education data; 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 programs' measurement framework and evaluation questions.

Sample sizes for quantitative data collection will be calculated using a 95% confidence level and confidence interval of 5. 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.

The consultancy will then involve the planning and implementation of learning studies and evaluation studies, enabling the program to generate evidence on the context, starting point, progress made through implementation, and lessons learned therein. The Learning Partner is expected to work closely with Right To Play Rwanda's team to successfully conduct all field work. The consultancy will also require the analysis of all data collection and the production of reports

and products for dissemination, with incorporated and integrated feedback from relevant e-certification program staff.

#### **4.1. Data Collection Tools**

The 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:

- Analysis of user data and feedback collected through the LMS platform itself.
- Teacher survey and pre-post training tests.
- School administrator survey.
- Classroom observation tools.
- Focus Group Discussions and Key Informant Interviews (with children, teachers, teacher training institutions, caregivers, and others as relevant).

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

#### **4.2. Data Analysis**

Data will be analyzed both quantitatively and qualitatively. The Learning 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).

### **5. General Conditions of the Consultancy**

#### **5.1. Steering Committee**

A steering committee of key implementation stakeholders (including Right To Play Rwanda 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).

#### **5.2. Consultancy Expectations**

- The Learning Partner will take part in an orientation to the e-certification program's delivery model.

- The Learning Partner will submit an inception report, including a detailed work plan and timeframe for the completion of all research activities.
- The data analysis and draft reports for all deliverables will be shared with e-certification 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 e-certification program staff and relevant stakeholders through data validation and workshops.
- After the completion of each deliverable, a presentation will be given to e-certification program staff and appropriate stakeholders to share results and recommendations.
- Throughout each phase, the Learning Partner 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 Learning Partner.
- The evaluation approach must follow OECD-DAC evaluation criteria.
- All materials, processes, methodologies, reports, plans, and other works provided to the Learning Partner or developed by the Learning Partner 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 research, all raw data and analyzed data must be submitted to Right To Play.

## 6. Roles and Responsibilities

The Learning Partner's roles and responsibilities include, but are not limited to, the following:

- Background research to familiarize themselves with the E-training and Certification 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 Project 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 studies, and endline reports.
- Preparation and presentation of findings and recommendations for each deliverables.

## 7. Key Deliverables and Tentative Timeline

The proposal for the full evaluation and learning study must be submitted no later than the **extended deadline of April 25, 2022 to Isabella Di Paolo, Monitoring, Evaluation, and Learning Manager at: [idiapaolo@righttoplay.com](mailto:idiapaolo@righttoplay.com)**.

All questions or clarifications regarding this RFP must be in writing and submitted to [idipaolo@righttoplay.com](mailto:idipaolo@righttoplay.com) no later than **April 8, 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:**

| <b>Deliverable</b>  | <b>Key Points</b>   | <b>Deadline</b> |
|---|---|-----------------|
| Contract award date   | Right To Play signs endline evaluation contract with selected evaluator/firm  | 20 May 2022     |
| Inception meetings, Right To Play consultations and document review | <ul style="list-style-type: none"> <li>Initial consultations will begin once the contract is awarded.</li> <li>Inception Report submitted to Right To Play</li> <li>Right To Play review and approve Inception Report</li> </ul>  | Late May 2022   |
| <b>Context Learning Study</b>                                       |   |                 |
| Training of Data Collectors and Fieldwork Completed                 | <ul style="list-style-type: none"> <li>Data collectors training agenda</li> <li>Final data collection instruments and translations (revised following pilot during training)</li> <li>Data collectors' training report</li> </ul> | July 2022       |
| Data Collected, Submitted and Analysed                              | Cleaned, raw data shared with Right To Play   | July 2022       |
| Final Report on key observations and recommendations                | <ul style="list-style-type: none"> <li>Presentation of report</li> <li>Final report</li> </ul>  | August 2022     |
| Presentation of findings  | Learning Partner to present findings and recommendations to Right To Play teams   | August 2022     |
| <b>Pilot Design Study</b>   |   |                 |
| Training of data collectors, piloting of tools and data collection  | <ul style="list-style-type: none"> <li>Data collectors training agenda</li> <li>Final data collection instruments and translations (revised following pilot during training)</li> <li>Data collectors' training report</li> </ul> | November 2023   |

|  |   |               |
|--|---|---------------|
| Data Collected, Submitted and Analysed                             | Cleaned, raw data shared with Right To Play   | December 2023 |
| Results validation   | Right To Play facilitate validation workshop with in-country stakeholders in Rwanda   | January 2023  |
| Learning Partner submits draft Learning Study                      | Right To Play receive and reviews draft Learning Study  | January 2023  |
| Final Learning Study   | Right To Play receive and approves final Learning Study   | January 2023  |
| Dissemination and learning   | Right To Play and key stakeholders participate in an evaluation dissemination and learning workshops  | January 2023  |
| <b>Baseline Evaluation</b>   |   |               |
| Training of data collectors, piloting of tools and data collection | <ul style="list-style-type: none"> <li>• Data collectors training agenda</li> <li>• Final data collection instruments and translations (revised following pilot during training)</li> <li>• Data collectors' training report</li> </ul> | June 2023     |
| Data Collected, Submitted and Analysed                             | Cleaned, raw data shared with RTP   | July 2023     |
| Results validation   | Right To Play facilitate validation workshop with in-country stakeholders in Rwanda   | July 2023     |
| Learning Partner submits draft final evaluation report             | Right To Play receive and reviews draft report  | August 2023   |
| Final Evaluation Report  | Right To Play receive and approves final evaluation report  | August 2023   |
| Dissemination and learning   | Right To Play and key stakeholders participate in an evaluation dissemination and learning workshop   | August 2023   |
| <b>Deep Dive Study</b>   |   |               |

|  |   |               |
|--|---|---------------|
| Training of data collectors, piloting of tools and data collection | <ul style="list-style-type: none"> <li>• Data collectors training agenda</li> <li>• Final data collection instruments and translations (revised following pilot during training)</li> <li>• Data collectors' training report</li> </ul> | February 2024 |
| Data Collected, Submitted and Analysed                             | Cleaned, raw data shared with RTP   | March 2024    |
| Results validation   | Right To Play facilitate validation workshop with in-country stakeholders in Rwanda   | April 2024    |
| Learning Partner submits draft Learning Study                      | Right To Play receive and reviews draft report  | April 2024    |
| Final Learning Study   | Right To Play receive and approves final evaluation report  | April 2024    |
| Dissemination and learning   | Right To Play and key stakeholders participate in an evaluation dissemination and learning workshop   | April 2024    |
| <b>Endline Evaluation</b>  |   |               |
| Training of data collectors, piloting of tools and data collection | <ul style="list-style-type: none"> <li>• Data collectors training agenda</li> <li>• Final data collection instruments and translations (revised following pilot during training)</li> <li>• Data collectors' training report</li> </ul> | July 2024     |
| Data Collected, Submitted and Analysed                             | Cleaned, raw data shared with Right To Play   | July 2024     |
| Results validation   | Right To Play facilitate validation workshop with in-country stakeholders in Rwanda   | July 2024     |
| Learning Partner submits draft final evaluation report             | Right To Play receive and reviews draft report  | August 2024   |
| Final Evaluation Report  | Right To Play receive and approves final evaluation report  | August 2024   |

|                            |   |             |
|----------------------------|---|-------------|
|                            |   |             |
| Dissemination and learning | Right To Play and key stakeholders participate in an evaluation dissemination and learning workshop | August 2024 |

**8. Proposed Budget and Payment Schedule**

Bidders 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 \$600,000** for the entire Learning Partner contract will not be reviewed.

The payment schedule will be as follows:

- First payment: After signing of contract agreement with Right To Play (10%)
- Second payment: Submission of draft Context Learning Study (15%)
- Third payment: Submission of draft Pilot Design study (15%)
- Fourth payment: Submission of draft baseline report (25%)
- Fifth payment: Submission of Deep Dive study (15%)
- Final payment: Submission of final Endline Evaluation report and PowerPoint presentations approved by Right To Play (20%)

Right To Play 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 Right To Play in meeting the terms and conditions of payment will be given the highest consideration.

**9. 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 adult e-training, distance learning, or continuous professional development 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), in Africa or Rwanda specifically.
- Extensive experience in education, teacher training, and EdTech programming.
- Experience in life skills and behavioral change measurement.
- Experience carrying out Value for Money (VfM) assessments as part of program evaluations.

- 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.
- Team members with relevant degrees in social sciences, international development, education, 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.

## 10. Proposal Application Submission

Interested organizations are requested to submit proposals including the following documents:

- Cover letter
- Detailed Technical Proposal, 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 suggested sampling 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).

Additional attachments should include:

- Initial draft of the proposed work plan in Gantt chart style.
- Capabilities Statement of the firm, organization, or group, highlighting previous experience and expertise in areas listed in the "Qualifications" section detailed above.
- CVs of 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 that the firm, organization, or group has led authorship on.

The proposals must be prepared in two separate volumes: i) Technical Proposal; and ii) Financial Proposal. The Technical Proposal 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.

### 10.1. 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. The Technical Proposal should not exceed eight (8) pages.

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.

## **10.2. 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).
- The financial proposal must include all relevant travel costs – both to and within Rwanda.
- 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 sub-contract 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.

**10.3. 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. Right To Play 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.

**10.4. 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, instructional brochures, publications, financial audit statements, etc.

**11. Evaluation Criteria**

Right To Play 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 a responsible and eligible subcontractor to provide the required goods/services.

Proposals will be evaluated first to ensure 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 no limited to, the following:

| No. | Criteria   | Points |
|-----|--|--------|
| 1   | <p><b>Technical Approach, Methodology and Implementation plan</b></p> <ul style="list-style-type: none"> <li>• Comprehensiveness of proposal approach. Clarity and appropriateness of proposed activity.</li> <li>• Implementation plan and proposed timeline are realistic and include all proposed elements of activity.</li> <li>• Responsiveness to Terms of Reference.</li> </ul> | 40     |

|   |  |            |
|---|--|------------|
| 2 | <p><b>Capabilities and Past Performance</b></p> <ul style="list-style-type: none"> <li>Organizational, financial and technical capabilities and resources to implement this work.</li> <li>Previous successful past experience implementing similar activities.</li> </ul> | 20         |
| 3 | <p><b>Proposed Costs</b></p> <ul style="list-style-type: none"> <li>Reasonableness of proposed budget based on scope of activities proposed.</li> <li>Summary budget, detailed budget, and budget notes included.</li> <li>Comparative lowest price.</li> </ul>            | 30         |
| 4 | <b>Deliverable timeframe</b>   | 10         |
|   | <b>Total</b>   | <b>100</b> |

**12. Terms of Award**

This document is a request for proposals only, and in no way obligates Right To Play 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 Right To Play 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 Right To Play. Right To Play may choose to award a PO/ sub-contract for part of the activities in the RFP. Right To Play 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**

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

### **Incurring costs**

Right To Play 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**

Right To Play 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**

Right To Play 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](http://www.righttoplay.com).