



Dili, October 20, 2022

**Procurement Reference Number: 009/BEST/TL**

## **RE-ADVERTISEMENT**

**To : Attention: Mr/Ms.  
Company Director**

**Subject: Letter of Invitation**

**Consultancy Service: 009/BEST/TL  
“EGRA & EGMA ASSESSMENTS”**

Dear Mr/Ms. \_\_\_\_\_  
Company Director,

1. The Ministry of Education, Youth and Sport (MoEYS) of the Democratic Republic of Timor-Leste (hereinafter called “Borrower”) has received financing from the World Bank toward the cost of the Basic Education Strengthening and Transformation (BEST) Project. The Borrower intends to apply a portion of the funds to eligible payments under the contract for which this Request for Proposal (RFP) is issued.
2. The MoEYS now invites your Company to submit proposal to provide the following consulting services:

**“Design the implementation, analysis and reporting of EGRA & EGMA and basic capacity building of relevant MoEYS staff prior to and after the Assessment”**

More details on the services are provided in the Terms of Reference.

3. Please submit your combined technical and financial proposal in accordance with the attached forms. Your proposal will be subject to negotiation between your authorized representative and the Client and may result in a contract. A draft contract is also attached.
4. Your proposal should be valid up to December, 2022 and may be submitted by email to the following address, not later than December 28, 2022.
5. To access TOR and information related to the above positions, please visit the following addresses; (i) <http://www.moe.gov.tl> or directly visit our office at the address below during office hours i.e. 8:00 a.m. to 17.00 p.m. from Monday to Friday

**BEST Project Office,  
Ministry of Education Youth and Sport  
Rua. Tuana-Laran, Villa-Verde, Dili, Timor-Leste  
Attention: Mr. Apolinario Marcal Maia do Rego, BEST Project Manager or  
Mr. Manuel Monteiro,  
Email : [apoli060278@gmail.com](mailto:apoli060278@gmail.com) to [monteiro.manuel1970@gmail.com](mailto:monteiro.manuel1970@gmail.com)**

1. You are advised to carefully read the complete “Request for Proposal” document before preparing your quotation. The standard forms in this RFP may be retyped for completion, but the Consultant is responsible for their accurate reproduction.
2. Please inform us, in writing, to the above address:
  - (a) that you received this Letter of Invitation; and
  - (b) Whether you will submit a proposal.

Dili, December 14, 2022

Sincerely yours,

Antoniho Pires  
General Director of Administration and Finance Management-MoEYS

TECH-1, PROPOSAL SUBMISSION FORM

Date: December, \_\_\_\_\_ 2022

Ministry of Education, Youth and Sport  
National Directorate for Procurement  
Basic Education Strengthening and Transformation (BEST) Project  
Rua. Tuana-Laran, Villa-Verde  
Dili, Timor-Leste

Attn. Mr. Manuel Monteiro  
MOEYS/BEST Project Procurement Specialist

Dear Mr, Manuel Monteiro

We, the undersigned, offer to provide the consulting services in accordance with your Request for Proposal dated **December , 14, 2022** and our Proposal. We are hereby submitting our Proposal, which includes Technical and Financial Proposals. Our Financial Proposal is for the sum of *[Insert amount(s) in words and figures]*. This amount is inclusive of the local taxes.

We hereby declare that all the information and statements made in this Proposal are true and accept that any misinterpretation contained in it may lead to our disqualification.

Our Financial Proposal shall be binding upon us subject to the modifications resulting from Contract negotiations, and up to expiration of the validity period of the Proposal, i.e. up to the date indicated in your Letter of Invitation.

No commissions or gratuities have been or will be paid by us to agents relating to this Proposal and Contract execution.

We understand you are not bound to accept any Proposal you receive.

We undertake, if our Proposal is accepted, to initiate the consulting services related to the assignment as agreed during negotiations.

Yours sincerely,

Authorized Signature *[In full and initials]*: \_\_\_\_\_

Name and Title of Signatory: \_\_\_\_\_

Name of Firm: \_\_\_\_\_

Address: \_\_\_\_\_

# ANNEX A – TERM OF REFERENCE (TOR)

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## **DESIGN THE IMPLEMENTATION, ANALYSIS AND REPORTING OF EGRA & EGMA ASSESSMENTS INCLUDING CAPACITY BUILDING FOR MOEYS STAFF INVOLVED IN THE ASSESSMENTS**

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### 1. BACKGROUND

The BEST Project is aligned with Timor-Leste’s Education Sector Plan (ESP) 2020–2024 medium- and long-term goals of expanding access to quality basic education for all and improving the efficiency of basic education. The key strategies and activities proposed by the ESP for achieving these goals include, among others, building new classrooms based on ranked priorities, developing minimum standards for educational infrastructures, providing training to improve school management, improving the teaching performance evaluation system, ensuring that school directors and other school officials are trained and equipped to use classroom observation tools to monitor classroom processes and provide feedback to all teachers, implementing training programs of excellence, improving printing and distribution systems for teaching learning materials (TLMs), making all learning materials available through an e-library, ensuring that book corners exist and are properly used in Cycle 1 and 2 classrooms, and developing national assessment frameworks and evaluating learning outcomes of students using international quality test instruments. The ESP also includes strengthening school system management, which ultimately contributes to the goal of improving efficiency and enhancing the quality and equity of educational outcomes: The activities under the different components and subcomponents of BEST are fully consistent with the above strategies and activities.

### 2. PROJECT DESCRIPTION

The Ministry of Education, Youth and Sport (MoYES) has received a grant from Global Partnership for Education (GPE) through an Agreement signed by the Government of Timor-Leste and the World Bank dated 5th August 2020. This support has been intended to finance the activities defined under project components 2, 3 and 4, which include two rounds of Early Grade Reading Assessment (EGRA) and Earlier Grade Mathematic Assessment (EGMA) on a sample basis during the project period and strengthening the capacity of MoEYS to manage them.

The assessments will focus on learning outcomes in the early grades (grades 2 and 3) related to EGRA/EGMA. There are several reasons for doing this: (a) learning outcomes in the early grades determine achievement in later years and provide an important and early indication of problems; (b)

education reforms have been prioritized in the early grades, and the assessments would provide a reasonable steady state assessment of learning in these grades as related curricular reforms and training of teachers have had time to take root, and (c) a national exam at the end of Cycle 3 already exists.

### 3. OBJECTIVES

The objectives of the proposed assignment are to:

- i. Carry out early grade (Grade 2 and 3) assessments in reading and mathematics in Timor-Leste to obtain a diagnosis of student performance prior to interventions in teacher training, teaching-learning materials and school infrastructure (2022-23) and following similar interventions (2024-2025).
- ii. Strengthen the capacity of the MoEYS staff to manage national student learning assessments.

Learning assessments in language and mathematics for the targeted grades will be piloted in late 2022 and carried out on a sample basis in early 2023 and 2024/2025. The assessments to be implemented will be EGRA and EGMA . MoEYS will team up with the assigned firm, which will mobilize its expertise to achieve the objectives enumerated above.

### 4. SUPERVISION:

The Firm will work under the direct supervision of the BEST Project Implementation Unit (PIMU) and therefore will report directly to the PIMU Project Manager. In carrying out the tasks related to the proposed assignment as defined in the Terms of Reference, the firm doing the EGRA and EGMA Assessments will work with the National Curriculum Cabinet, National Directorate for Basic Education and National Directorate for Planning, Policy and Inclusion with the support of the Curriculum Specialist.

### 5. SCOPE OF SERVICES:

The service required from the selected consulting firm will include but will not be limited to the following:

#### 5.1. Planning

The Firm is required to develop a detailed work plan outlining the requirements of the project, project planning steps, goals, and team members involved as well as a detailed outline of the methodology.

##### 5.1.1. Initial work plan

A draft work plan will be presented to a technical working group (TWG) at the initial meeting. The technical working group will consist of the National Directorate for Basic Education, National Directorate for Policy, Planning and Inclusion, and Inspectorate General led by National Curriculum Cabinet. BEST Project consultants will also attend the initial meeting and an invitation may also be extended to the representative from the office of the Minister and Vice Minister. The firm will prepare a brief that will cover:

(a) A draft work plan and methodology to achieve what deliverables are expected as stated in the Terms of Reference; and

(b) Any foreseeable challenges that may be faced with measures to mitigate these possible obstacles to ensure effective delivery of the expected deliverables within the time and resources available.

#### 5.1.2. Methodology

In collaboration with the Curriculum Specialist, the firm will develop a proposed methodology drawing from the report of the previous EGRA and EGMA assessments. Upon completion, the firm is obliged to present such methods to the TWG for verification and approval. The proposed methodology should at least cover the steps required for reviewing the current EGRA and EGMA reports and instruments.

#### 5.2. Adapting existing Assessment Instruments

The assessment instruments may need to be reviewed and updated to ensure they are still appropriate for the 2022 assessment, including ensuring alignment with the new curriculum. The Firm is required to validate the draft adapted instruments with representatives of the MoEYS before piloting begins.

##### 5.2.1. Pre-testing the revised Instruments

The Firm will be required to pilot the testing instruments by pre-testing, contextualizing and pre-testing again using paper-based and electronic-based instruments before the full assessment.

#### 5.3. Administering the assessments

The Firm is required to design the implementation approach for administering the assessments, considering challenges that arose in previous experiences related to EGRA and EGMA assessments conducted in Timor Leste, such as the number of coordinators required for successful implementation. An outline of past experiences and challenges is provided in Attachment 1.

As part of the implementation approach, the Firm will:

- i. Assign an adequate number of competent coordinator/s in each municipality to coordinate and supervise the data collection process
- ii. Recruit an adequate number of enumerators who will be tasked to collect data
- iii. Develop and deliver training to the enumerators using approved software proposed and/or developed by the Firm
- iv. Develop and deliver training to the recruited coordinators from each municipality;
- v. Follow up with the coordinators on a weekly basis.

Coordinators will:

- vi. Keep in close contact with the enumerators and observe them regularly as they do the testing;

vii. Observe the testing and follow-up each week with each enumerator in the field.

The Firm will be required to regularly communicate the progress of the assessment to the Project Implementation Unit and relevant directorates and seek advice and support to facilitate the effective implementation of the assessment.

#### 5.3.1. Selecting schools and sampling approach

Learning assessments will be carried out on a sample basis but will be nationally representative. The schools selected for administering EGRA and EGMA will be drawn from those schools targeted for BEST teacher training in literacy and mathematics (schools in 173 clusters) across all 14 municipalities. MoYES will provide a list of these schools and the final list, based on advice by the Firm on the sample size, will be selected in consultation with MoEYS and other stakeholders. Further information on sampling approaches is provided in Attachment 2.

#### 5.4. Collecting and analyzing data

The firm is required to adopt an electronic-based tool. Many mobile survey tools exist that can be adapted for EGRA administration. The open-source program Tangerine is one widely used tool, applied in more than 60 implementations in 36 countries by 27 organizations as of mid-2015 (see [www.tangerinecentral.org](http://www.tangerinecentral.org)). (see EGRA toolkit, USAID, 2016).

The selected firm shall assume all responsibility related to the data collection process, including taking necessary measures to address any challenges during the data collection process.

Upon completion of the assessment, the firm will be required to:

- a) Analyze the data (electronic format)
- b) Present the preliminary result of the assessment to the relevant directorates and PIMU
- c) Present and explain the results to the INFORDEPE trainers and local trainers, including the need to improve the student's performance in literacy and numeracy.

#### 5.5. Reporting

##### 5.5.1. Progress report

The firm will provide weekly briefings on the progress of achievement against deliverables. After the administration of assessment has commenced, the Firm will develop a short progress report focusing on the progress made towards activities included in this Terms of Reference, including, if applicable, any challenges the Firm faces and what mitigation measures anticipated that require MoEYS support to expedite the Assessment. The progress report will be provided to MoEYS through its National Directorate for Curriculum Cabinet and copied to National Basic Education Directorate, Policy Planning and inclusion and Project Implementation Management Unit (PIMU).

##### 5.5.2. Draft final report

The Firm is required to produce a written draft final report and a PowerPoint presentation (translated to Tetum) on the findings to present to the relevant MoEYS directorates for input before finalization and submission.

### 5.5.3. Final report and sign-off

At the completion of the project, the Firm shall submit a final report to the Office of BEST PIMU with copies available to the office of the Director General for Administration, Management and Finance, National Directorate of Basic Education and the National Directorate of Planning, National Directorate of Human Resources. A final oral presentation of the report will be presented to the technical working group (TWG) where personnel of other concerned directorates, including relevant stakeholders such as the Director General for External Resources Management and Mobilization and the World Bank.

## 5.6. Building capacity

The Firm will be required to develop and execute a training plan to support capacity building and sustainability of assessments in Timor Leste. The plan is to include information-sharing sessions, training or workshops and the participation of staff members from NCC and the Basic Education National Directorate.

### 5.6.1. Information sharing sessions

The Firm is required to build an understanding of EGRA and EGMA and its use among relevant directors and school leaders, including:

- i. Explaining EGRA and EGMA to the relevant directorates, including National Curriculum Cabinet, Basic Education National Directorate and INFORDEPE.
- ii. Explaining the need to collect data and how this information can be used to improve student performance to school leaders (school directors, deputy directors and coordinators).

### 5.6.2. Training

The Firm will be required to provide capacity development workshops/training for the National Curriculum Unit (NCU) and other relevant MoEYS officials by:

- iii. Conducting training on key topics such as assessment principles, instrument development, sampling, test administration procedures, and data management and analysis to familiarize them with the basics of national assessments and their use.

### 5.6.3. Staff involvement

The Firm will also be required to support the sustainability of the EGRA and EGMA assessment processes by:

- iv. Liaising with NCU and Basic Education National Directorate to identify staff members from these units to participate in the project. Participation of staff may start from instrument development,



instrument piloting and validation, data collection, analysis and reporting. This step is to enable staff members to obtain skills required for future assessment and get familiar with the process. It is anticipated that around 10 staff members (5 from each unit) will participate.

## 6. Deliverables

Deliverable      Timeframe

Draft work plan presented at the initial meeting 1 week after the signing of the contract

Detailed training plan 3 weeks after the signing of the contract

Final work plan including approved methodology 4 weeks after the signing of the contract

Piloted and validated EGRA and EGMA assessment instruments agreed to by the relevant directorate of MoEYS 6-8 weeks after the signing of the contract

Guidelines for data collection (with a clear explanation of purpose – to test children’s proficiency, and as such, is a testing tool, not a teaching tool). January 2023

EGRA and EGMA assessments carried out as per the agreed plan and in line with the scope of work and agreed timetable. During February and March 2023 (Round 1)

During February and March 2025 (Round 2)

Progress report March 2023 (Round 1)

March 2025 (Round 2)

Draft final report May 2023 (Round 1)

May 2025 (Round 2)

Final report and sign-off June 2023 (Round 1)

June 2025 (Round 2)

## 7. Experience and Qualification:

The successful firm is required to meet the following criteria for each category.

Category 1 – Firm or company;

- The firm or company shall possess at least 5 years’ experience in assessing early grade students in reading and mathematics. EGRA and EGMA or any similar review for the early grade students (Grades 1, 2 and 3);
- Excellent record in the assessment or any relevant research related to reading and math capacity of Basic Education Students;

- Strong experience in research and assessment related to Basic Education curriculum and implementation;
- Free from criminal charges and disputes in the last five years;
- Having a designated office or representative in Timor-Leste with business licenses granted and compliance with tax impositions records;
- Having adequate financial capacity reflected in the financial statement for the six most recent months;
- Having strong experience in capacity building focusing on Assessment.

#### Category 2 – Qualification requirement for team leader/s

For a firm or company to be eligible and selected, it must demonstrate the minimum qualifications of its team leader/s in its technical proposal:

- a) At least five years' experience in leading a team in educational research;
- b) Proven experience as a researcher or assessor of Early Grade Reading Assessment and Early Grade Mathematics (or numeracy) Assessment;
- c) Adequate knowledge, research or assessment specifically related to EGRA and EGMA;
- d) Familiar with the instrument and research methodology, including reporting;
- e) Experience using appropriate instruments for the evaluation of the reading and mathematics for early grades;
- f) Excellent communication and teamwork skills;
- g) Willingness to travel across the country to support the assessment implementation.

#### Category 3 – Qualification requirement for Technical Team members

- a) The technical team shall possess at least 5 years' experience in research or assessments related to early grade students;
- b) Having strong skills in the use of data collection instruments and data analysis, including reporting;
- c) Professional experience in developing/architecting web applications;
- d) Ability to use performance-driven implementation techniques;
- e) Multi-tasker and Self-Starter - Looking for candidates who can jump in quickly. Must be detail-oriented;

f) Excellent interpersonal, organizational, communication, and multitasking skills;

g) Some leadership or management skills.

8. The Financial Proposal:

The financial proposal by the firm should contain itemized costs, at least for the following broader deliverables: Quick review of Instrument to collect data, piloting, data collection, data analysis and reporting. The budget should be submitted in US Dollar as per the attached budget format.

9. Roles and Responsibility of MoEYS and PIMU

(a) Services to be made available to the Consulting Firm:

At the preparation stage, MoEYS, through BEST Project Implementation Unit with the support of the relevant consultants (Curriculum and Training Expert), will organize the meetings or workshops with the MoEYS Technical Working group to review and approve the following:

1) A work plan which shall outline all activities to be undertaken by the consulting firm throughout the whole cycle of the review of instruments used in the previous Assessments done in 2009 and 2017, propose the methods to complete the assignment within the period defined in the Terms of Reference and contract;

b) Professional and Counterpart personnel to be assigned by the Client to the Consultant's team:

1) Some staff from the relevant directorates will be assigned to also be part of the design team as well as enumerators to collect data.

#### Attachment 1 : Outline of past experiences with EGRA and EGMA in Timor Leste

The EGRA instrument was developed in 2017 in Tetum and it was reviewed by a linguist educator professor. The 2017 EGRA assessment involved 50-60 people from the MOEYS. They participated in an enumerator training that lasted 5 days. The training materials used for the enumerator training are still available. The EGRA implemented in 2017 used unmodified components of the EGRA assessment carried out in 2009 thus facilitating ability to discern improvement (or loss) from 2009 to 2017. The challenges were that there were only 2 coordinators for the assessment—it is recommended that additional coordinators be contracted to work on the assessment. In addition, the assessment was all paper based—no tablets were used. The report by the World Bank identifies the results of the 2017 EGRA in relation to improvements in learning based on 2 interventions.

Besides this, an EGMA was also conducted in 2009.

## Attachment 2: Sampling approaches

The applied sampling approach will impact the sample size requirements. Other things being equal, selecting students randomly from a national listing will require a smaller sample size, whereas clustered samples will require relatively larger sample sizes. Although it may appear contradictory, pure simple random samples are relatively expensive when compared to other sampling methods. If one tried, for example, to apply a pure simple random sample of 400 children, one might be faced with a situation of having to go to nearly 400 schools, and then test only one child in each school, which would increase transportation and labor costs tremendously. In addition, one would in principle need a list of all the school children in the country, and their location, to obtain a simple random sample of children. Such lists simply do not exist in most countries. With school-based sample clustering, schools are selected first, and then students within schools (clusters) are selected. Randomly sampling schools first, and then children, reduces travel costs and travel time and it eliminates the need to rely on a national listing of students. Since much of the cost of surveys is getting to the schools in the first place, one may as well test as many children as it is feasible to test in each school in a one-day visit.

To help the selected firm in determining sampling, following types of statistical sampling may be of help when developing the instrument and determine sampling size:

- a. Ceiling effect. Occurs when there is an artificial upper limit on the possible values for a variable and a large concentration of participants score at or near this limit. This is the opposite of the floor effect (see below). For example, if an EGRA subtask is much too easy for most children, the scores will concentrate heavily at the upper end of the allowable range, restricting the variation in scores and negatively impacting the validity of the tool itself.
- b. Census. When all members of the population are included in a study (that is, no sampling is conducted).
- c. Cluster sampling. A sampling technique whereby the population is divided into groups (or clusters); the clusters are sampled; and then all items within the cluster are evaluated. For instance, a complete list of all primary schools might be used to sample 20 schools, then all grade 3 students in those selected schools would be assessed
- d. Complex sampling / mixed sampling. A sampling technique similar to cluster sampling (see above), but items within the sampled unit are further sampled. For instance, a complete list of all primary schools might be used to sample 20 schools, then 10 grade 3 students would be further sampled (and assessed) within the selected schools.
- e. Confidence interval (CI). A range of values around a value measured from a sample that reveals how precisely the sample value reflects the population value. A larger confidence interval reflects lower precision. For example, if the average age of a sample is 36, then a smaller confidence interval (from 35 to 37) suggests that the sample average age is likely a more precise

estimate of the population average age than if the confidence interval were larger (ranging from 34 to 38, for example).

- f. Convenience sample. Also known as reliance on available subjects, a convenience sample is a nonprobability sample that relies on data collection from population members who are easy to reach (or conveniently available). This method does not allow for generalizations and is of limited value in social science research.
- g. Floor effect. Occurs when there is an artificial lower limit on the possible values for a variable and a large concentration of participants score at or near this limit. This is the opposite of the ceiling effect (see above). For example, if an EGRA subtask is much too difficult for most children, the scores will concentrate heavily at the lower end of the allowable range (typically with large proportions of zero scores), restricting the variation in scores and negatively impacting the validity of the tool itself.
- h. Intra-class correlation coefficient (ICC). This is a descriptive statistic that is used when data are clustered into groups. The statistic ranges from 0 and 1 and provides a measure of how closely members of a group resemble each other in certain observable characteristics. ICCs can also be used to gauge consistency of measurement across observers.

From Fleiss (1981):

Kapa Statistic    Strength of Agreement

Less than 0.40    Poor

0.40-0.75        Intermediate to good

Greater than 0.75    Excellent

- i. Kappa. Measures the extent to which two different ratings of the same subject could have happened by chance. Kappa values range from -1.0 to 1.0. Higher values indicate lower probability of chance agreement.
- j. Minimum detectable effect. The smallest treatment effect that can be observed from the data, given a certain sample size.
- k. Nonprobability sample. Any sampling procedure in which samples are selected without the use of probability theory. Examples include convenience, snowball, and quota sampling (see entries for italicized terms).
- l. Point estimate. A single value or effect size, derived from the sample data, which provides an estimate of the value or effect size for the population (see below) as a whole.

- m. Population. The theoretical group of subjects (individuals or units) to whom a study's results can be generalized. The sample (see below) and the population share similar characteristics, and the sample is a part of the population of interest.
- n. Power analysis. Power analysis can be used to calculate the minimum sample size required such that one can be reasonably likely to detect an effect of a given size. Power analysis can also be used to calculate the minimum effect size that is likely to be detected in a study using a given sample size.
- o. Precision estimate. When several samples are drawn from a population, a precision estimate is how close point estimates (see above) from the different samples are to each other. The closer these point estimates are to each other, the more precise is the estimate.
- p. Probability sample. This is a general term for all samples that are selected in accordance with probability theory, typically involving a random-selection mechanism. Common examples include probability proportional to size (PPS) and simple random sampling.
- q. Propensity score matching. This procedure involves matching observations from a treatment group (treated) and a comparison group (untreated) on the estimated probability of participating in a program (given a range of observed characteristics). The purpose of this approach is to balance the treatment and control groups for analysis, particularly when random assignment was not used for program participation.
- R. Regression discontinuity. A quasi-experimental research design used to estimate treatment effects in a nonexperimental setting by exploiting a cutoff or threshold (upon which an intervention is assigned). For example, if a reading program were to be assigned to students who scored below 50 on an assessment, this approach would focus on the students just below and just above that cut score (based on the assumption that they were similar students but happened to be assigned to the intervention group—or not—due to the virtual randomness of being only a point above or below the threshold); and
- S. Raw % agreement. Measures the extent to which raters make exactly the same judgment. Due to the lack of detail provided solely by this statistic, no benchmark is possible. Ideally, raters' % agreement will be as high as possible (close to 100%) when they assess students. However, regardless of the % agreement, Kappa statistics must be referenced to understand the quality of the % agreement statistic