1. General information

**Position:** International Consultant  
**Duty Station:** Dili, Timor-Leste  
**Desired Start date:** 04 January 2016  
**Duration:** Commence on 04 Jan 2016 – 31 March 16  
**Reporting to:** Minister of Education, Vice-Minister of Preschool and Basic Education and Secretary General of Timor-Leste National Commission for UNESCO  

**General Introduction.**

The Mother Tongue-Based Multilingual Education pilot program is a Ministry of Education initiative aimed to ensure that all learners from disadvantaged backgrounds who have traditionally lacked access to education will benefit from literacy and content learning, to valorize and build upon local community languages, cultures and identities, as well as to facilitate the learning of additional languages, most immediately the co-official languages Tetun and Portuguese. In January 2013, the Ministry of Education implemented a pilot project of Mother Tongue-Based Multilingual Education–MTB-MLE in the three Municipalities of Lautem, Manatuto and Oe-cusse Municipality. The National Commission for UNESCO was named as project implementer to perform and provide application of teaching methodology. The strategic plan of Ministerial Circular (28/09/2012), had been stated twelve schools covered six preschools and six primary schools. However, two schools of them were discontinued during the pilot project implementation, as they were located in urban areas. Thus, the pilot project remained ten schools comprising five preschools and five primary schools. MTB-MLE pilot project is implemented between 2013-2015, and this year is the third year of pilot project implementation.

The National Strategic Plan 2011-2030, that defines strategic social policies, including education development planning for the period of 2011-2030, references the policy’s recommendations as follows:

“To improve access to education, and build a solid foundation for future literacy and numeracy in both Portuguese and Tetum, local languages will be employed as languages of teaching and learning in the first years of basic education, providing a smooth transition to the acquisition of Timor-Leste’s official languages, in accordance with the recommendations of the mother tongue-based multilingual education policy for Timor–Leste”.

The NSP further states:

“Given the diversity of national and local languages in Timor-Leste, the National Education Commission has initiated studies on mother tongue-based multilingual education for Timor-Leste. These studies aim to ensure that children are not disadvantaged and that all have equal access to education, providing a smooth initial transition to the acquisition of Timor-Leste’s official languages”.

The MTB-MLE policy’s Implementation Plan recommends an MTB-MLE pilot program.

In December 2011, the Ministry of Education convened a meeting of senior education officials in Dili at which it was decided that a pilot MTB-MLE program in three Municipalities – Lautem, Manatuto and Oe-cusse would be implemented by the Timor-Leste
National Commission for UNESCO and the Ministry of Education, in close collaboration with a range of partner organizations, including CARE Timor-Leste, Child Fund, PLAN International Timor-Leste, Mary MacKillop Institute, BELUN and the Alola Foundation. Two pre-schools and two primary schools per district were subsequently identified with input from District Education Directors to participate in the MLE pilot program.

The MTB-MLE program may be expanded to the whole country after the pilot phase. To support development of a long-term plan for sustainable and efficient program mainstreaming, it is essential to implement an assessment that will provide input and recommendations on how the project can be scaled-up and potentially incorporated into Ministry of Education programming.

Thus, to assist the National Commission with carrying out this exercise, it intends to recruit an International Consultant for end-line assessment.

2. **Objective of the end-line assessment**

The objective of the end-line assessment is to measure progress of performance and achievement of the Mother-Tongue Based Multilingual Education Pilot Project implementation in the three Municipalities.

3. **Supervision and Reporting**

The International consultant will work under the National Commission and Minister of Education. Given the fact that the contract is financed by the Department of Foreign Affairs and Trade (DFAT), the National Commission will monitor and administer the international consultant’s contract.

The international consultant will cooperate with the International Mother-Tongue Advisor and the National Coordinator of the EMBLI and REPETE 13 program.

4. **Functions and Responsibilities of the International Advisor for end-line assessment**

The responsibilities of the Advisor will include:

(a) **Preparation**

   (i) to prepare plan, including implementation arrangements for data collection

   (ii) to develop guidelines/manual of the assessment process, and questionnaires to collect data, tools to process data;

   (iii) to develop a system for data entry.

(b) **Data Collection:**

   (i) to evaluate efficiency, effectiveness, impact and sustainability of the pilot project (based on the definition of these terms included at the end of the document)

   (ii) to interview project partners

   (iii) to carry out a community’s public opinion survey, curriculum assessment, EGRA and comparison schools testing

(c) **Data Processing and Report Writing:**

   (i) to oversee and provide guidance data entering, verification and converting into the spreadsheet.

   (ii) to assess and analyze the community’s public opinion survey.
(iii) to use pre-post-test student assessments to measure impact on student learning.
(iv) to carry out analysis of the collected data, produce a draft final report, and consider various options for end-term review presentation. The report should cover all pilot schools in 3 Municipalities, include all necessary explanations and interpretations and be written in clear and plain language to be understood by non-technical and non-linguistic people. To meet the needs of diverse audiences, it may be necessary to prepare and submit two versions of the final report - one more technical and one prepared for a less technical audience.
(v) Draft report and comments.

(d) Report Presentation:
(i) to hold a workshop to present the report;
(ii) to prepare the final report, including all databases, applications, processing tools, source codes.
(iii) to provide input and recommendations on how the project can be scaled-up and potentially incorporated into Ministry of Education programming
(iv) to provide assessment-based evidence of the impact of the project on student learning through the application of Pre-Test & Post-Test student assessments as well as a curriculum-based assessment of exiting students (Grade 2)
(v) to make recommendations to the MoE on the scalability of the pilot project throughout other Municipalities.
(vi) The final report will be written in English. The Timor Leste National Commission UNESCO will assume responsibility for translation into Tetun.

5. Scope of End Term Assessment and Specific Requirements

Scope of End Term Assessment and Specific Requirements are:

(a) number of pilot schools and comparison schools: 10 pilot schools and 30 comparison (schools of public schools and reference schools).
(b) 5 primary schools and 5 preschools, making a total of 10 schools totaling 28 classrooms; and 1 pilot school will compare with 3 public schools or reference schools.
(c) number of students:
   (i) Pilot schools by grades, with approximately the following number of students: preschool A- 170, B- 150 students, grade 1– 224 students, grade 2 – 342 in total - about 886;
   (ii) Comparison schools by grades, with approximately 25 each school in total – about 1000 students.
(d) information about student’s academic performance;

6. Expected Outputs

(a) Advice and/help with the preparation for the End-Line Assessment
(b) Undertake an end line assessment of the MLE project in Timor-Leste by end of 2015.
(c) Monitoring data collection and input.
(d) Independently review the organizational partners’ relationship and contribution to the project
(e) Data analysis, report and presentation will be completed by early April 2016
(f) Provide recommendation for on-going adjustment and improvement.

7. **Timeframe**

   International consultant will be undertaken end-line assessment for 60 days: January 2016 - March 2016, and Presentation and final report in early April 2016.

8. **Qualification Requirements**

   (a) advanced academic degree in Education, Linguistics, phycholinguistics, sociolinguistics and research or other relevant field;
   (b) at least 10-years experience in carrying out research and project assessment, developing data analysis tools and staff training;
   (c) good knowledge and understanding of mother-tongue based approaches to education and bi/multi-lingual education;
   (d) cross-cultural training and teaching experience is essential;
   (e) post conflict country experience or experience of working in countries with a similar context as Timor-Leste;
   (f) working experience in Timor-Leste and/or countries of the South-East Asia is desirable;
   (g) fluency in English; proficiency in Portuguese and/or Tetun and/or Bahasa Indonesia is considered a strong asset;
   (h) good communication skills;
   (i) excellent writing skills.

9. **Client’s Contribution**

   The Client will provide:
   
   (a) transportation to and from the office and/or districts as needed
   (b) office space, access to the communication means and basic stationeries
   (c) the general location for each school

10. **Duration**

    The assignment is expected to commence in **January 2016** and the International Consultant will present the final report in early **April 2016**, including at least 4 weeks spent in Timor Leste, and on-going interaction via Internet to coach and monitor the project. There will need to be at least two working visits to Timor-Leste.
11. Estimated Time Requirements for Consultant

(a) Preparation for endline assessments and evaluation – 10 days

(b) Check and begin analysis of the pre-post test 2015 data, preliminary report on public opinion survey, check on data-entry for other tests, interview of partners, do capacity building – 10 days [in Timor Leste]

(c) Analysis of Pre-post tests, EGRA test, Curriculum assessment tests and report writing – 20 days

(d) Finalizing presentations; Multiple report presentations – 5 days [in Timor Leste]

12. Deadline

The post advertisement will be commenced on 7th September 2015 and closing date for application 18 September 2015.

To submit an expression of interest, email to Timor-Leste National Commission for UNESCO: tlnationalcom@gmail.com