



Multi – Tusobola Project - Improved equitable quality education and health-related outcomes for children and youth

Endline Evaluation

Terms of Reference (ToR)

AUGUST 2025



Project Title:	Improved equitable quality education and health-related outcomes for children and youth
Project Duration:	3 years (1st April 2023 to 31st December 2025)
Type of Study:	Endline Evaluation Study
Project Location:	Kampala (Naguru, Kinawataka)
Donor:	Third Millennium Foundation
Duration of assignment:	Approximately 42 working days
Expected start/ end of assignment:	5th Sept 2025 to 4th - December - 2025

1. Introduction:

Right To Play is an international organization committed to improving the lives of children and youth. Established in 2000, Right To Play has pioneered unique play-based approach to learning and development that focuses on quality education, life skills, health, gender equality, child protection, and a building peaceful community. Our global headquarters is in Toronto, Canada, and we are actively involved in communities worldwide, including Uganda. For more information, please visit our website: www.righttoplay.com

Right To Play Uganda seeks a qualified independent evaluation provider to conduct the Endline Evaluation for the Tusobola Project, titled “Improved Equitable Quality Education and Health-Related Outcomes for Children and Youth.” This 3-year project, funded by the Third Millennium Foundation, has been implemented from April 2023 to December 2025 in the low-income settlements of Naguru and Kinawataka) in Kampala City. It leverages Play-Based Learning (PBL) to improve education quality, life skills, and the adoption of safe, healthy, and sustainable WASH, MHM, and environmental protection practices among children and youth.

The endline evaluation is a key accountability and learning activity designed to measure the project’s final status against its Results Framework, assess impact, and document lessons for scaling and replication. It will examine changes in knowledge, attitudes, and practices among children, youth, teachers, parents, and community members, and evaluate the sustainability of interventions beyond the project period. Findings will inform evidence-based programming, strengthen adaptive management, and guide future design of similar interventions in Kampala and beyond.



Leveraging Right To Play's Play-Based Learning (PBL) methodology, the Tusobola Project was designed to contribute to two overall outcomes:

2. Overall outcomes: (Intended Impact)

1. Increased integration of PBL approaches by education authorities, teachers, and coaches into the curriculum, classroom teaching, and sports sessions, leading to improved learning quality and life skills among children and youth.
2. Increased adoption of safe, healthy, and sustainable WASH, MHM, and environmental protection practices among children and youth, contributing to better health, hygiene, and environmental behaviours in schools and communities.

3. Key Outputs (Direct Deliverables)

1. Teachers and coaches trained in PBL methodologies, positive learning environments, WASH, MHM, and environmental protection practices.
2. Head Teachers, School Management Committees, and Parent-Teacher Associations trained on child safeguarding, safe learning environments, and WASH facility maintenance.
3. Parents, caregivers, and community members sensitized on MHM, WASH, and environmental protection.
4. Provision of WASH and MHM materials and installation of recycling bins in schools.
5. Engagement of children and youth in structured play-based activities to improve numeracy, literacy, and life skills.

4. Project Participants

The project has directly reached 6,408 in-school children and 73 teachers across nine schools: Naguru Katali Primary School, Police Children Ntinda Primary School, St. Paul Banda Primary School, Mbuya COU Primary School, St. Jude Naguru, Kyambogo Primary School, East Kololo Primary School, Shimon Demonstration School, and Nobles Junior School Naguru.

Additionally, the project engaged 1,206 out-of-school youth and 40 coaches in the Communities. Indirect beneficiaries included parents and community members in Kinawataka and Naguru.

Implementation is implemented in partnership with community-based organizations, ie, the Christian Youth Missionary Group (Kinawataka) and the Bazanye Sports Foundation.

5. Purpose of the evaluation.

This final and endline evaluation is being commissioned to assess the Relevance, Coherence, Effectiveness, Efficiency, Impact and Sustainability of the Tusobola project after 3 years of implementation, and how effective the project was in reaching the desired impact and outcomes. It also aims to build a pool of lessons learned, challenges and evidence to inform the design of a potential



next phase of scaling up the project in other districts of Kampala, as well as to support learning and accountability for both implementing partners and donors. The findings will contribute to donor reporting as well as support the communities and beneficiaries in sustaining the results.

The purpose of the final evaluation are:

1. To assess the project's achievements against the Logic Model, measuring the extent to which intended outcomes and impacts were realized, and documenting lessons learned from implementation.
2. To generate evidence and actionable recommendations that will inform the design of a potential next phase of the Tusobola Project and guide similar future interventions in Kampala's low-income settlement.

The evaluation will cover and assess all five components of the project including access to quality education, life skills development, Menstrual Hygiene Management (MHM), Water, Sanitation and Hygiene (WASH) and environmental protection as well as examining what has worked well or less well in this regard and in different project locations. The evaluation will look at the intended and unintended effects of the project and collect key learning from different partners.

6. Scope of the evaluation

The evaluation will cover Kinawataka and Naguru communities, engaging project staff, children, youth, parents, teachers, coaches, and KCCA officials to assess results, outcomes, and lessons across education, life skills, WASH, MHM, and environmental protection interventions.

7. Evaluation Objectives

The objectives of the evaluation are to cover areas of result and impact; process and implementation; as well as learnings for future use. The objectives are to:

1. Measure and ascertain the level of change in life skills, knowledge, attitude and practices among children and youths on menstrual hygiene management, sanitation, hygiene and environmental protection.
2. Assessing/examining the extent to which the project has achieved its intended/unintended outcomes.
3. Assess the relevance, coherence, effectiveness, efficiency, and sustainability of a specific development intervention, in line with certain evaluation criteria
4. Generate actionable learning and recommendations to inform the design and implementation of a potential next phase of the project.
5. Identify aspects of the project that are sustainable and/or scalable and provide recommendations for adapting or expanding successful elements in future programming.
6. Produce a user-friendly final evaluation 2 pager report, that will include outcome data, stories of change, participant quotes, and clear evidence-based lessons that can support donor reporting, communication, and advocacy.



8. Evaluation Questions

1. Relevance

- a. How well did the Tusobola project address the specific needs of children and youth in Naguru, and Kinawataka settlements?
- b. How appropriate was the use of play-based learning (PBL), WASH, MHM, and environmental protection interventions for the local context?
- c. To what extent were the views and priorities of children, youth, teachers, parents, and community leaders reflected in the design and delivery of the project?
- d. Was the training content for teachers and coaches aligned with the educational and developmental needs of the participants?

2. Coherence

- a. How well did Tusobola interventions align with Uganda's education and health sector policies and strategies?
- b. How did Tusobola complement or duplicate other interventions by development actors in similar areas?
- c. Were there any synergies between Tusobola and other RTP projects or Third Millennium-funded efforts in Uganda?

3. Effectiveness

- a. What worked, and what did not work to improve life skills and health practices among children and youth?
- b. What was the quality and depth of PBL adoption in classrooms and sports sessions by teachers and coaches?
- c. Were targeted WASH and MHM practices adopted by the intended groups? What challenges were faced?
- d. Did the project promote gender equality, child protection, and inclusion effectively during implementation?
- e. To what extent were planned outputs and outcomes achieved?

4. Efficiency

- a. How well were project resources (funds, staff, time) used to deliver the intended results?
- b. Was the project's three-year implementation timeline realistic and adhered to?
- c. What mechanisms were in place to track costs and outputs?
- d. Were the monitoring systems used cost-effective and timely in informing decisions?

5. Impact

- a. What changes in knowledge, attitudes, and behavior occurred among children and youth in relation to play-based learning, MHM, WASH, and environmental protection?
- b. Did Tusobola contribute to increased Stress Management, Empathy, Perseverance, Solving Conflict, Learning Environment safety, Self-Concept, End of Survey among the children?
- c. Were there any unintended impacts (positive or negative) at household, school, or community level?
- d. What changes in parental knowledge, attitudes, and practices have occurred regarding menstrual hygiene, sanitation, and environmental protection because of the project?

6. Sustainability

- a. What practices, systems, or capacities have been institutionalized in schools, communities, or



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among government actors?

- b. Are teachers, coaches, and education officials likely to continue using PBL and promoting WASH/MHM after the project ends?
- c. What has been the role of local stakeholders (e.g. parents, school committees, KCCA) in sustaining project outcomes?
- d. What are the risks to sustaining the project's results, and how can they be mitigated?

9. Evaluation Design and Methodology

Provide a summary of what has been done so far under MEL, what is already available (eg baseline, midline) and that the final evaluation will build on the existing data and methodology.

Methodology Background

The Tusobola baseline employed a correlational non-experimental design, integrating quantitative and qualitative methods. This approach assessed relationships between variables while capturing children's and youth's lived experiences in life skills, Menstrual Hygiene Management (MHM), Water, Sanitation, Hygiene (WASH), and environmental protection. Qualitative methods included Key Informant Interviews and Focus Group Discussions, ensuring stakeholder voices particularly youth remained central. All baseline tools are available for the consultant's review.

Sampling followed Yamane's (1967) formula: a stratified three-stage cluster sampling selected 380 respondents (313 in-school, 67 out-of-school) from 7,614 children/youth, with a 95% confidence level ($\pm 5\%$ margin of error). Qualitative data is utilized in purposive sampling to capture diverse perspectives.

Pre and post test Evaluations we also conducted for some indicators.

Monitoring & Quality Assurance

The project tracked enrollment using the Ministry of Education and Sports classroom attendance registers. Attendance forms recorded participation in trainings, community events, and classroom activities, while an event monitoring tool captured reach during play days, awareness campaigns, and advocacy events.

Quality checks included:

Class Observation tools (schools, focused on Play-Based Learning)

Coach Observation tools (communities focused on sports for development)

Joint supervision was conducted by Right To Play (RTP) staff alongside Kampala Capital City Authority (KCCA) officials, supplemented by MOES key performance indicators for primary education.

Expected Methodology for Endline

The Consultant will develop a detailed, robust non-experimental mixed-methods methodology for the endline study, ensuring technical soundness and comprehensiveness. This methodology requires Right To Play's approval before field engagement. It must include:

Clear participatory qualitative approaches to collect learners' voices, emphasizing contextual learnings in environmental protection, PBL, MHM, and WASH.

Detailed sampling techniques and sample sizes to ensure study integrity.

A thorough review of the project's Theory of Change and Results Framework, critically analyzing assumptions, risks, and mitigation strategies while verifying logical connections between result levels.

Right To Play prioritizes qualitative insights from participatory methods, centering stakeholder voices (Parents, KCCA Officials, Teachers, In school children and youths). The Consultant will **adapt or develop user-friendly, inclusive data collection tools in collaboration with the Project Team**. Existing tools are available for refinement.

Methodologies must be rigorous and replicable, enabling consistent data collection across baseline and endline evaluations to generate credible, comparable evidence for decision-making and impact assessment.

9. Consultant fees

Proposed Budget Budget (Provide a summarized budget proposal, inclusive of Consultancy logistics and professional fees to be subjected to WHT)

10. Management:

The Consultant will report to the Country Director/Equivalent, who will provide overall accountability and coordination for the evaluation study. Technical guidance and quality assurance related to monitoring, evaluation, and learning will be provided by the MEL Officer at Right to Play. The Project Coordinators will offer day-to-day operational support throughout the assignment.

11. Deliverables

Roles and Deliverables – Tusobola Endline Evaluation

Activity / Deliverable	Date	Right To Play Responsibility	Consultant Responsibility
Logistics	21 – 31 Aug 2025	Oversee and support advert process	
Shortlist and review of interview questions	1–5 Sept 2025	Lead shortlisting process and prepare interview questions	
Interviews	8 th Sept 2025	Participating in interviews	
Signing of the contract	9 th Sept 2025	Sign contract	Sign contract
Inception report (including refined methodology and evaluation matrix)	To be agreed	Review and provide feedback	Prepare inception report
Updated data collection tools aligned with endline indicators	To be agreed	Provide existing tools and review final tools	Review existing tools and add questions
Training session for data collectors	To be agreed	Financially and logistically facilitate training	Lead training of enumerators.
Data collection exercise	To be agreed	Provide supervision support Financially and logistically facilitate the data collection	Lead and supervise data collection
Clean and analyzed dataset following data collection	To be agreed		Conduct analysis and gender disaggregation

Virtual Data Validation	To be agreed	Participating in validation	Lead validation process
Draft Endline Evaluation Report (including annexes and PowerPoint summary)	To be agreed	Review and provide feedback	Prepare and submit first draft
Final Report	To be agreed	Sign Off	Prepare and submit first draft
2-page external-facing summary brief with key findings, quotes, and impact stories	30 Nov 2025	Review and approve final versions	Prepare and submit final reports
Participation in an Endline Physical Validation Meeting to present and discuss results	3 rd Dec 2025	Facilitate logistics and stakeholder engagement	Present findings and co-facilitate meeting
Endline dissemination PowerPoint	To be agreed	Review and provide feedback	Prepare dissemination presentation
Two-page brief and final Endline report			

Annex 1 Project Logical Model

Intermediate Outcome 1: Increased integration of play-based learning (PBL) approaches by education authorities, teachers, and coaches into the curriculum, classroom teaching, and sports sessions

Immediate Outcome 1.1: Improved knowledge on pedagogical practices (PBL) and positive learning environments among teachers and coaches

Immediate Outcome 1.2: Increased capacity of local supervisors to provide coaching and mentoring support for teachers

Output 1.1.1: Teachers and coaches are trained in pedagogical practices (PBL) and positive learning environments

Output 1.2.1: Local government supervisors are trained in PBL, coaching, and mentorship

Activity 1.1.1.1: Train teachers and coaches in pedagogical practices (PBL) and positive learning environments

Activity 1.1.1.2: Engage children and youth in play-based activities to strengthen their numeracy, literacy, and life skills

Activity 1.2.1.1: Train local government supervisors on PBL, coaching, and mentorship.

Activity 1.2.1.2: Conduct classroom and community club observations

Intermediate Outcome 2: Increased adoption of safe, healthy, and sustainable Water, Sanitation and Hygiene (WASH), Menstrual Hygiene Management (MHM), and environmental protection practices among children and youth

Immediate Outcome 2.1: Improved knowledge on safe, healthy, and sustainable WASH, MHM, and environmental protection among teachers, coaches, head teachers, School Management Committees and Parent-Teacher Associations

Immediate Outcome 2.2: Improved knowledge on child safeguarding, WASH, MHM, and environmental protection among parents and community members

Output 2.1.1: Teachers and coaches are trained in safe, healthy, and sustainable WASH, MHM, and environmental protection practices

Output 2.1.2: Head teachers, School Management Committees, and Parent-Teacher Associations are trained on child safeguarding, positive learning environments, and the proper maintenance of gender equitable, safe, and clean WASH facilities in the project schools

Output 2.2.1: Sensitize parents, caregivers, and community members on MHM, WASH, and environmental protection

Activity 2.1.1.1: Train teachers and coaches in WASH, MHM, and environmental protection practices

Activity 2.1.1.2: Provide WASH and MHM materials (in particular soap, reusable sanitary napkins, and raw materials for reusable sanitary napkins)

Activity 2.1.1.3: Install recycling bins in schools and instruct school clubs and teachers on their use

Activity 2.1.2.1: Train head teachers, School Management Committees, and Parent-Teacher Associations on child safeguarding, positive learning environments, and the maintenance of WASH facilities

Activity 2.2.1.1: Sensitize parents, caregivers, and community members on

12. Qualifications:

The Consultant should have a proven and extensive background in primary education, life skills, and health-related program evaluations, with specific experience in Play-Based Learning (PBL), WASH, Menstrual Hygiene Management, and environmental protection interventions. The ideal candidate must meet the following qualifications, experience, and skills:

13. Qualifications:

Expertise and Qualifications

The Consultant must have:

- PhD or MSc in Education, Public Policy, Social Work, Policy Analysis, Public Health, or related fields.
- Additional qualifications in Monitoring and Evaluation (M&E) are an advantage.
- Minimum of 5 years' professional experience designing and implementing MEL systems for education and health programs, including endline evaluations of multi-year projects.
- Proven track record in evaluating Play-Based Learning (PBL), WASH, MHM, and environmental protection interventions.
- Demonstrated experience in projects targeting children and youth in low-resource urban settings, with a focus on education and health outcome measurement.
- Strong contextual knowledge of Uganda, with preference for experience in Kampala's low-income settlements such as Naguru and Kinawataka.
- Expertise in mixed-methods research:
 - Quantitative: Survey design, stratified sampling, statistical analysis (SPSS/STATA), and PMF-aligned indicator tracking.
 - Qualitative: Participatory approaches such as storytelling, safe-space mapping, vignettes, and role-play to center children and youth voices.
- Experience using phenomenological designs to explore lived experiences of marginalized groups.
- Skill in adapting or developing child-friendly tools for assessing life skills, WASH, and MHM.
- Proven ability to generate actionable, gender-disaggregated reports with recommendations for scalability and sustainability.
- Strong proficiency in Outcome Harvesting and other impact evaluation methodologies.
- Excellent analytical, documentation, and presentation skills, with clear written and verbal communication in English.
- Ability to engage effectively with diverse stakeholders including community members, government, and donor representatives.
- Proficiency with relevant data collection and analysis software and tools.



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14. Other Requirements:

Knowledge of context in the program's implementation areas (e.g., Kampala slums) is considered an asset. A strong commitment to safeguarding principles, as well as adherence to fraud and bribery policies.

15. Criteria for Evaluation of Proposal:

Only those applications which are responsive and compliant will be evaluated. Offers will be evaluated according to the Combined Scoring method – where the educational background and experience on similar assignments will be weighted at 70% and the price proposal will weigh as 30% of the total scoring. The applicant receiving the Highest Combined Score that has also accepted the General Terms and Conditions will be awarded the contract.

Selection Criteria

Qualified Individual Consultant is expected to submit both the Technical and Financial Proposals. Individual Consultants will be evaluated based on Cumulative Analysis as per the following scenario:

- Technical Criteria weight is 70%
- Financial Criteria weight is 30%

16. Application Requirements

Interested evaluators or firms are requested to submit.

Cover letter indicating availability for the assignment.

Technical proposal that includes:

- Understanding of the assignment and proposed approach for conducting the evaluation
- Anticipated challenges and proposed mitigation measures
- Approach to ensuring quality of work
- Key deliverables and a detailed workplan
- Team composition, if applicable, indicating who will lead and who will support (Report writers, Data analyst, communications), with clear roles and responsibilities
- Updated CV(s) of all proposed team members, including two references from previous assignments

Financial proposal with a detailed cost breakdown, including daily rates and any additional costs, aligned with the proposed workplan.

Evidence of past work, including at least two recent evaluation reports and examples of previous evaluations or reporting styles, plus evidence of contracts executed in the last three years.

Confidentiality:

The Individual Consultant shall not either during the term or after termination of the assignment, disclose any proprietary or confidential information related to the consultancy service without prior written consent.



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Proprietary interests on all materials and documents prepared by the consultants under the assignment shall become and remain properties of Right to play Uganda.

How to Apply:

Interested candidates or firms should submit these to **UgandaHR@righttoplay.com**

1. **Cover letter** indicating availability for the assignment.
2. **Technical proposal** that includes:
 - Understanding of the assignment and proposed approach for conducting the evaluation
 - Anticipated challenges and proposed mitigation measures
 - Approach to ensuring quality of work
 - Key deliverables and a detailed workplan
 - Team composition, if applicable, indicating who will lead and who will support (Report writers, Data analyst, communications), with clear roles and responsibilities
 - Updated CV(s) of all proposed team members, including two references from previous assignments
3. **Financial proposal** with a detailed cost breakdown, including daily rates and any additional costs, aligned with the proposed workplan.
4. **Evidence of past work**, including at least two recent evaluation reports and examples of previous evaluations or reporting styles, plus evidence of contracts executed in the last three years.

Deadline: Sunday, 31st August 2025 (close of business)

Submission: Email proposals to **UgandaHR@righttoplay.com**