



**REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE**  
**MINISTÉRIO DA EDUCAÇÃO**  
**Direção Nacional do Ensino Recorrente**  
**Rua Vila Verde Dili, Telf. 77304158 / 77012038 / 77012042**



## Terms of Reference

### Senior Researcher / Study Consultant for the Educational Demand and Needs Assessment Study

#### General Information

Duty Station : Dili, Timor Leste  
Duration : 5 months  
Directorate : National Directorate of Recurrent Education  
Recruitment : International  
Reporting to : National Director for Recurrent Education and Project Coordinator of MSP/SCEP

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#### A – BACKGROUND AND INTRODUCTION

Timor-Leste is a country in transition from post-conflict stabilization to development and is currently ranked as a lower middle-income country. Despite the economic growth, poverty remains very high, particularly in the rural areas. Oil revenues have funded an expansion of social services to improve human development performance, but critical areas such education remains among the biggest development challenges in Timor-Leste.

A large number of young people and adults remain without access to formal education or unable to complete the compulsory education of 9 years, which has inhibited them to fully participate in the economy and society, as well as access to life opportunities. Census 2010 shows that 34.1% of people aged 5 years old and over never attended school (of which 80% are living in rural areas). Despite significant increase in basic education gross enrolment ratio, school dropout rates remain very high, particularly at early grades. There is currently a dearth of opportunities for out-of-school and out-of-work youth, whom lack basic literacy, numeracy and other competences and will remain unequipped to help meet the emerging professional skills needed in a growing economy and to exercise their citizenship and take part in the shaping of society.

In this context, the **National Equivalence Program (NEP)** intends to accelerate the completion of basic education by students who normally face social, cultural, psychological, economical and geographical constraints, as well as those who have never attended school or have abandoned it before completing basic education. The NEP is part of the National System for Recurrent Education and is composed by Levels I and II. Students that finish the Program of Equivalence Level I are qualified to get a certificate which is equivalent to the Primary School Certificate (6<sup>th</sup> grade), while Level II completion provides equivalence to compulsory Basic Education (9<sup>th</sup> grade). The NEP Level I curriculum development started in 2007 and in 2009 the first classes were piloted. In 2013 there are 130 classes of the 3 phases of level I functioning in the 65 subdistricts. The Level II curriculum is under development, with the support of the **“Second Chance Education Project” (SCEP)**, funded by the World Bank, and will soon be finalized. A trial will start early 2015 to test the curriculum and learning materials and its delivery mode before expanding throughout the territory.

Besides strengthening the MOE capacity in the development of a quality equivalency program, this program also envisages support to develop **Community Learning Centers (CLCs)** at community level

to improve the learning environment for delivery of recurrent education programs. The Community Learning Centers program is designed to: a) promote human resources and community development through the improvement of access to non-formal education services, and; b) support to participatory community development to enable communities to identify and address their development needs. The first 3 CLC were created in 2008, in Kraras (Viqueque district), Ililapas (Lautem district) and Bazartete (Liquiça district), with UNESCO support.

## **B – PURPOSE OF THE STUDY**

The Ministry of Education's Directorate of Recurrent Education (NDRE) within the Ministry of Education has been the key government agency responsible for managing and implementing the Second Chance Education Project with the support of the World Bank. Under this project, the NDRE will undertake a comprehensive educational assessment (based on a robust sample).

Through a Demand and Needs Assessment, this Study intends to understand how the NEP is responding to the existing demand and to the needs that are rated as most important by the beneficiaries and communities according to their socio-economic context. In addition, a look at the supply side will be also included to assess what facilities and other resources are available that can support the implementation of recurrent education activities and/or other non-formal education activities.

Based on this Study, a set of recommendations will be developed related to: NEP distribution throughout the country and plans for scaling up the program and relevant aspects of program design and implementation, as well as inputs in developing legal basis for the RE including NEP.

With the output of the Demand and Needs Assessment Study, the NDRE is also looking forward to include a demand-driven and flexible NEP that can be recognized by the formal and informal economy.

## **C – SCOPE OF THE ASSIGNMENT**

### **1. Conduct a systematic and comprehensive needs assessment regarding NEP implementation including the following elements:**

- A socio-economic characterization of NEP beneficiaries, with a particular focus on the most vulnerable groups and remote rural areas. This will provide an overview of the NEP current and past beneficiaries profile, taking into account the national socio-economic and development trends, which can be used in the future to document outcomes (**outcomes**).
  - An assessment of current and potential beneficiaries needs in terms of learning content and ideal conditions for learning to take place and perceived solutions, providing knowledge about NEP gaps to enable efficient use of resources (**awareness**) and knowledge about program elements that may be most effective or that hinder the learning process (**approaches**). This will also generate understanding on what NDRE can do to make the program more accessible, useful and attractive to the target population.
  - Insights about how NEP changed the lives of the beneficiaries who completed level I (**impacts**), and reliability that the program is serving the target group (**credibility**).
2. An assessment about the current demand for NEP throughout the country (rural and urban areas) and forecasting (**demand**).
  3. A special focus of these assessments in relation to the Community Learning Centers beneficiaries.
  4. A special focus on the supply side to assess the existing suppliers/providers/facilities that can support the implementation of recurrent education activities.
  5. Connect local level program interventions with national level policy-making processes by identifying potential for NEP improvement and scale-up.

## **D – STUDY TARGET AND AUDIENCE**

This Educational Demand and Needs Assessment Study is expected to cover NEP and CLC current and past beneficiaries, community members and other potential target population above 14 years old as the main unit of analysis. The NDRE as the NEP and CLC provider in the country, other relevant directorates and key staff/decision makers within the Ministry of Education, development partners and other relevant institutions working with Adult Education, as well as key institutions working with labour issues need also to be consulted to contribute to the assessment and analyses of NEP and CLC needs for both the formal and informal economy.

**Program stakeholders** are involved in the data collection, assessment process and validation of study's results. This includes teachers, CLCs committees / selected villages' head / representative informal leaders, sub-district and district coordinators, Heads of Recurrent Education Section in the Education District offices, representatives of NGOs working with the programs, NDRE officers and program beneficiaries. Through this approach, the study process intends to build capacity of program stakeholders in participating in similar studies.

The **target audience** and principal users of the Study include the MoE decision makers, SCEP advisors, NDRE officers at national and local level, beneficiary communities of the program, as well as broader civil society.

## **E – DELIVERABLES AND OUTCOMES OF THE STUDY**

- **Inception Report**

The inception report is 20 to 30 pages in length. It introduces the national context and NDRE strategic priorities, summarizes the NEP and CLCs and its objectives and presents the Study questions and sub-questions. The report also proposes a methodological approach that can combine an appropriate mixture of quantitative and qualitative methods. Gender sensitivity is expected in order to ensure that the various dimensions of the study will be appropriately addressed. A detailed workplan should also be an integral part of the inception report. Furthermore, the report serves as a statement of consent between the study consultant, the NDRE, and the SCEP team on the overall line of inquiry and work plan for the study. The inception and other reports will be submitted to NDER who should share it with the WB SCEP task team and NDRE Senior officers for a formal review, recommendations and subsequently finalized by the study consultant.

- **Data Collection Progress Report**

A data collection progress report is a brief report on the data collection process and the status of the data in terms of quality of the data collected.

- **Draft Study Report**

The draft Study Report is 50 to 60 pages in length, including an executive summary of 3 to 6 pages. The report presents the scope, objectives and methods of the study, the main findings and conclusions reached and propose recommendations based on the findings and results of data analysis. The report is first circulated internally within NDRE and SCEP team for an initial quality check. The second draft is then shared with the WB SCEP task team for a review, recommendations and subsequently finalized by the study consultant/researcher.

- **Final Study Report**

The final Study Report is officially submitted to the Vice-Minister and Director General responsible for Recurrent Education and shared with the key stakeholders.

- **Dissemination of the study findings**

The report is then disseminated.

## F - METHODOLOGY AND WORK PLAN

The Consultant needs to draft a proposal of the study design with the methodology, methods, research instrument / tools and strategies and a comprehensive work plan including data collection plan which will be conducted by District Facilitators and Enumerators contracted for Data Collection and Entry, to ensure it fits the study sample and timeline proposed. All these elements must be included in the Inception Report that will become effective after WB SCEP Task Team and NDRE review and upon NDRE approval.

## G – TIMEFRAME AND ACTIVITIES

The timeline includes the main phases and key activities of the Study process – the entire process will take 5 months from the date of contract signing. Timeline in the table below is indicative and the consultant is responsible for developing a more comprehensive and detailed work plan as part of the inception report, adapted to the specific methodology and resources.

### Demand and Needs Education Assessment Study timeline

Study Phase	Activity	Actor	Approximate Timeframe
<b>Preparation, Inception, and Methodology</b>	Documentation review	Study Consultant	1 <sup>st</sup> till 3 <sup>rd</sup> week  (Start early January 2015)
	Assist NDRE in the recruitment of enumerators and preparations for data collection	Study Consultant	
	Draft Inception report submission	Study Consultant	
	Development of study instruments and tools	Study Consultant	
	Inception report review and approval	Study Consultant, NDRE and WB SCEP Task Team	4 <sup>th</sup> week
	Training of District Consultants / enumerators and NDRE district and subdistrict officers, community facilitators and other MOE staff participating in the data collection	Study Consultant with the NDRE	5 <sup>th</sup> and 6 <sup>th</sup> weeks
<b>Data Collection, Cleaning &amp; Data Entry</b>	Conduction of Interviews, focus groups, surveys, others, Data management and supervision, Data quality review, Data cleaning and Data Entry	Study Consultant, District Consultants/Enumerators, District and subdistrict officers and other NDRE staff	7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> and 13 <sup>th</sup> weeks
<b>Data Analysis</b>	Data analysis	Study Consultant	14 <sup>th</sup> , 15 <sup>th</sup> and 16 <sup>th</sup> weeks
<b>Report Writing</b>	Submission of zero draft	Study Consultant	17 <sup>th</sup> week
	Internal review, comments and revision	WB SCEP Task Team and NDRE	18 <sup>th</sup> and 19 <sup>th</sup> weeks
<b>Revision and Finalization</b>	Revision, approval, and submission of final report	Study Consultant and NDRE	20 <sup>th</sup> week (By May 31, 2015)
<b>Dissemination of the Report</b>	Share and disseminate the main findings	Study Consultant and NDRE	21 <sup>st</sup> week

## H – ROLES AND RESPONSIBILITIES

### *Senior Researcher / Study Consultant*

- Leads the Study throughout the main phases of the study; safeguards the independence of the study process.
- Leads the study drafting process, serving as principal writer of the inception and study reports, and ensures overall analytical cohesion.
- Conceptualizes the study and provides coordination and management of the entire process.
- Ensures the study products meet quality standards (in collaboration with the SCEP advisors).
- Takes responsibility for the delivery of the study report.
- Adapts the work plan in accordance with local conditions and events, as required.
- Supports the overall management of the study, providing general oversight and strategic guidance in the study process.
- Develops the methods, instruments and tools to be used for data collection and data entry according to the proposed study methodology, being responsible also for the selection and provision of the adequate software to be used for data entry and information analyses.
- Develops and conducts the training for data collection, cleaning and entry to the SCEP Support Facilitators, selected Enumerators and relevant NDRE staff.
- Tests questionnaires and other tools and proposing changes, if necessary.
- Oversees/coordinates and supervise the data collection, cleaning and data entry, in particular the SCEP support facilitators / enumerators who will collect and insert data and the NDRE local staff that will support the study implementation.
- Oversees the data collection and organizes monitoring and supervision visits accompanying data collection in the districts. NDRE is responsible in providing the logistical support (transport, per-diem, etc.) – using SCEP funds -- to interviewers and supervisors while data collection is ongoing.
- Use the most appropriate software or outsource resource to design an appropriate software for data insertion and data analysis that would ensure the quality of data entry within the timeframe.
- Coordinates communication and information flow between the data collection and support facilitators and enumerators, the NDRE relevant officers and the SCEP Task Team and convenes meetings.
- Acts as focal point of the study to national counterparts, NGOs and other partners for the exchange of information and data collection.
- Presents the study findings and conclusions.

### *SCEP Support Facilitators hired for coordinating the Data collection, cleaning and Data entry*

- Coordinate and supervise the enumerators who implement the data collection, cleaning and data entry under the guidance of the Study Consultant and the NDRE. A comprehensive work plan, methods and tools for data collection and data entry will be provided by the Study Consultant and the NDRE-MOE.
- Ensure quality of the data collected by the Enumerators.
- Attend training on data collection and data entry, delivered by the Study Consultant prior to start the data collection.
- Support the enumerators work in their respective participating districts; and ensure that the data collection conducted properly in line with the agreed procedures within the agreed time period .enumerators
- Assist in testing questionnaires and other tools and propose changes, if necessary. This must be agreed with the Study Consultant.
- Reproduce of the questionnaires and other data collection forms and instruments in a quantity sufficient to cover the needs of the study.

- Assist in entering the data by following the instructions given by the Study Consultant and NDRE.
- Ensure that data are maintained and stored in a manner that is fully confidential.

#### Enumerators

- Implement the designed sampling methodology and collect data under the guidance of the Study Consultant, SCEP Support Facilitators and the NDRE Team. A comprehensive work plan, methods and tools for data collection and data entry will be provided by the Study Consultant and the NDRE-MOE.
- Attend training on data collection and data entry, delivered by the Study Consultant prior to start the data collection.
- Test questionnaires and other tools and proposing changes, if necessary. This must be agreed with the Study Consultant.
- Reproduce of the questionnaires and other data collection forms and instruments in a quantity sufficient to cover the needs of the study.
- Enter data by following the instructions given by the Study Consultant and NDRE.
- Use software approved by the Study Consultant, with relevant quality control tools to ensure the quality of data entry within the timeframe.
- Ensure that data are maintained and stored in a manner that is fully confidential.

#### Heads of Recurrent Education Section in District Offices, 13 District Coordinators and 65 subdistrict Coordinators

- Participate in the training course provided by the Consultant.
- Assist the data collection process in their respective areas under Consultant's instructions.

#### *The NDRE Director, the Heads of Department, the Monitoring and Evaluation team and the SCEP Advisors*

- Adapts the TORs for the Study if necessary.
- Assists in identifying information needs and providing documentation to Study consultant.
- Provides overall strategic guidance to the Study consultant and advisory support in defining the scope, objectives, and methodology.
- Reviews and provides feedback on draft inception, preliminary findings and draft study reports.
- Ensure the adequate number of experienced data entry clerks and supervisors are recruited, which can be staff/collaborators or persons hired for this particular effect, the number of which shall be agreed by the Study Consultant. Preferably, the clerks and supervisors should have been previously involved in data entry.
- Provide transportation to the consultant whenever it's necessary to make local travels to monitor the data collection or other relevant activities for the purpose of this study.
- Provides the conditions and equipment for data entry process (physical space and computers where Study Consultant installs data entry software to be used by SCEP Support Facilitators, Enumerators and MIS/IT consultant).However, SCEP Support Facilitators should bring their own computers.
- Develop management response based on the Study key recommendations.

## **I – CONSULTANT COMPETENCIES**

The consultant should have:

- Graduate Degree in sociology, statistic or education. Master Degree or Ph.D. is an added value.
- Minimum of six years of work experience with mixed qualitative and quantitative analyses tools and instruments, using different up-to-date software to support data analyses;

- Minimum of three years of experience in conducting/coordinating needs assessment and demand studies/research, working with teams and providing training for data collection. Experiences related to formal and/or recurrent education programs is an added value;
- Experience working in Timor-Leste or in other developing and post-conflict contexts is an added value;
- Experience of working closely with government institutions;
- Proficiency in Portuguese or English. Ability to understand and speak Tetum is an added value;
- Ability to set priorities and deliver results in a short period of time, focused, and flexible with excellent communication skills;

#### **J - PAYMENT MODALITY**

The consultant will be paid according to a time-based contract for individual consulting services on a monthly basis provided that the progress is in accordance with the agreed schedule.