

**TERMS OF REFERENCE
FOR INDIVIDUAL CONTRACT**



*Empowered lives.
Resilient nations.*

POST TITLE:	National consultant for assisting the project final evaluation
AGENCY/PROJECT NAME:	Democratic Governance Unit, UNDP Timor-Leste “Leveraging ICT to improve education and Skills in Timor-Leste”
PERIOD OF ASSIGNMENT/SERVICES:	Estimated duration of 20 working days
COUNTRY OF ASSIGNMENT:	Timor-Leste
STARTING DATE:	April 2021
LOCATION:	Timor-Leste
DUTY STATION:	Oe-cusse, Timor-Leste

1) BACKGROUND

Timor-Leste is half of a tropical island on the Australian continental shelf characterized by a rugged mountain chain running east-west that divides the country into a generally warmer north coast and a milder south coast. The capital city, Dili, is in the north.

Oé-Cusse is a district of East Timor. It is a coastal exclave in the western part of the island of Timor, separated from the rest of East Timor by West Timor, which is part of the province of Nusa Tenggara Timur, Indonesia and which surrounds Oé-Cusse in all directions except the north, where it borders the Savu Sea. The capital of the district is Pante Macassar, also called Oé-Cusse Town.

Oé-Cusse has unique development challenges as it houses the nation’s youngest population and has the nation’s lowest fundamental indicators in terms of human development. In 2014 the Timor-Leste government established the Special Zones of Social Market Economy (ZEESM TL), and the Special Administrative Region of Oé-Cusse Ambeno (RAEOA) as a regional authority to administer Oé-Cusse. RAEOA-ZEESM TL’s people-centered approach involves simultaneous investment in the education, health, and economic sectors.

Across Timor-Leste, young people make up 63.2 percent of the total unemployment rate, and the youth literacy rate is 84.4 percent. Within Oé-Cusse, Passabe records the lowest literacy rate of 50.3 percent. The population of Oé-Cusse is younger than the rest of the country, with 42% of its population under 15 years (General Directorate of statistic Census, 2010-2015).

In Oé-Cusse, 19,942 students are enrolled in primary schools, 1672 in secondary, 340 in technical and 59 in University. There are currently 607 primary school teachers across 74 primary schools, 75 secondary school teachers across 10 high schools, 18 technical schools' teachers at the on existing vocational training institute, in addition to a branch of a private university (DIT) established as a satellite campus of DIT located in Dili.

The status of education in Oé-Cusse is affected by a lack of skills education in high schools, insufficient educational materials in the national language (Tetum) and access to ICT learning and equipment. These challenges pose a significant barrier to achieving the region's development goals.

About the Project

The Project "*Leveraging ICT to Improve Education and Skills in Timor-Leste*" was launched in 2019 in partnership the government's Region Authority of Oé-Cusse Ambeno (RAEOA), funded by the UN-India Development Partnership fund. The total project budget is \$ 959,129.00 (UN-India's contribution is \$ 881,193.20 and the government contribution is \$77,935.80).

Since 2019, the project has achieved several results within the aim of improving primary and secondary education by providing children and young people in Oé-Cusse with information and communications (ICT) skills and knowledge to prepare them to better address the challenges and opportunities of the local economy.

The first objective of the project is to "improve education quality in Oé-Cusse Region by promoting computer skills to 1007 children at primary school and 4370 young students attending secondary school through the implementation of laboratories for IT innovation and experimentation". To achieve this, the project has installed 10 laboratories: 4 in-house computer labs; 4 robotic labs and 2 mobile computer labs. Additionally, the project has developed curriculum and learning materials in Tetum, Portuguese and English. The project is actively developing student's and teachers' capacities to interact with and use ICT technology by providing access to ICT infrastructure and facilitating educational lessons. Students can apply the knowledge learned through the trainings in their everyday life, to support their schooling and to identify potential academic or occupational pathways.

The second objective of the project is to "enhance child and young people's knowledge on financial education and environmental awareness through the development and implementation of two computer-based educative interactive games in Tetum and Portuguese language". The games will be installed on all procured computers and educate students on environmental problems and solutions and introduce students to the skills and knowledge they need to make informed financial decisions, promoting entrepreneurship early on. Playing the games will directly impact learning outcomes and prepare students to address the challenges and opportunities of the local economy.

A governance mechanism (project board) has established to provide overall guidance and oversight to implement the project. The project has directly implemented by UNDP with extensive involvement of and collaboration with Secretary of Education at RAEOA ZEESM TL and UNICEF Timor-Leste. Coordination with the National Ministry of Education has been promoted through the support of UNICEF. (Details are in the project documents)

2) OBJECTIVES OF THE ASSIGNMENT AND SCOPE OF WORK

UNDP Timor-Leste is looking for a national consultant to assist the Final Evaluation of the “*Leveraging ICT to Improve Education and Skills in Timor-Leste*” Project.

The overall purpose of the evaluation is to assess the processes and achievements made to draw lessons out of the project implementation. More specifically the evaluation is intended to be forward looking which will capture effectively lessons learned and provide information on the nature, extent and where possible, the effect of the project to the ICT Education in Oé-Cusse as well as the ICT education policies of the RAEOA’s Government, and Ministry of Education, Youth and Sports in Timor-Leste. The emphasis on capturing learning will be critical to understand what has and what has not worked as a guide for future planning.

The specific objectives of this final evaluation are:

- To review progress towards the project’s objectives and outcomes,
- To assess the likelihood of the project delivering its intended outputs,
- To identify strengths and weaknesses in design and implementation,
- To identify risks and countermeasures,
- To identify challenges, lessons learned and good practices.

The consultant will report to the international consultant and Programme Manager of the Special Administrative Region Authority of Oé-Cusse Ambeno (RAEOA - ZEESM - TL) Project. Under the guidance of the international consultant, the national consultant will deliver, but may not be limited to:

- Assist the international evaluation to review all relevant sources of information, such as the project document, logical framework, monthly reports, annual progress reports, files, national curriculum and legal documents, any other materials that the evaluator considers useful for this evidence-based assessment, including the Regional Strategic Plan of Oé-Cusse and Project work plan for 2019, 2020 and 2021.
- The consultant is expected to follow a participatory and consultative approach ensuring close engagement with government, the local organizations, ICT project team, UNDP senior management team, final beneficiaries, and other key stakeholders.
- Conduct interviews, focal groups meetings and/or related activities to collect data from project stakeholders based on the proposed evaluation tools.
- Prepare interview reports and other related documents to assist the international consultant on the data analysis.

Evaluation Criteria

The evaluation will be conducted as per Monitoring, Reporting and Evaluation Systems of the UNDP M&E tools, focusing on five possible areas of evaluation (evaluation criteria): relevance, effectiveness, efficiency, impact, and sustainability. Specific areas of evaluation and evaluation questions are to be developed during the inception phase.

- **Relevance:** compliance of the goals and objectives of the project, including contribution to the Regional Strategic Plan of Oé-Cusse 2019-2023 and ICT curricula reform with the public needs and Government priorities
- **Effectiveness:** compliance of the results achieved as a result of the project implementation with the planned work plans for 2019-2021 and needs of direct and indirect beneficiaries.
- **Efficiency:** achievement of results by as less spending as possible (the ratio of outcomes and the resources needed for their achievement should be defined)
- **Impact:** unforeseen and projected influence including COVID19.
- **Sustainability:** long term influence and impact of the strategy, and capacity development of local governmental partners.

3) Methodology. Overall approach and qualitative and quantitative methodology can be given along with possible data sources and collection methods, but this should be flexible and allow for refinement with the evaluation team once engaged. Methodologies for addressing gender-specific issues as well as inclusion of the SDGs should be requested.

4). EXPECTED OUTPUTS AND DELIVERABLES

The national Consultant will perform the tasks listed under Section 3 and deliver the following outputs:

Outputs	Date	Approval
Delivery 1: Submission of the work plan and interview schedule, draft questionnaire, and stakeholders' contact details.	April 25, 2021	SAR and ZEESM Programme Manager
Delivery 2: Submission of the detailed report of the conducted interviews including pictures and other evidence according to international evaluator's requirements.	May 10, 2021	SARA and ZEESM Programme manager

4) INSTITUTIONAL ARRANGEMENTS

The final project evaluation will be led by an International consultant who will develop the methodology and tools according to the Monitoring, Reporting and Evaluation Systems of the UNDP M&E tools.

In close coordination with the international consultant, the national consultant will assist him/her in conducting the evaluation on the ground.

The national consultant will work in the mentioned duty station to complete this assignment and s/he will report directly to the international consultant, the program manager and the Monitor and Evaluation officer at UNDP Timor Leste.

ICT Education project will support the national consultant by providing the relevant and key project documents and an updated stakeholder list with contact details (phone and email).

5) TIME FRAME FOR THE EVALUATION PROCESS

Duration: 20 days in total:

Evaluation start date: 20 April 2021

Evaluation completion date 19 May 2021

The financial proposal should not include all costs for travels in and out of Timor-Leste, Oé-Cusse and Dili.

6) SCOPE OF PRICE PROPOSAL AND SCHEDULE OF PAYMENTS

Lump Sum Contract

Schedule of Payment

The payment method will be made based on the delivery of reports with the outputs approved by the Program Manager. The reports will serve as the basis for the payment of the following fees.

Travel arrangements will be coordinated according to the work plan and the project schedule.

Outputs	Date	Payment
Delivery 1: Submission of the work plan and interview schedule, draft questionnaire, and stakeholders' contact details.	April 25, 2021	35%
Delivery 2: Submission of the detailed report of the conducted interviews including pictures and other evidence according to international evaluator's requirements.	May 10, 2021	65%
TOTAL	FOR PERIOD	100%

7) QUALIFICATIONS OF THE SUCCESSFUL INDIVIDUAL CONTRACTOR

The candidate should match the following criteria:

Essential:

- Secondary education certificate.
- Experience working on data collection, conducting interviews, project evaluation or related.
- Proven work experience with government and/or education sector.
- Strong interpersonal, oral, and written communication skills in English is imperative.
- Ability to work effectively with Microsoft Office and proven reporting experience.
- Experience in oral translation from Tetum to English.

Desirable:

- Working knowledge of English and Tetum.

8) CRITERIA FOR SELECTION OF THE BEST OFFER

Combined Scoring Method

The candidates will be evaluated as per Combined Scoring Method, where the qualifications and methodology will be weighted a max. of 70% and combined with the price offer which will be weighted a max of 30%.

Only candidates with at least 49 points of the technical criteria will be considered for financial evaluation.

Criteria	Weight	Max. Point
Professional:	70%	70
Secondary education certificate	20%	20
Experience working on data collection, conducting interviews, project evaluation or related.	20%	20
Proven work experience with government and/or education sector.	20%	20
Strong interpersonal, oral and written communication skills in English is imperative	10%	10
Financial:	30%	30
TOTAL	100%	100

9) RECOMMENDED PRESENTATION OF OFFER

The candidate will submit the following documents to demonstrate their qualification:

1. Duly accomplished Letter of Confirmation of Interest and availability;
2. Personal CV or P11 form, indicating all past experience from similar projects and contact details including e-mail and phone number of the candidate and at least three professional references;
3. Brief description of the best suitability of the candidate for this assignment;

4. Final proposal that indicates the all-inclusive fixed total contract price.

10) APPROVAL

This TOR is approved by:



Signature

Name and Designation Patricia Porrás

Date of Signing 15 April 2021