



RIGHT TO PLAY
PROTECT. EDUCATE. EMPOWER.

TOGETHER
Mid-Term Evaluation
Request for Proposals

June 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.

2. Program Overview

TOGETHER is a five-year program funded by Global Affairs Canada (GAC). The program was designed to work towards improved, safe, supportive and gender-responsive education for girls and boys in grades 1-9 enrolled in every United Nations Relief and Works Agency for Palestinian Refugees in the Near East (UNRWA) school in West Bank (95 schools) and Gaza (275 schools).

This will be achieved by:

- i) Integrating gender-responsive play-based learning into teaching practice by primary teachers;
- ii) Equipping girls and boys to respond to and overcome conflict and violence (including gender-based violence) by building the capacity of school counsellors and physical education teachers to deliver gender responsive play-based psychosocial support activities; and
- iii) Improving the response of school officials, UNRWA staff, mothers, fathers, caregivers and community members to address the gender-based education needs of girls and boys. Collectively, these efforts will create safe and supportive learning environments and more equal and inclusive learning opportunities for Palestinian refugee girls and boys.

The diagram below summarises the ultimate and intermediate outcomes, related indicators, and figures:

Ultimate Outcome	Improved quality of education of children, especially girls, enrolled in UNRWA schools in West Bank and Gaza Intermediate
Intermediate Outcomes	1100 Increased integration of gender-responsive play-based learning by primary teachers into teaching practice
	1200 Improved resilience of girls to respond to and overcome conflict and violence, including gender-based violence
	1300 Improved response of school officials, UNRWA staff, mothers, fathers, caregivers, and community members to gender-based education needs of children, and GBV
	1000.1 %/total girls and boys with feelings of social connectedness

Outcome Indicators	1000.2 %/total girls and boys that report an overall improvement in their psychosocial wellbeing
	1000.3 %/total of classrooms that meet criteria for emotional safety/emotional wellbeing
	1100.1 %/total of teachers demonstrating gender-responsive play-based learning methodologies
	1100.2 %/total girls and boys who feel empowered to participate in classroom activities
	1100.3 %/total of girls and boys who have a “positive” perception of their teacher
	1100.4 %/total of girls exhibit context appropriate social emotional skills
	1200.1 %/total of counsellors demonstrating play-based learning methodologies in their psychosocial support activities for students
	1200.2 %/total of PE Teachers demonstrating play-based learning methodologies in their psychosocial support activities for students
	1200.3 % total girls and boys who use school counselling mechanisms and GBV services
	1200.4 % total of girls and boys reporting positive attitudes towards ending GBV
	1200.5 %/total of girls and boys that exhibit context appropriate social/emotional skills
	1300.1 %/total of UNRWA staff who efficiently use existing referral mechanisms to address gender equality and monitor the safety of girls and report on GBV
	1300.2 %/total mothers, fathers, caregivers and community members responding to gender-based education needs of girls and boys
	1300.3 %/total of girls and boys who receive focused psychosocial and GBV services
	1300.4 %/total of teachers who receive support from education supervisors to deliver gender responsive learning
	1110.2 %/total of teachers that know the strategies to include girls in educational activities
	1210.2 %/total of counsellors that feel prepared to implement psychosocial support activities to girls and boys
	1220.1 %/total of PE teachers who feel prepared to deliver interventions to change attitudes on GBV for boys and girls
	1310.1 %/total of education supervisors with positive attitudes towards ensuring gender responsive learning environments in schools
	1320.1 % total of mothers, fathers, and caregivers with knowledge of where psychosocial support services are provided and where and how to formally report GBV
1320.2 % total of mothers, fathers and caregivers with positive perception of gender equality	
Target Geographies	West Bank and Gaza, Palestine
Target Beneficiaries	Primary Schools: 275 in Gaza (117 boys’ schools, 69 girls’ schools, and 89 co-ed schools) and 95 in the West Bank (41 boys’ schools, 30 girls’ schools, and 24 co-ed schools)
	Children: In total, 123,752 children (52% F) will be reached by primary teachers (grades 1- 4, 50,748 children aged 6-9), school counsellors (16,320 children aged 10-13) and physical education teachers (grades 5-9, 56,684 children aged 10-13) across both the West Bank (43,302) and Gaza (80,450)
	Teachers: 1,325 (860 F) primary teachers (800 in Gaza and 525 in West Bank), 370 (115 F) PE teachers (275 in Gaza and 95 in West Bank)
	School counsellors: 136 (81 F) (64 in Gaza and 72 in West Bank)

Full Project Timeline	March 2019 – September 2024
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3. Purpose of Consultancy

The purpose of the evaluation is to assess the relevance, effectiveness, impact, and sustainability of the program to build an understanding of program performance and to generate actionable learning and recommendations to improve the program. The mid-term evaluation will be conducted in Year 4 of a 5 Year program so it is essential that it assesses progress on or towards outcomes and identifies any components of the design/implementation that could be strengthened during the remainder of the program to increase likelihood of achieving its objectives. The evaluation should also generate actionable learning relevant to the both the TOGETHER program and future Right To Play programs.

The budget envelope for the evaluation is **CAD \$200,000**.

4. Scope of Work

Following awarding of the contract, inception meetings and initial planning conversations, the consultant's tasks will be as follows:

- Prepare inception report outlining the measurement approaches and methodologies to be employed in executing the assignment. This should include:
 - Workplan and schedule of activities
 - Description of qualitative and quantitative sampling, including sampling approach, sample size, power, and confidence levels
 - Detailed methodology of how to collect, triangulate and summarise the primary and secondary data of both quantitative and qualitative nature. This will include draft versions of all data collection tools in English, Arabic, and other languages as relevant. The methodology should consider the impact of COVID-19 on project implementation
 - Detailed quality assurance protocols to guide data collection/entry, including spot checking protocols
 - Description of gender responsive approaches that will be integrated into the study.
 - Description of data analysis processes (applying a gender lens), including use of data analysis software
 - Detailed indicator protocols that include indicator definitions, data sources, and calculation formulas.
- Due to Covid-19 related health and safety considerations, bidders should prepare for remote management of the data collection process, if necessary. If international consultants are not able to travel to Palestine for this assignment, they will be responsible for partnering with local data collection firms and provide remote management, training, and quality assurance.
- Actively participate in regular meetings with Right To Play consulting on evaluation plan, methodology, timeframe, discussing results and findings and agreed recommended follow up actions.
- Manage data collection process, including recruitment of data collectors, preparation of training materials, provision of 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.
- Hold a validation workshop with Right To Play and UNRWA to share and validate preliminary findings from the evaluation.
- Compile a comprehensive first draft mid-term report based on the field evaluation findings in a Right To Play template and revise report based on feedback from Right To Play.
- Prepare and submit a final mid-term evaluation report to Right To Play’s Global Monitoring, Evaluation, and Learning Team, including:
 - PowerPoint presentation with summary of findings for formal presentation of the evaluation.
 - Copy of the final mid-term report.
 - Copies of raw and cleaned data sets in both Excel and statistical software formats (e.g. SPSS, STATA) including any transcripts, coding frameworks, field notes, as well as annexes of processed results tables and copies of all final data collection tools used are to be submitted to Right To Play with the final report.
 - An evaluation brief document summarising the main findings of the evaluation, including a version for RTP and partners, and a summary of findings and learning in a format appropriate to share with communities and other key stakeholders (participant communities & UNWRA etc)

5. Evaluation Objectives

The overall objective is to design and implement the Mid-Term Evaluation for the TOGETHER program to respond to the evaluation questions to assess the program to build an understanding of program performance and generate actionable learning and recommendations to improve the program.

Specifically, the evaluation should:

- Implement mid-term data collection and data analysis
- Assess the program’s performance at mid-line compared with baseline results, outcome targets, and the comparison/control group, noting the effect of the COVID-19 pandemic
- Generate findings and learnings to inform the program and future programs
- Develop a report that outlines progress from baseline to mid-term, and includes recommendations for the adaptations to the program to achieve the intended outcomes

The Primary Users of the Mid-Term Evaluation are:

- Right To Play (Palestine Country Office) - program improvement
- Right To Play (Global) - building an evidence base, organisational learning, and future program design.
- UNRWA – learning and accountability purposes.
- Global Affairs Canada – learning and accountability purposes.

6. Evaluation Questions

The consultant will be required to develop an evaluation approach with inputs from the TOGETHER MEL team that responds to, and develops gender-responsive sub-questions to, the following overarching questions:

#	Key Evaluation Questions	Sample Sub-Questions	Evaluation Criteria
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1	To what extent does the program respond to the needs and priorities of the affected population?	<ul style="list-style-type: none"> - Is the project still relevant in the context of Gaza and West Bank? - To what extent is the project aligned to the UNRWA education strategy in Palestine? 	Relevance / Appropriateness
2	To what extent is the program gender responsive?	<ul style="list-style-type: none"> - To what extent is the project designed to reduce gender inequalities in schools/community? - What could be improved for the project to be more gender responsive? 	Effectiveness
3	To what extent is the program on track to achieve it's intended outcomes?	<ul style="list-style-type: none"> - Is the program improving: <ol style="list-style-type: none"> i. children's psychosocial well-being and social connectedness ii. The emotional and physical learning environment in schools iii. Children's positive perception of their teachers iv. Children's SEL competencies v. The participation of children in class vi. Teachers, PE Teachers, and Counsellors application of skills in play-based learning methodologies vii. Children's use of school counselling services and GBV services viii. Children's attitude towards ending GBV ix. UNRWA staff and parents use of referral mechanisms, contribution towards enhanced gender equality, GBV elimination and gender responsive learning x. Capacity of UNRWA staff to ensure gender responsive learning environment in schools xi. Parents awareness about gender equality, GBV elimination, psychosocial wellbeing and gender responsive learning 	Effectiveness
4	How could the program be adapted or strengthened to improve performance against the intended outcomes?	<ul style="list-style-type: none"> - What are the strengths of the GR-PBL approach to contribute to the intended outcomes? - What are the weaknesses of the GR-PBL approach to contribute to the intended outcomes? - How could the program be improved to achieve it's intended outcomes? 	Effectiveness
5	To what extent has the program contributed to the main outcomes?	<ul style="list-style-type: none"> - How has the project affected different outcomes for treatment versus comparison groups? Include gender & geographic comparison analysis. 	Impact

		<ul style="list-style-type: none"> - Have there been any unintended outcomes, either positive or negative? 	
6	To what extent are any outcome changes likely to continue beyond the end of the program?	<ul style="list-style-type: none"> - To what extent has the project contributed to sustainable access to psychosocial wellbeing and GBV services? - What school, community, or institutional level structures and processes will need to be in place on order for key activities to continue once the project ends? - How has the program increased integration of the PBL into UNRWA plans and budgetary processes? 	Sustainability

7. Methodology

The Mid-Term evaluation should adopt the quasi-experimental design with treatment and control groups established during the baseline study. This design will allow for greater confidence in the attribution of the results to the intervention. The purpose of the control group in the design is to provide a comparison for mid-line values with the intervention group, baseline values, and mid-line targets. During the endline evaluation, the baseline and mid-term values will be used to compare progress in both treatment and control groups to establish attribution of any achievements to the project. The Mid-Term Evaluation will serve as a key reference for the endline evaluation.

The Mid-term evaluation should employ a mixed methods approach appropriate for the evaluation design, key evaluation questions, and the program’s performance measurement framework. The study should use qualitative and quantitative research instruments developed at baseline, adapting as appropriate.

The mid-term evaluation should begin with a document review of all relevant MEL and implementation documentation related to the TOGETHER program. This should include a review of the Performance Measurement Framework, Baseline Study (2020) and Annual Results Reports (Year 1, Year 2, Year 3). The inception phase should include discussions with the TOGETHER team to identify any improvements on the evaluation design and measurement approach based on the Baseline Study.

Sample sizes for quantitative data collection will be calculated using a 95% confidence level. At baseline, a stratified scientifically representative sample was drawn from both Gaza and West Bank targeting in total 74 schools (50 Gaza, 20 West Bank), in total 719 children, 679 school staff, and 480 parents. The control group sample was comprised of 247 children and 109 primary teachers in Gaza.

Sampling

The consultants will be required to propose a sampling framework for both qualitative and quantitative samples. These should be of a sufficient size and representativeness to allow reasonable levels of certainty that the findings are representative for the target population (for quantitative data). The sample should be sufficient to adjust for any design effect.

Sampling of Intervention Group:

The survey samples should be taken in two stages by cluster. Cluster units are schools stratified by Gaza Strip and West Bank. Within schools, stratified random sampling should be used to ensure a balanced gender sample.

Statistically representative stratified samples of the following surveyed groups should be taken: children, teachers, school counsellors, and parents. Stratification should be applied on the level of Gaza and West Bank, with 95% confidence interval and 5% margin of error.

At baseline, the total number of respondents sampled for the intervention group was 989 in the Gaza Strip and 963 in the West Bank.

Sampling of Control Group:

At baseline an internal control group was established as a counterfactual. The selection of the control group was based on the program design which is implemented through an incremental approach where new target groups are reached in new cohorts each year. This program design means that the research team can take a sample of the last (4th) year's target group population as the control group sample. The control group consists of primary teachers and children reached by primary teachers. At baseline, the total number of respondents sampled for the control group was 356 in the Gaza Strip only.

However, the original control group may participate in trainings as early as July/August 2022, ahead of the mid-term evaluation. Similarly, RTP are aware that the program interventions including the communities of practice may have resulted in non-treatment group teachers accessing program materials and information due to the close proximity of treatment and control groups in Palestine. Both issues present a significant challenge to the evaluation and a limitation to the comparison the evaluation can make between the treatment and control group.

The consultant should therefore consider recommending an alternative control group as part of the evaluation design, if feasible, to reduce the risk of contamination and to improve the rigour of the quasi-experimental design. If the original control group is sampled for the mid-term evaluation the aforementioned issues should be considered in the analysis and reflected in the findings.

Sampling of Focus Group Discussion Participants and Semi-Structured Interview Respondents

Participants in qualitative data collection should be sampled purposively to saturation. Both FGDs and semi-structured interviews should aim to engage a representative number of respondents in terms of geographic area, gender, and type of school.

Data Collection Tools

The Mid-Term Evaluation should employ a mixed methods approach using both quantitative and qualitative data collection methods. The data collection tools designed to measure the program's outcome indicators at the baseline will be available. Existing tools will require a critical review and revision, and the consultant should design new tools as appropriate to implement their methodology. All tools must be translated into local languages, as required.

The list of tools that will need to be adapted and/or developed may include, but is not limited to:

- Child Wellbeing Survey (Grades 1-4)
- Child Wellbeing Survey (Grades 5-9)
- Teacher Survey (illustrating key knowledge, skills and capacities to deliver improved, safe, supportive and gender-responsive education for girls and boys)

- Counsellor Survey (illustrating key knowledge, skills, and capacities to deliver gender-responsive, play-based psychosocial support activities)
- PE Teacher Survey (to deliver gender responsive play-based psychosocial support activities)
- Parent’s Survey
- Parents Focus Group Discussion Guide
- Child Youth Resilience Measure (CYRM)
- Observation Tools (Teachers, PE Teachers, Counsellors)
- UNRWA Staff Survey (Teachers, Education Supervisors, School Counsellors)
- Key Informant Interview Guides (School Principals)
- Key Informant Interview Guides (Parents, Caregivers)
- Community Survey
- School Records Review Tool
- School Assessment Form (SAF) (includes a school official’s survey component screening the whole school capacity in PBL methodologies and gender-responsive environment)
- UNRWA Records Review Tool

Data will also be available from:

- Baseline Study
- Pre/Post COTT (Continuum of Teacher Training) Training Surveys
- Training Reports
- UNRWA Reports
- Event Reports
- Activity Reports
- Media Reports
- Spot-Checks Reports

The evaluation process will include an in-depth training of enumerators, which should 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 should be analysed 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 or evaluation question. This can be adapted from the analysis framework developed during the baseline study based on the program Performance Measurement Framework, detailing how each indicator is defined, what tool is used, how the data is collected, analysed, and calculated. Data should be analysed and compared between control group and intervention group from baseline to mid-line, and against the program targets.

All quantitative data should be disaggregated by gender of respondent, type of school (elementary/preparatory), gender of school (male, female, co-educational), grade and ages, geographic location (Gaza, West Bank), where relevant.

The consultant will be encouraged to use analytical software to analyse both 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 for quantitative data (in SPSS, STATA, R).

Ethics

The evaluation should adhere to the [United Nations Evaluation Group Ethical Guidelines for Evaluation](#). The four UNEG guiding ethical principles for evaluation are integrity, accountability, respect, and beneficence. These principles should inform the evaluation design, data collection, analysis and reporting.

All enumerators should be briefed on Child Safeguarding and sign the Right To Play Safeguarding Policy.

All enumerators should be able to provide information on referral services for any issues related to child protection or sexual and gender-based violence.

8. General Conditions of the Consultancy

Steering Committee

A steering committee of key implementation stakeholders (including global and country office staff) will be formed to guide and inform the evaluation. They will help to inform the relevance and appropriateness of the evaluation design, 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).

Roles and Responsibilities

The consultancy firm/group are responsible to:

- Submit an inception report including a detailed workplan and timeframe for the completion of the mid-term evaluation
- Obtain necessary approvals for data collection and institutional review boards (IRB)
- Lead data collection, cleaning, and analysis
- Lead remote data validation workshop with program staff and relevant stakeholders
- Share data analysis results with TOGETHER program team with sufficient time for review and feedback to be incorporated into subsequent work
- Present findings and recommendations to TOGETHER program team and other appropriate stakeholders.
- Maintain regular communications with the steering committee regarding progress throughout the evaluation
- Budget for and pay all travel and accommodations for visits to TOGETHER
- Store all data in a safe and secure location, allowing full access to TOGETHER team during the evaluation
- Submit all raw datasets and cleaned datasets to Right To Play
- Include an Annex on the context of gender-responsiveness and environmental assessment to the final version of the Midline Study
- All materials, data, reports, plans and other work products provided to or developed by the consultancy firm/group under the TOGETHER program and evaluation remain the property of Right To Play.

9. Key Deliverables and Tentative Timeline

#	Deliverable	Details	Date
1	Submission of Proposal	See Section 13. Proposal Application Submission	12 th July 2022
2	Award of Contract	RTP signs contract with selected evaluator/firm	5 th August 2022
3	Consultations with TOGETHER team and document review	Initial consultations will begin in August and continue throughout the duration of the planning period.	August 2022
4	Evaluation protocol	<ul style="list-style-type: none"> ▪ Evaluation protocol that specifies evaluation questions and objectives, design, target populations, sampling designs, and sample size calculations, key evaluation measures by objective, data collection strategies and instruments, and data analysis plan overview. ▪ A detailed workplan to carry out the mid-term evaluation, including data collection training plan, stakeholder consultation, 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 inception report should provide a detailed data collection work plan that includes: <ol style="list-style-type: none"> i. Data collection logistics and schedule ii. Data collection manual including data collector’s training guide iii. Data collector training materials and presentations iv. The revised inception report should integrate all feedback from the TOGETHER team and provide tools translated into local language. 	September 2022
5	Data collectors training completed	<ul style="list-style-type: none"> ▪ Data collectors training agenda ▪ Final data collection instruments and translations (revised post-pilot during training) ▪ Data collectors training report 	October 2022
6	Fieldwork completed	<ul style="list-style-type: none"> ▪ Fieldwork completion reports for Gaza and West Bank 	October/ November 2022

7	Data collected and submitted	<ul style="list-style-type: none"> Cleaned and raw data in two formats: excel and a statistical software format (e.g SPSS or STATA) 	October/ November 2022
8	Analysed data	<ul style="list-style-type: none"> Analysed data for all outcome-level indicators according to the TOGETHER performance measurement framework 	November 2022
9	Validation workshops	<ul style="list-style-type: none"> Validation workshops conducted with relevant stakeholders Project team reflect on initial findings and share feedback with consultants 	November 2022
10	Draft evaluation report	<ul style="list-style-type: none"> Revised data analysis framework document Draft mid-term evaluation report 	December 2022
11	Final evaluation report	<ul style="list-style-type: none"> Finalised data analysis framework document Excell and SPSS/STATA scripts with clear, easy to understand notes Final mid-term evaluation report 	December 2022
12	Presentation of findings	<ul style="list-style-type: none"> Overview of evaluation, summary of findings, learning and recommendations PowerPoint presentation 	January 2022

10. 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.

The budget envelope for the mid-term evaluation is **CAD \$200,000**.

- 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 analysed 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%)

11. Qualifications

- A consultancy firm with a minimum of 7 years of experience leading the development and implementation of programmatic impact evaluations and/or programmatic research in low- and middle-income countries. The team may be comprised of international or national evaluators, or a combination of both. However, Right To Play cannot consider proposals from individual consultants for this evaluation due to additional risks and coordination required.
- Experience conducting program evaluation or research with youth and other vulnerable populations.

- Thematic experience in one or more of the following domains: psychosocial wellbeing, life skills, education.
- Experience using participatory, child-friendly, and gender-responsive evaluation approaches.
- Experience with OECD-DAC principles for evaluation and measurement
- Experience of assignments with UNRWA in Gaza Strip and West Bank.
- Ability to travel to and within Palestine, including Gaza Strip and West Bank.
- Existing relationships, partnership, or experience with data collection firms in Palestine
- Applicants should have a relevant degree in social sciences, international development, statistical sciences, or another related field.
- Strong, demonstrable experience in both qualitative and quantitative data analyses.
- Excellent verbal and written communication skills in English. Proficiency in Arabic preferred.

12. Proposal Application Submission

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

- Cover letter
- Detailed response to the 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 including a detailed budget breakdown based on expected daily rates and initial workplan
- Proposed management structure and strategy for local data collection teams, field work, and quality assurance
- Initial draft of the proposed workplan in a Gantt chart style
- A complete profile of the firm/organisation/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 members who will be part of the evaluation team
- Two writing samples, ideally evaluation reports the firm/organisation/group has authored.

The proposal must be submitted no later than 12th July 2022, to Henry Gathercole – Monitoring, Evaluation, and Learning Manager (hgathercole@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-centred organisation. 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.