
Consultant's Terms of Reference for Final Project Evaluation of the “Hau kontente aprende no Susesu” project, a 2-year Education project.

1. Organisational context

ChildFund Timor-Leste is a representative office of ChildFund Australia. ChildFund Australia is an independent and non-religious international development organization that works to reduce poverty for children in developing communities. We work in partnership with children and their communities to create lasting change by supporting long-term community development, responding to humanitarian emergencies and promoting children's rights. We want every child to be able to say: “I am safe. I am educated. I am heard. I can make a difference. I have a future.”

ChildFund Australia implements programs with a range of local partners in Cambodia, Laos, Myanmar, Papua New Guinea, Timor-Leste, Vietnam, and other Pacific nations, and manages projects delivered by partner organisations throughout Asia, Africa and the Americas. Our work is funded through child and community sponsorship, government grants as well as donations from individuals, trusts and foundations, and corporate organisations.

ChildFund Australia's goals in Timor-Leste are to achieve and demonstrate effectiveness and accountability in its program activities and add value to the efforts of its partners through quality development programs that are respectful, responsive, and effective in helping children in poverty, their families, and communities. ChildFund Timor-Leste has been working directly and through local partners in Timor-Leste since 1990 and in Liquica District since 2011 and Manatuto Since 2020, including projects in the health, education and child protection sectors.

ChildFund Australia is a member of the ChildFund Alliance – a global network of 11 organisations which assists more than 9 million children and families in over 50 countries. ChildFund Australia is a registered charity, a member of the Australian Council for International Development, and fully accredited by the Department of Foreign Affairs and Trade which manages the Australian Government's overseas aid program.

2. Background

Since 2017, Mary Mackillop Today (MMT) has implemented projects in Liquica Municipality through the partnership with Child Fund Timor-Leste on supporting School-based Reading Project. In FY1819, MMT piloted the Mobile Learning Centre, which led to the introduction of a two-year project in FY1920, namely HAKAS - *Hau Kontente Aprende no Susesu* or I am Happy to Learn and Succeed in Liquica municipality. The project covered a total of 81 schools – 6 Pre-schools and 42 Primary Schools covered by Child Fund and 10 pre-schools, and 23 primary schools covered by MMT in Maubara, Liquica and Bazaretete admin posts.

The HAKAS project was developed for 3 years through FY1819, FY1920, and FY2021 (hereinafter “HAKAS Phase 1 Project”) aimed to provide fun and engaging educational activities, through teacher training and increase parental and caregivers’ support. These activities seek to foster a love of learning amongst students and support teachers to use child-friendly teaching methods in the classroom. The HAKAS Phase 1 project provided stimulating activities such as puppetry, educational resources, and storytelling to improve literacy skills of student in Grade 1, 2 and 3. During the implementation period in Phase 1, the project has trained 184 teachers of 6 preschools and 42 primary schools (combined figures for FY1819, FY1920, FY2021). The quality of teaching, according to teachers pre-and post-test results from the second year has a sampling showed that the teachers skills improved by 21.3% of 24 schools of the last two years of FY 1920 and FY 2021. The schools covered by the project have been equipped story books, and other teaching material which gave the ability to the teachers to provide more creative and participatory education in schools. Additionally, the project also focused on raising the awareness and building capacity of parents to attend their children’s home learning.

The HAKAS Project was developed in response to low rates of reading literacy amongst students in early grades. The 2009 and subsequently 2011 Early Grade Reading Assessment (EGRA) surveys carried out by World Bank revealed that reading results in the first three years were very low, indicating that students failed to develop the essential basic skills.¹ The EGRA report showed that low literacy levels of children contribute to high dropout rates. According to the statistics published by UNESCO, as of 2019, over 47% of students (aged 8-18) are behind by at least 2 grades.² With over 30% of the population aged 15 years and older being illiterate as of UNESCO’s 2015 figures³, for the past decade, all the national policies in Timor-Leste has emphasized the need to improve the quality of education standard. The new national primary level curriculum (the *New Curriculum*) developed in 2015 called to provide consistency early basic education, through the provision of textbook, lesson plans and pedagogical guide. However, a 2017 World Bank evaluation on the *New Curriculum* revealed that improvements need to be in place to increase teacher ability in implementing the curriculum, as teachers have weak pedagogical skills. The World Bank evaluation also analyzed that the Professional Learning and Mentoring Program (PLMP) introduced in 2016 to guide schools on best practices in education and management has resulted in stronger teacher performance and delivery of lessons in the classrooms⁴.

HAKAS Phase 2 project focus on improving the teacher quality and of learning of students in Grade 1-3 in Liquica Municipality and Digital Library for in Grade 1-4 in Liquica and Manatuto Municipality. Teachers will be provided ongoing professional development in the form of training, support, and mentoring, as well as peer support via Teacher Learning Circles (TLC). All key stakeholders involved in

¹ Silva, Steph de; Gacougnolle, Luc-Charles (2013) *Timor Leste 2011 Early Grade Reading Assessment (EGRA) : tetum pilot project* (English). Washington, D.C.: World Bank Group.
<http://documents.worldbank.org/curated/en/616961468404731306/Timor-Leste-2011-Early-Grade-Reading-Assessment-EGRA-tetum-pilot-project>

² UNESCO (2021) *Timor-Leste* <http://uis.unesco.org/en/country/tl>

³ Ibid 2.

⁴ Direitos, A. (2019) *Using EGRA for an Early Evaluation of Two Innovations in Basic Education in Timor-Leste* (English). Dili, Timor-Leste: World Bank.
<https://openknowledge.worldbank.org/bitstream/handle/10986/33631/Using-EGRA-for-an-Early-Evaluation-of-Two-Innovations-in-Basic-Education-in-Timor-Leste-The-New-Curriculum-and-the-Professional-Learning-and-Mentoring-Program.pdf?sequence=1>

supporting teacher’s performance including the school management, district officials and PTA are involved in the discussion in establishing their roles and commitment for the project.

Additionally, the project also focusses on building capacity and raising awareness of parents to attend their children’s home learning. Parental support continues to be a focus on Phase 2 project, by strengthening the Parent-Teacher Association’s (PTA) capacities on playing a more active role in schools and individual children’s development, as well as the PTAs’ ability to involve parents to support the reading program through the reading awareness campaign.

• **Project outcomes and key activities of the project**

To achieve the project goal, the project specifies the **project outcomes** below:

Outcome 1: Teachers (women and men with and without disability) develops skills and knowledge in inclusive and child-centred pedagogies to improve student literacy.

Outcome 2: Mothers, fathers, and caregivers (women and men with or without disability) support student learning and equal participation.

The **key performance indicators** include:

Outcome 1: Teachers (women and men with and without disability) develop skills and knowledge in inclusive and child-centered pedagogies to improve student literacy.	
Performance Indicators Target	Means of Verification
70% of teachers observed demonstrate the skills and knowledge in inclusive and child-friendly pedagogies.	Observation checklist (baseline and end line) Focus group discussions
70% of MoEYS Inspectors demonstrating the capacity to mentor teachers.	Baseline and endline survey on support and mentoring Feedback survey from teachers
70% of the students in Grade 1 to 3 show improvement in their skills.	Pre and post literacy test conducted on Grade 1-3 students Case studies (on student engagement/school experience)

Outcome 2: Mothers, fathers and caregivers (women and men with or without a disability) support student learning and equal participation.	
Performance Indicators Target	Means of Verification
70% of parents report that they have use simple actions at home to reinforce their children’s learning at home	Focus group discussions Baseline and Endline Survey

70% of parents report that they have the knowledge and practices to support child protection, gender equality and participation of children with disability.	Baseline and Endline Survey
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The tools utilized for the baseline are following:

1. Classroom observation	Checklist
2. School inspector	Survey
3. Teachers Survey (on mentoring)	Survey
4. Student assessment	Survey
5. Parent engagement	Survey

3. Purpose

The selected consultant will undertake a summative end of project evaluation of the project in June 2023, prior to its official end date on 30 June 2023 and the new Phase Project Design. The objective of the evaluation is to understand the effectiveness, sustainability, successes and challenges of the main approaches of the project and provide recommendations for how technical approaches and project implementation could be improved in future education projects. The results and report may also be shared back with project stakeholders and government in the interests of learning and accountability.

The evaluation will assess the followings that are driven by OECD-DAC Criteria:

- **Impact:** The progress towards the project objectives and performance indicators as outlined in the baseline report, and evidence of learning outcomes among –project participants.
- **Effectiveness:** The effectiveness and relevance of key approaches from MMT in relations to teachers training and from CFTL in relations to digital learning and TLC.
- **Efficiency:** Efficiency of project implementation and the timeliness of project in responding to project implementation challenges, including project management, partnerships, cost and timeliness of implementation – highlighting challenges and lessons learned during the project; and
- **Coherence:** The extent to which the project intervention complements MoEYS strategic plans and other non-governmental actors with similar programmatic aims (external coherence).
- **Sustainability:** What is the likely sustainability of outcomes after the project has ended.

4. Scope of Evaluation

The evaluation will take place toward the end of the project period (May- August 2023, with the project ending on 30 June 2023). It will assess the whole project in 12 Schools include schools for the Digital Library activities in 10 schools in Manatuto and Liquica (5 in Liquica & 5 in Manatuto) Municipalities, however the consultant should suggest an appropriate sampling methodology to ensure data is collected efficiently, yet representative of the target areas.

The evaluation team is required to:

- Review relevant primary and secondary sources of information associated with the project proposal documents, bi-annual and annual reports, baseline report and tools, HAKAS monitoring data and other relevant project-related materials.
- Develop and submit an inception report outlining:
 - a. the proposed evaluation methodologies and tools relevant to achieving the objectives of the evaluation (with technical input and guidance from the education and M&E staff at ChildFund Timor Leste, and the Education Advisor at ChildFund Australia)
 - b. a schedule for the evaluation including tool development, training, data collection, analysis and write up.
 - c. tools for key informant interviews/FGDs and quantitative KAP questionnaire
- Include qualitative and quantitative data collection, with the consultant responsible for design, leading and documenting Focus Group Discussions (FGDs), key informant interviews, recording of change stories/short case studies from key stakeholder groups, and oversight of the KAP survey.
- Design the evaluation and data collection with consideration of the views of different genders and person with or without disability and from diverse backgrounds (Tetum native speakers and non-Tetum native speakers)
- Ensure quality of the data collection, data entry, data cleaning and data analysis process to meet this evaluation's expected objectives. Data collection and entry should ensure confidentiality of respondents is respected.
- Produce a draft, and then final report according to the provided report format, and in line with workplan timelines. The final report shall incorporate feedback from ChildFund and key partners.
- To observe ChildFund's Child Safeguarding policy and the core values of ChildFund Timor Leste.

The final evaluation report should follow the format of:

- Title Page
- Table of contents
- Executive summary (maximum 3 pages, including recommendations)
- Introduction
- Evaluation methodology and limitations
- Findings
- Discussion and Recommendations
- Conclusion
- Attachments (additional charts or data, final data collection tools, interview notes and consent forms, full copies of data sets and statistical analysis, and any other relevant attachments).

5. Methodology

Methods will include a combination of quantitative and qualitative approaches including

- KAP survey (to compare key indicators from baseline),
- comparison of baseline and endline health facility data (if available), and
- triangulation and elaboration of findings through interviews and focus group discussions

- case studies highlighting examples of key change (including quotes and quality photos of the subject/s).

6. Deliverables and Indicative Timetable

Note that this is subject to negotiation with the Consultant.

Indicative dates	Outputs and Activities	Estimated Number of consultancy Days (consultant to specify in proposal)
29 May 2023	<ul style="list-style-type: none"> • Deadline for Submission of consultancy proposal 	0
4 th week May, 2023	<ul style="list-style-type: none"> • Selection, Interview and contracting of consultant 	0
1 st Week of June, 2023	<ul style="list-style-type: none"> • Desk review and submission of inception report (outlining the evaluation plan and methodologies, including workplan and data collection tools) 	3 days
2 nd week of June 2023	<ul style="list-style-type: none"> • Enumerator training and Field data collection 	6 days
3 rd week of June 2023	<ul style="list-style-type: none"> • Data entry and analysis 	4 days
4 th week June	<ul style="list-style-type: none"> • Submission of draft report 	2 days
1 st Week of July, 2023	<ul style="list-style-type: none"> • Revision and submission of final report 	1 days
Total number of days		16 days

7. Management and Reporting Arrangements

The Consultant will report to the ChildFund Timor Leste Program Manager. All reports must be written in English and provided in an electronic format (Microsoft Word). Data sets to be provided in Microsoft Excel.

8. Confidentiality

All discussions and documents relating to this ToR will be treated as confidential by the parties.

9. Child Safeguarding

The Consultant will undertake the Services to a high standard; use its best endeavors to promote the best interests of ChildFund; protect the reputation of ChildFund and work in a manner consistent with the mission, vision and policies of ChildFund (see Child Safeguarding Policy/Child Safeguarding Code of Conduct PSEAH policy and Employee Code of Conduct). ChildFund Australia has a zero-tolerance policy to abuse, exploitation and harassment in all its forms.

10. Counter-Terrorism and Anti-Money Laundering

ChildFund Australia acknowledges its obligation under the Australian laws relating to counter-terrorism and anti-money laundering. In order to meet its obligation, the consultant is obligated to provide information required for ChildFund to undertake counter terrorism screening before engagement. The consultant's name, date & place of birth and ID number will be checked against Department of Foreign Affairs and Trade (DFAT) consolidated list, National Security Australia list, World Banks listing and the Asian Development bank listing to ensure not engage with entities or individuals appearing on the lists.

11. Conflict of Interest

The Consultant must declare any financial, personal, family (or close intimate relationship) interest in matters of official business which may impact on the work of ChildFund

12. Fraud and Corruption prevention and awareness

ChildFund Australia has a zero approach to fraud and corruption act. The successful consultant will be required to comply with ChildFund Australia's fraud and corruption prevention and awareness Policy and act against any form of fraud or corruption and not offer, promise, give or accept any bribes.

13. Insurance

The successful applicant will be required to have in place insurance arrangements appropriate to provision of the requirement in this TOR including (without limitation) travel insurance.

14. Acknowledgment and Disclaimer

ChildFund, its Board and staff make no express or implied representation or warranty as to the currency, reliability or completeness of the information contained in this ToR. Nothing in this ToR should be construed to give rise to any contractual obligations or rights, expressed or implied, by the issue of this ToR or the submission of Expression of Interest in response to it. No contract would be created until a formal written contract is executed between ChildFund and a selected consultant.

Selection Criteria for Consultant

At the minimum, the lead consultant must possess the following:

Required experience:

- Degree in the field of Education, or any other related fields.
- Minimum 5 years' experience in Education programming including evidence of leading research and/or project evaluations.
- Demonstrated experience using both quantitative and qualitative methods, including design and analysis.
- Proven experience in data analysis, presentation methods and report writing.
- Good spoken and written communication skills in English and/or Tetum.
- Experience working in development projects in Timor Leste or Asia Pacific region.
- Experience developing program strategies in maternal and child health.
- Knowledge of community mobilization and development principles.

Desirable:

- Knowledge on Education programs, approaches, and policies in Timor Leste.
- Previous experience regarding teacher Professional development and training
- Previous experience working for international organizations.
- Understanding on the local context and dialect.

The Consultant must be available for distance (skype, zoom or MS Teams) and face-to-face meetings, as necessary, Qualified national candidates, women and persons living with disability are encouraged to apply.

The Expression of Interest should include:

- Resume/CV
- Referees or sample of past work
- a proposal indicating competence for the required work, professional fee, brief outline of approaches/methodologies and timeline based on the Terms of Reference.

Submission of Application

ChildFund welcomes applications from qualified applicants or consultancy firms by **8 June 2023**.

All interested candidates should submit a cover letter in English describing their suitability based on the above required qualifications and experiences. The candidate should include a recent CV with referees, principles and approach that will be used to achieve the purpose/objectives of this Consultancy work and a financial proposal.

NOTE: The financial proposal should specify a total lump sum amount and a breakdown of a daily professional fee and communication costs etc. Applications without a financial proposal will be regarded as incomplete and will not be considered for further assessment.

How to apply:

Please click at [APPLY HERE](#) to submit your application.

Note that only shortlisted candidates will be contacted.

For further information, please contact **Manuel Marques** at mmarques@childfund.org.au (don't use this email to submit the application)

ChildFund is an equal opportunities employer and has a strict child safeguarding policy and background checks will be undertaken prior to any offer of employment.

ChildFund is an Equal Employment Opportunity (EEO) employer and strongly encourage people from all backgrounds, abilities, and identities to apply for any vacancies.