



RIGHT TO PLAY
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**Gender Responsive Education and
Transformation (GREAT):
Final Evaluation**

Request for Proposals

June 28, 2022

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

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.

2. Program Overview

Right To Play is seeking the services of a consultancy firm to lead the multi-country final evaluation of the **Gender Responsive Education and Transformation (GREAT)** in order to assess the attribution and contribution of the program in achieving its ultimate outcome.

GREAT is a five-year (April 2018 – March 2023), CAD \$24.7M program funded by Global Affairs Canada (GAC). The program aims to directly address the learning needs of children and youth in three countries: Ghana, Mozambique, and Rwanda. The GREAT program endeavours to **improve equal learning outcomes for girls and boys at the primary school level**. RTP contributes to this ultimate outcome through focused interventions at the school, community and policy level that will result in:

1. Increased integration of gender-responsive play-based learning by teachers into teaching practice;
2. Increased engagement of parents and caregivers in addressing gender-specific learning needs of girls and boys, including at-risk children;
3. Increased adoption of gender-responsive play-based learning in in-service and pre-service teacher training.

The GREAT project is aligned with key needs and challenges in the education sector in Ghana, Mozambique and Rwanda and draws on RTP's history and experience in implementing GRPBL programs in Sub-Saharan Africa. The project builds on the momentum and learning generated by previous work in the region to deepen results and further influence system-wide change, in collaboration with governments, development partners, teacher training institutes, schools, mothers, fathers, caregivers, and girls and boys.

Based on lessons learned and previous program achievements, the GREAT project adopts best practices and new strategies to deepen program impact. The contextualization of the Gender Responsive-Continuum of Teacher Training (GR-CoTT), RTP's training and professional development framework, is a key priority. The GR-CoTT aims to build the capacity of teachers to apply child-centered GRPBL methodologies and create positive learning environments for girls and boys. It is designed to be adapted to the local context and national curriculum, in collaboration with local and government

partners. The reach in each GREAT country location is different due to the importance of aligning the GREAT project with national education priorities:

In **Ghana**, GREAT targets teachers and girls and boys from **Kindergarten to Primary 6**. Given findings of a high degree of gender inequality in access to power and decision-making at all levels of Ghanaian society, GREAT focuses on ensuring gender-equitable participation and leadership in all project activities.

In **Rwanda**, GREAT has partnered with three district education offices (Bugesera, Kayonza and Ruhango) and targets girls and boys in primary school (**P1-P6**). GREAT focuses on strengthening the gender-responsive component of play-based learning in teaching practices, with an emphasis on improving retention rates among girls and boys in school.

In **Mozambique**, the focus is much more narrow – **focused on Grades 1-3 only**—as a result of reflective conversation and consultation with the MINEDH, among other stakeholders. A particular emphasis is placed on reaching out to and including marginalized groups of girls and boys, such as orphans, child-headed households, girls and boys who are stunted and/or affected by HIV/AIDS.

The GREAT Program is implemented in the following locations:

Ghana	Mozambique	Rwanda
Kumbungu (Northern)	Chongoene (Gaza)	Bugesera
Savelugu (Northern)	Chókwè (Gaza)	Kayonza
Tolon (Northern)	Limpopo (Gaza)	Ruhango
Keta Municipal Assembly (Volta)	Namaacha (Maputo)	
Ga South Municipal Assembly (Greater Accra Region)	Maputo City (Maputo)	

Project Timeline: April 2018-March 2023

Baseline Evaluation: July –August 2018

Midterm Evaluation: July – September 2021

Endline Evaluation: October – November 2022

Beneficiaries: Across all three countries of intervention, GREAT aims to target 170,382 (83,384 F) children, 3,658 (2,018 F) teachers, and 308,902 community members (mothers, fathers and caregivers) over the course of the project.

3. Purpose of Consultancy

RTP is calling for an independent firm to **assess the attribution and contribution of the GREAT program in improving equal learning outcomes for girls and boys** (see GREAT Performance Measurement Framework, Annex 1) by using a quasi-experimental difference in difference methodology. This will take into account the initial Baseline Assessment undertaken in 2018 and

Midterm Evaluation undertaken in 2021. The endline study will consider evaluating the GREAT program from the initiation of the program until the start of data collection (October 2022) to ensure that the evaluation captures the most up-to-date data and achievements.

The study will be shared with relevant stakeholders, and we expect this will be used to inform decision-making, adaptive programming, evidence generation, lesson learning and greater accountability. The findings of this evaluation will be primarily used by the following stakeholders:

- Right To Play International
- Global Affairs Canada
- Co-Funders, Match Donors
- Implementing Partners
- Government stakeholders
- Beneficiaries (incl. Teachers and head-teachers)

The **specific objectives** of the endline evaluation are:

1. To determine the extent to which the project achieved its main outcomes of interest and whether this can be attributed to the project.
2. To assess the sustainability of RTP’s approach in building local education systems/actors’ capacities to support the adoption of GRPBL (gender responsive play-based learning) pedagogies in schools.
3. To assess the extent to which key recommendations from the GREAT midterm review and lessons from the PAQE project were implemented to respond effectively to the needs of project beneficiaries and evolving contexts.
4. To generate information on best practices and actionable lessons to inform future similar programming and development of RTP’s work in education with children.

4. Evaluation Key Questions

Based on the evaluation specific objectives and design, the following questions have been developed for the endline study:

Programme-Level Question	Research Question
<p>Relevance</p> <p>Was the GREAT program designed to respond to the needs of target groups?</p>	<ul style="list-style-type: none"> ▪ Was the project aligned with national education priorities/policies and systems? ▪ Did the program continue to meet the needs of children during the implementation period? And how? <ul style="list-style-type: none"> ○ Did the program reach and respond to the needs of all children, including the most marginalised (I.e. children with disabilities, children affected by HIV, child-headed households, etc.)? ▪ To what extent has the program demonstrated an ability to adapt design to remain relevant? <ul style="list-style-type: none"> ○ How did the project respond to barriers affecting quality education due to COVID-19?

<p>Effectiveness (Ultimate Outcome)</p> <p>To what extent did the project contribute to improving equal learning outcomes for girls and boys?</p>	<ul style="list-style-type: none"> ▪ To what extent and how has the project contributed to the achievement of its ultimate outcome? Specifically, did it contribute to improving academic performance, life skills, enrollment rates, attendance rates, learning environment and reducing dropout rates, in each country? <ul style="list-style-type: none"> ○ What specific skills gaps in literacy and life skills was the project able to address and how? ▪ Does the intervention affect some groups more than others (e.g. girls and boys)? Any why?
<p>Effectiveness (Intermediary Outcomes)</p> <p>What works to facilitate the learning and life skills of children?</p>	<ul style="list-style-type: none"> ▪ To what extent and how has the project contributed to the achievement of its outcomes at the intermediate and immediate level? <ul style="list-style-type: none"> ○ To what extent did communities of practice, coaching and mentoring support the application of GR-PBL in teaching practices in schools? ○ What is the contribution of GR-CoTT in improving relationships between teachers and children and among children? And did the GR-CoTT promote changes in teaching methods? ▪ Which activities/strategies have been the most effective in affecting children’s socio-emotional and academic skills? ▪ How effectively did the project engage parents and other community level stakeholders in addressing gender specific learning needs of children? <ul style="list-style-type: none"> ○ Which engagement mechanisms were effective and why? ▪ Was the project effective in promoting positive disciplining strategies (reducing corporal punishment) in schools? ▪ What unintended changes (both positive and negative) have project participants experienced as a result of the GREAT project?
<p>Sustainability</p> <p>How sustainable are the activities of the project?</p>	<ul style="list-style-type: none"> ▪ What is the level of ownership of the GREAT approach at the family, local and institutional level and how likely is this to continue after the program has ended? <ul style="list-style-type: none"> ○ To what extent has GR-PBL been integrated at the family, local and institutional level (I.e., primary education policies/strategies)? ▪ What resource and funding plans have local and national education officials put in place to support the continuous application of GRPBL pedagogies in schools after the GREAT project? <ul style="list-style-type: none"> ○ What plans are in place to continue supporting CoPs and ensure regular trainings of teachers in GRPBL?

<p>Learning</p> <p>What are the lessons learnt?</p>	<ul style="list-style-type: none"> ▪ What key learnings from the project should be considered when scaling up GR-PBL approach to other countries? ▪ Are there differences across the three GREAT countries that have persisted throughout the project? And why? ▪ What lessons can be learned in terms of the project’s ability to be agile and responsive to the changing context? <ul style="list-style-type: none"> ○ How has COVID affected the project’s ability to achieve its intended outcomes? ▪ To what extent were lessons learned from past evaluations integrated into the GREAT program? <ul style="list-style-type: none"> ○ How were the lessons from the PAQE evaluations integrated into the GREAT program? (relating to contextualisation/policy coherence, gender, and system strengthening)? ○ How did GREAT program teams integrate lessons learned from the Evaluation Management Response?
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5. Methodology

The Final Evaluation will adopt a quasi-experimental difference-in-difference design to determine the project’s impact, which is aligned with the approach used at baseline and mid-term evaluations. The methodology will pair qualitative and quantitative data collection methods to gain insights into potential barriers and better understand the stories behind the quantitative results.

A **quasi-experimental impact assessment** will be carried out at the ultimate outcome level for child-focused outcomes and intermediate outcomes at the teacher and parent/caregiver-level, whilst **qualitative data** will provide rich insights on the observed achievements collected through quantitative tools. A triangulation of the data will enhance the validity of the evaluation findings by comparing information obtained from the different methods of data collection. Options for data sequencing to allow for a deeper dive into findings should be considered, if feasible, in proposals submitted.

The first part of the consultancy will involve a document review of the GREAT measurement framework and its accompanying tools; desk research; monitoring data; literature review; and engagement with the program team in order to get an overview of the project.

The second part of the consultancy will involve the planning and implementation of the endline component that will enable the program to determine endline values for outcome-level indicators according to the program’s PMF. The field work, led by the selected firm, will take place concurrently in the three countries.

The third part of the consultancy includes the analysis of data collected and the production of the evaluation report and dissemination documents (incl. evaluation brief), with incorporated and integrated feedback from relevant GREAT program staff.

Quantitative Data

The project will track progress of treatment and control groups overtime through a set of indicators outlined in the PMF (see Annex 1).

Considering the implementation of the GREAT Program in each country, proposals should outline how the evaluation team plans to track a representative sample of boys and girls. The evaluation will also sample other key project groups, including teachers and caregivers.

The sampling methodology will consider both baseline¹ and midline² sample size calculations to enable meaningful statistical testing at the endline, considering expected sample attrition rates. Where replacement sampling must be conducted, the evaluator will ensure that appropriate replacement protocols have been followed to not compromise the sample and allow for comparability of results between baseline, midterm and endline. Where possible, sample sizes will be calculated using a 95% confidence level and confidence interval of 5. The sample should allow robust results between the treatment and comparison group.

Sample sizes for boys and girls used at baseline level are shown in the following table (included a 30% attrition buffer):

Grade	Control			Treatment			All		
	M	F	All	F	M	All	M	F	All
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
All Countries									
<i>Grade 1</i>	375	382	757	369	389	758	744	771	1515
<i>Grade 2</i>	336	340	676	336	356	692	672	696	1368
<i>Grade 3</i>	313	302	615	314	304	618	627	606	1233
All	1024	1024	2048	1019	1049	2068	2043	2073	4116
Ghana									
<i>Grade 1</i>	116	115	231	118	123	241	234	238	472
<i>Grade 2</i>	119	117	236	120	120	240	239	237	476
<i>Grade 3</i>	118	120	238	115	111	226	233	231	464
All	353	352	705	353	354	707	706	706	1412
Rwanda									
<i>Grade 1</i>	115	113	228	103	117	220	218	230	448
<i>Grade 2</i>	109	100	209	108	115	223	217	215	432

¹ Baseline sample sizes were calculated based on power analysis and a required power of 0.8, and a 0.25 effect size in learning gains over and above a control group. Through this method, it was determined that the minimum sample size should be a total combined of 506 cases. Adding an expected 30% attrition buffer between evaluation years this yielded a baseline sample size of 658 children. Given that RTP wishes to generalize for boys and girls separately in the impact DID model, the sample size was doubled following Turner's (2003). This yielded a minimum final estimate of 1,316 per country (total of 3,948 boys and girls).

² The study sampled 2,107 children, their parents and caregivers in project areas and 1,032 children, their parents, and caregivers, in comparable non-project areas.

<i>Grade 3</i>	107	107	214	116	108	224	223	215	438
All	331	320	651	327	340	667	658	660	1318
Mozambique									
Grade 1	144	154	298	148	149	297	292	303	595
Grade 2	108	123	231	108	121	229	216	244	460
Grade 3	88	75	163	83	85	168	171	160	331
All	340	352	692	339	355	694	679	707	1386

Qualitative Data

Qualitative data will allow us to contextualize the quantitative findings by providing important information about the conditions where attribution and contribution occur. The selected consultant/firm will be expected to design and/or refine qualitative research tools and propose a sampling framework for the qualitative samples. This will include, but is not limited to, the following:

- **Key informant interviews** with key beneficiaries and informants to investigate individual experiences and perspectives
- **Focus Group Discussions** to study power relationships and dynamics between young girls and boys, teachers, families and members of the community.

Data Collection Tools

The final evaluation will include relevant, appropriate tools to measure the program's outcome indicators and to adequately answer the key evaluation questions. Existing tools will undergo a critical review and revision while new ones will be developed. The following is a non-exhaustive list of tools that will need to be revised/developed as needed:

- Student Literacy Assessment (EGRA)
- Household survey (HHS)
- Child survey (CS) - above 7 years old measuring various PMF components
- Teacher survey
- Parent council's survey
- Classroom observations (teaching practices)
- Key-informant interviews (stakeholders and beneficiaries)
- Focus group discussions (FGD) (children, parents, community members, other stakeholders)
- School /Classroom environment review guide
- School records guide (for attendance, promotion and performance)

Prior to field work, the consultancy/firm will be required to conduct a pilot exercise in each country. Data from the pilot will be analyzed to calibrate literacy subtasks to ensure the tools are fit for purpose.

Data Analysis

Data will be analyzed both quantitatively and qualitatively. An analytical framework will be submitted as part of the evaluation design process, which will detail the specific analytical methods that will be used for each evaluation objective. All data must be disaggregated by sex and district as outlined in the PMF.

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

6. Scope of Work

- Prepare an inception report outlining the methods to be employed in executing the assignment and a detailed work plan for the final evaluation with:
 - Work plan and schedule of activities.
 - Description of qualitative and quantitative sampling including sampling approach, sample size, power, and confidence intervals
 - Detailed description of how to collect, analyze, triangulate, and summarize quantitative and qualitative data including draft versions of all data collection tools to be used, in English, Portuguese, Kinyarwanda and other local languages, as required (i.e. learning assessments, attendance and enrollment, surveys and semi-structured questionnaires, etc.)
 - Detailed quality assurance protocols to guide data collection/entry, including spot checking procedures.
 - Description of gender sensitive, participatory, inclusive (considerations of gender, age, disability and other vulnerability conditions) and ethical (child protection, informed consent) research methods that will be integrated into the study.
 - Description of data analysis processes, including use of data analysis software.
 - Detailed indicator descriptions that include indicator definitions, data sources, and calculation formulas.
- Due to COVID-19-related health and safety considerations, consultancy firms based outside of Ghana, Mozambique, and Rwanda should prepare for remote management of the endline. If international consultants are not able to travel to countries of implementation for this assignment, they will be responsible to partner with local data collection firms and provide remote management, training, and quality assurance. Take a lead role in developing, revising, adapting, translating, and piloting various data collection tools (both qualitative and quantitative) to be used for the endline 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 the final evaluation planning, training, data collection, quality assurance and reporting, including travel, printing, translations, mobile devices, and training venue(s) and materials.
- Actively participate in regular meetings with Right To Play consulting on evaluation plan/methodology/timeframe, discussing results and findings and recommended follow-up actions.
- Manage data collection process, including recruitment of data collectors, providing training and support, supervision and monitoring of data collection and storage. This includes ensuring the credibility of field data collected by interviewers.

- Data should be collected using mobile devices. All tablets, power banks, and other necessary equipment should be provided by the consultant.
- Compile a comprehensive first draft final evaluation report based on the field evaluation findings a Right To Play report template and revise report based on feedback from Right To Play. The consultant should expect up to three rounds of feedback depending on the quality of the report submitted.
- Prepare and submit a final evaluation report to Right To Play’s Global Monitoring, Evaluation and Learning Team, including:
 - a. Validation workshop with RTP, stakeholders and beneficiaries
 - b. Copy of the final evaluation report
 - c. 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 geographical areas breakdown) are to be submitted to Right To Play with the final report
 - d. PowerPoint presentation with summary findings for formal presentation to key stakeholders in each of the three countries of implementation
 - e. An evaluation brief document summarizing the main findings of the evaluation and next steps

7. General Conditions of the Consultancy

Steering Committee

A steering committee of key implementation stakeholders will be formed to guide and inform the evaluation process. They will help to inform the relevance and appropriateness of the final evaluation round of data collection, the data collection tools, and the analytical framework. They will also help to ensure that the evaluation 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 GREAT program’s delivery model.
- Develop an evaluation protocol detailing the evaluation design and methods to be used.
- The consultancy firm/group must follow OECD-DAC principles for evaluation.
- Submit an inception report including a detailed work plan and time frame for the completion of the final evaluation.
- Lead data collection, cleaning, and analysis at each phase of the evaluation in each of the three program countries.
- Lead data validation workshops (one per country) with program staff and relevant stakeholders.
- Share data analysis results with GREAT program staff with sufficient time for review and feedback, which will be incorporated into subsequent work.
- Present final results and recommendations to GREAT program staff and appropriate stakeholders.
- Maintain regular communications with the steering committee regarding progress throughout the project lifespan.

- Budget for and pay all travel and accommodations for visits to GREAT intervention countries.
- Store all data in a safe and secure location, allowing full access to GREAT staff during the evaluation.
- Submit all raw datasets and cleaned datasets to Right To Play at the conclusion of each phase of the evaluation.
- Lead one global dissemination workshop with RTP country teams, RTP HQ and GAC.
- All materials, data, reports, plans and other work products provided to or developed by the consultancy firm/group on under the GREAT project remain the property of Right To Play.

8. Timelines and Key Deliverables

Deliverable	Details	Deadline
1. Request for Proposals (RfP) Published	RTP publishes RfP.	June 2022
2. Submission of proposals	Interested firms submit proposals.	1 August 2022
3. Award of Contract	RTP evaluates received bids and selects external evaluator/firm for the endline	August 2022
	Contract signed	August 2022
4. RTP consultations and document review	Initial consultations will begin this week and extend throughout the duration of the planning period	September 2022
5. Inception Report developed	Inception Report is reviewed and approved by the evaluation steering committee	September 2022
6. Data collection in all 3 countries	RTP supports with data collection permissions at country-level	October 2022
	Mozambique	October 2022
	Rwanda	October 2022
	Ghana	October 2022
7. Results validation workshop in all 3 countries	Validation workshop with in-country stakeholders in Mozambique	November 2022
	Validation workshop with in-country stakeholders in Rwanda	November 2022
	Validation workshop with in-country stakeholders in Ghana	November 2022
	RTP participates in multi-country results validation meeting with Evaluation Team	December 2022
8. Draft endline evaluation reports submitted	RTP receives and reviews Mozambique draft country report	December 2023
	RTP receives and reviews Ghana draft country report	December 2022
	RTP receives and reviews Rwanda draft country report	December 2022
	RTP receives and reviews multi-country draft report	December 2022

9. Final deliverables for the endline evaluation submitted	RTP receives and approves final single country and multi-country deliverables: <ul style="list-style-type: none"> - Data - Reports - Evaluation brief - Slide decks 	January 2023
10. Steering committee organises evaluation dissemination and learning workshop	RTP, GAC and national stakeholders participate in evaluation dissemination and learning workshop	January 2023

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. **As a guideline, financial proposals should be under CAD \$500,000.**

- 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 (25%)
- Fourth payment: Submission of draft report (25%)
- Final payment: Submission of final report and PowerPoint presentations approved by Right To Play (25%)

10. Qualifications

A consultancy firm/group with a minimum of 7-15 years of experience leading the development and implementation of programmatic impact evaluations and/or programmatic research in low- and middle-income countries.

- Experience managing multi-country research or evaluation activities
- Experience conducting program evaluation or research with youth and other vulnerable populations.
- Topical experience in one or more of the following domains strongly preferred: literacy skills, life skills and behavioral change
- Extensive experience in international education at primary level, including assessing children's early reading acquisition using EGRA.
- Experience using participatory and gender-responsive evaluation approaches.
- Experience with OECD-DAC principles for evaluation and measurement.
- Ability to travel to and within both implementing countries in support of the work as required.
- Existing relationships or experience with data collection firms in Ghana, Mozambique, and Rwanda.

- Applicants should have a relevant degree in social sciences, international development, statistical sciences, or another related field.
- Strong, demonstrable experience in both qualitative and complex quantitative data analyses (including using statistical computing tools: Excel, STATA, NVIVO).
- Excellent verbal and written communication skills in English. Proficiency in Portuguese preferred.

11. Proposal Application Submission

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

- Cover letter
- Detailed response to RFP, with technical proposal clearly demonstrating a thorough understanding of this 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)
- Financial Proposal: Detailed budget breakdown based on expected daily rates and initial work plan. Proposed budget should include all evaluation costs, including but not limited to training, travel, workshops, and translation.
- Proposed management structure and strategy for local data collection teams, field work, and quality assurance
- Initial draft of the proposed work plan in Gantt chart style
- A complete profile of the firm/organization/group, highlighting previous experience and expertise in areas listed in the “Qualifications” section detailed in the above section.
- List of key personnel and their proposed roles
- CVs of any other key team members who will be the part of the evaluation team
- Two writing samples, ideally reports the firm/organization/group has lead authorship on

The Proposal must be submitted no later than **August 15, 2022**, to **Jessica Best, Monitoring, Evaluation and Learning Manager** at: jb主@righttoplay.com.

Proposals will be accepted on a rolling basis and will be reviewed as soon as they are received. Early submissions are encouraged and Right To Play reserves the right to select a consultancy before the proposal submission date noted above.

While we thank all applicants for their interest, only those selected for interviews will be contacted.

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.

Annex 1 – GREAT Performance Measurement Framework

Expected Results	Indicators	Data Sources	Data Collection Methods	Frequency	Responsibility
ULTIMATE OUTCOMES					
Improved equal learning outcomes for girls and boys at the primary school level in Ghana, Mozambique and Rwanda	Academic performance (literacy) (M/F)	Children	EGRA (Task 5)	Baseline, Midline, Endline	External Consultant
	Drop-out rates (M/F)	School Records	Document Review	Baseline, Midline, Endline	External Consultant
	Net Enrollment Rates (M/F)	School Records	Document Review	Baseline, Midline, Endline	External Consultant
	Attendance rates (M/F)	School Records	Historical Attendance Tool	Baseline, Midline, Endline	External Consultant
	Life Skills (M/F)	Children	Child Survey	Baseline, Midline, Endline	External Consultant
	Positive Learning Environment (M/F)	Children	Child Survey & Classroom Observations	Baseline, Midline, Endline	External Consultant
INTERMEDIATE OUTCOMES					
1100 Increased integration of gender-responsive play-based learning (GRPBL) into teaching practice	1100.1 %/total of teachers demonstrating gender responsive play-based learning methodologies based on classroom observation assessment (M/F)	Teachers	Classroom Observations	Semi-Annual Outcome Monitoring	MEL Specialists, POs
	1100.2 %/total girls who feel empowered to participate in classroom activities	Girls	Child Survey	Baseline, Midline, Endline	External Consultant
	1100.3 %/total of children who have a positive perception of their teacher (M/F)	Children	Child Survey	Baseline, Midline, Endline	External Consultant
	1100.4 %/total of teachers who feel that they have received quality support from teacher champions (M/F)	Teachers	Teacher Survey	Baseline, Midline, Endline	External Consultant

1200 Increased en- gagement of parents and caregivers in addressing gender- specific learning needs ⁹ of girls and boys, including at- risk children. ¹⁰	1200.1 %/total of parents that report using or soliciting home-based learning activities with their children (M/F)	Parents/ Caregiver s	Household Survey	Baseline, Midline, Endline	External Consultant
	1200.2 %/total of girls experiencing a positive and stimulating home learning environment	Parents and Children	Household Survey and Child Survey	Baseline, Midline, Endline	External Consultant
	1200.3 %/total of parent council members that actively participate in carrying out school plans that support the specific learning needs of boys and girls (M/F)	Parents/ Caregiver s	Parent Council Survey	Baseline, Midline, Endline	External Consultant
	1200.4 %/total parents sending their children to supplemental learning activities (M/F)	Parents/ Caregiver s	Household Survey	Baseline, Midline, Endline	External Consultant
	1200.5 %/total schools that have implemented changes to create welcoming spaces that respond to the specific needs of girls	School	School Wide Assessment	Baseline, Midline, Endline	External Consultant
1300 Increased int- egration ¹³ of gender- responsive play-based learning (GR PBL) in in- service and pre-service teacher training	1300.1 % of teachers reporting that GR Coaching and Mentoring support has improved their practice (M/F)	Teachers	Teacher survey	Baseline, Midline, Endline	External Consultant
	1300.2 Level of integration of GRPBL into pre-service teacher education	TTCS, District Officials and Policy Influenc- ers of the education sectors of each country	Policy Integration Scorecard Key Informant Interviews with TTCS, District Officials and Policy Influencers	Baseline, Midline, Endline	External Consultant
IMMEDIATE OUTCOMES					
1110 Improved ski- lls of	1110.1 %/total of teachers who feel prepared to use the	Teachers	Teacher Survey	Baseline, Midline, Endline	External Consultant

teachers to implement gender-responsive play-based learning	skills taught in COTT in the classroom (M/F)				
	1110.2 %/total of trained teachers scoring satisfactorily on post-COTT training tests (M/F)	Teachers	Pre and Post-COTT Training Tests	Before and After each COTT Training	MEL Specialists, PMs, POs
	1110.3 % total of female teacher champions who feel comfortable providing coaching and mentoring support to both male and female teachers	Teachers	Teacher survey	Baseline, Midline, Endline	External Consultant
1120 Improved capacity of communities of practice (CoP) to provide peer-support to teachers for implementation of gender-responsive play-based learning	1120.1 %/total of teachers who report receiving support from CoPs to improve their teaching practices (disaggregated by type of support) (M/F)	Teachers	Teacher survey	Baseline, Midline, Endline	External Consultant
	1120.2 % of female teachers leading CoP activities	Teachers	Teacher Survey	Baseline, Midline, Endline	External Consultant
1130 Improved abilities of principals/head teachers to support implementation of gender-responsive play-based learning in schools	1130.1 %/total of principals/head teachers who have developed action plans to support teachers (M/F)	Principals /Head Teachers	Principal/Head Teacher Survey	Baseline, Midline, Endline	External Consultant
	1130.2 % of female teachers who feel that they have received quality support from principals on the implementation of gender-responsive PBL in schools	Teachers	Teacher Survey	Baseline, Midline, Endline	External Consultant
1210 Increased ability of CBOs and Junior Leaders to support the learning needs of	1210.1 %/total children with access to supplementary learning activities (M/F)	Children	Child Survey	Baseline, Midline, Endline	External Consultant
	1210.2 %/total of parents and caregivers with positive attitudes towards the support	Parents/ Caregivers	Household Survey	Baseline, Midline, Endline	External Consultant

boys and girls	provided by CBOs and Junior leaders (M/F)				
	1210.3 % of children with positive attitudes towards the support provided by CBOs and Junior Leaders (M/F)	Children	Child Survey	Baseline, Midline, Endline	External Consultant
	1210.4 % of junior leaders attaining at least a level 3 on the Junior Leader Assessment after receiving support (M/F)	Junior Leaders	Junior Leader Assessment	Post-Junior Leader Training	MEL Specialists, PMs, POs
1220 Improved awareness of gender-specific learning needs of girls and boys, including at-risk children, among parents and caregivers	1220.1 %/total of parents and caregivers who are aware of gender-specific learning needs of girls and boys (M/F)	Parents/ Caregivers	Household Survey	Baseline, Midline, Endline	External Consultant
	1220.2 %/total of parents and caregivers with positive attitudes towards addressing the learning needs of girls and boys (M/F)	Parents/ Caregivers	Household Survey	Baseline, Midline, Endline	External Consultant
1230 Improved ability of Parent Council ¹⁶ members to participate in the development of gender-responsive and environmentally sustainable ¹⁷ school plans ¹⁸ .	1230.1%/total school plans that exhibit 7/10 requirements for gender-responsiveness	School Plans	Document Review	Baseline, Midline, Endline	External Consultant
	1230.2%/total school plans that exhibit 7/10 requirements for environmental sustainability	School Plans	Document Review	Baseline, Midline, Endline	External Consultant
	1230.3 %/total of girls who have access to environmentally sustainable facilities	School Records	Document Review	Baseline, Midline, Endline	External Consultant
	1230.4 % of school authorities reporting that Parent Councils actively participate and advocate for gender responsiveness and environmentally sustainable change in school plans (M/F)	Head Teachers / Principals	Head Teacher/ Principal Survey	Baseline, Midline, Endline	External Consultant
1310 Improved ability of district	1310.1 %/total of inspectors/ supervisors/quality assurers that score	Inspectors/ Supervisors	Pre and Post-Coaching and	Before and After each Coaching &	MEL Specialists, PMs, POs

administration to support teachers in their implementation of gender-responsive play-based learning in schools	satisfactorily (70% or higher) on tests of knowledge and skills of coaching and mentoring on PBL (M/F)	rs/Quality Assurers	Mentoring Training Tests	Mentoring Training	
	1310.2 % of teachers reporting receiving GR coaching and mentoring support from district or national officials (M/F)	Teachers	Teacher Survey	Baseline, Midline, Endline	External Consultant
	1310.3 # of guides validated for coaching and mentoring by the appropriate education agency	Education Officials	Request Logs, Meeting Notes	Semi-Annual Outcome Monitoring	MEL Specialists, PMs, POs
1320 Increased ability of education officials and partners to integrate play-based learning into teacher training	1320.1 %/total authorities understand and perceive GRPBL to be relevant to their delivery systems (M/F)	District Education Officials	District Education Official Interview	Baseline, Midline, Endline	External consultant
	1320.2 # of requests for technical assistance from relevant authorities to support the integration of PBL into teacher training (disaggregate by type of technical assistance)	Education Officials	Requests Logs, Meeting Notes	Semi-Annual Outcome Monitoring	MEL Specialists, PMs, POs
OUTPUTS					
1111 Pedagogical materials provided to teachers (m/f)	1111.1 # of schools provided with pedagogical materials (disaggregated by type ¹⁹)	Activity Reports	Document Review	Quarterly	RTP
	1111.2 # of teachers (m/f) who were provided with pedagogical materials (disaggregated by type)	Activity Reports	Document Review	Quarterly	RTP
1112 Training on gender-responsive play-based learning provided to teachers (m/f)	1112.1 # of teachers (f/m) trained on gender-responsive PBL	Training Reports	Document Review	Quarterly	RTP
1113 Teacher Champions	1113.1 # of teacher champions trained to	Training Reports	Document Review	Quarterly	RTP

are trained to provide coaching and mentoring support to	provide coaching and mentoring to teachers				
1121 Learning and funding support provided to Communities of Practice (CoP)	1121.1 # of CoPs provided with facilitation guides	Activity Reports	Document Review	Quarterly	RTP
	1121.2 Average # of teachers (f/m) attending CoP meetings	Attendance Records	Document Review	Quarterly	RTP
1131 Leadership training provided to principals and head teachers	1131.1 # of school principals and head teachers who have completed leadership training	Training Reports	Document Review	Quarterly	RTP
	1131.2 # of leadership trainings delivered by civil society and government technical experts	Training Reports	Document Review	Quarterly	RTP
1211 CBOs/Junior Leaders supported to deliver supplemental learning activities	1211.1 # of supplemental learning initiatives established (disaggregated by type)	Activity Reports	Document Review	Quarterly	RTP
	1211.2 # of parents provided with Family Engagement Toolkit	Activity Reports	Document Review	Quarterly	RTP
1221 Participatory gender analysis conducted	1221.1 # of gender analyses conducted	Activity Reports	Document Review	Quarterly	RTP
	1221.2 Average # of people (f/m) who participated in each gender analysis	Attendance Records	Document Review	Quarterly	RTP
1222 Awareness raising events held with parents and caregivers on gender-specific learning needs of girls and boys, by child clubs and Jr. Leaders	1222.1 # of awareness creation events/forums on gender-specific learning needs of girls and boys held by child clubs and Jr. Leaders held with parents/caregivers	Activity Reports	Document Review	Quarterly	RTP
	1222.2 Average # of people reached through gender related awareness raising events (disaggregated by sex and type of participants)	Attendance Records	Document Review	Quarterly	RTP

1231 Leadership training provided to Parent Councils	1231.1 # of leadership training workshops conducted for Parent Council executives	Training Reports	Document Review	Quarterly	RTP
1232 Gender-responsive and environmentally sustainable school plans developed in consultation with Parent Councils	1232.1 # of schools who, in consultation with Parent Councils, have developed school plans	Activity Reports	Document Review	Quarterly	RTP
1233 School facilities rehabilitated /constructed based on needs identified by Parent Councils	1233.1 # of school facilities rehabilitated (disaggregated by type)	Activity Reports	Document Review	Quarterly	RTP
	1233.2 # of school facilities constructed (disaggregated by type)	Activity Reports	Document Review	Quarterly	RTP
	1233.3 # of rehabilitation/construction activities implemented in accordance with environmental analysis recommendations	Activity Reports	Document Review	Quarterly	RTP
1311 Technical assistance on coaching and mentoring provided to facilitate guide validation	1311.1 # of consultation meetings organized with education officials for guides validation	Activity Reports	Document Review	Quarterly	RTP
1312 Training on coaching and mentoring, gender and play-based learning provided to district officials	1312.1 # of training workshops organized for district officials (disaggregated by type)	Training Reports	Document Review	Quarterly	RTP
	1312.2 # of district officials trained (disaggregated by type of training)	Training Reports	Document Review	Quarterly	RTP

1313 Financial resources provided for coaching and mentoring to districts	1313.1 # of districts provided with financial support for coaching and mentoring	Activity Reports	Document Review	Quarterly	RTP
1321 Technical assistance²⁰ on gender-responsive play-based learning provided to key education stakeholders	1321.1 # of technical assistance workshops facilitated (disaggregated by type of workshop)	Activity Reports	Document Review	Quarterly	RTP
1322 Learning and best practices on gender-responsive play-based learning shared	1322.1 # of dissemination events organized to share learnings and best practices on gender-responsive PBL with stakeholders (disaggregated by type of event)	Activity Reports	Document Review	Quarterly	RTP
	1322.2 Average # of people (f/m) who attended each of the dissemination events	Attendance Records	Document Review	Quarterly	RTP