



**Terms of Reference**

**International Consultant – Assessment on Meeting the Educational Needs of Children and Adolescents with Disabilities in Timor-Leste**

<b>Duty Station:</b>	Dili, Timor-Leste with official travel within Timor-Leste
<b>Application Deadline:</b>	11 March 2019
<b>Primary Category:</b>	Rights of Persons with Disabilities
<b>Type of Contract:</b>	Contract for Consultant (CFC)
<b>Language:</b>	Tetum and English
<b>Starting Date : (date when the selected candidate is expected to start)</b>	25 March 2019
<b>Expected Duration of Assignment:</b>	25 March 2019 – 25 May 2019

**1. Background and Context**

The Empower for Change project (E4C) is a project of the United Nations in Timor-Leste on enhancing the rights of persons with disabilities. The project focuses on reducing discrimination and violence against persons with disabilities, and advancing the equal rights of particularly women and girls with disabilities facing multiple forms of discrimination. The project partners with Organizations of Persons with Disabilities (DPOs), State Institutions and civil society towards reducing harmful attitudes that perpetuate tolerance of gendered discrimination against persons with disabilities. It aims to strengthen capacities of service providers to refer and deliver coordinated, inclusive and accessible services, in particular the coordinating Ministry of Social Solidarity and Inclusion (MSSI), the Ministries of Education and Health, the National Rehabilitation Centre, the National Police and the Judiciary. The project is funded by the United Nations Partnership for the Rights of Persons with Disabilities (UNPRPD), for a three-year duration. It is implemented by UNFPA, UNICEF, the UN Human Rights Adviser’s Unit (HRAU), UN Women and WHO.

UN Women, the recruiting agency, is grounded in the vision of equality enshrined in the Charter of the United Nations. It works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security. UN Women also coordinates and promotes the UN system’s work in advancing gender equality, and in all deliberations and agreements linked to the 2030 Agenda. The entity works to position gender equality as fundamental to the Sustainable Development Goals, and a more inclusive world.

The National Policy of Inclusive Education approved by the Council of Ministers in January 2017 aims to promote an “education that is available to everyone in Timor-Leste, without any discrimination.” It seeks to provide access to persons with disabilities to existing schools, and where necessary, expand special school provision for children with serious disabilities who are unable to learn with others.

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While efforts are underway to meet the learning needs of children and adolescents with disabilities in Timor-Leste, major gaps remain given limited resources and capacity in the country. According to the Concluding Observations for Timor-Leste of the UN Committee on the Rights of the Child (2015),<sup>1</sup> there is a lack of: public awareness of the rights of children with disabilities, facilities for children with disabilities in schools, sports and leisure facilities and residential facilities, in particular in rural areas. There is also a lack of statistical data concerning children with disabilities, although they are likely to be among the most disadvantaged in Timor-Leste. According to the 2015 Census, only 33% of females ages 5-24 who have a disability are attending school vis-à-vis the 71.2% of females with no disabilities attending school. For males with disabilities ages 5-24, 31.4 are attending school compared with 72.9% with no disabilities attending school.

From April 2013 to June 2016, the Ministry of Education with the support of Development Partners implemented a training for teachers on sign language and basic Braille with 30 master trainers from three pilot municipalities trained.<sup>2</sup> Inclusive Education Resource Centers have been set up in Dili, Aileu and Los Palos Municipalities, designed to also serve as transitional classrooms for children with disabilities before they are mainstreamed to regular schools. Similar resource centers are being planned for other municipalities.

Further to the above, UN Women jointly with UNICEF, under the joint UN Empower For Change project, is looking to recruit an international consultant to support an assessment of current interventions and capacity needs of the Ministry of Education, Youth and Sport (MoEYS).

## **2. Overall objective of the assignment**

This consultancy is to support the Ministry of Education, Youth and Sport (MoEYS) and UNICEF undertake an assessment of current interventions and capacity needs of the Ministry of Education, Youth and Sport (MoEYS), service providers and key development partners to meet the learning needs of children and adolescents with disabilities. Recommendations and an action plan will be developed based on the assessment. The assessment is aimed at supporting the implementation of the Inclusive Education Policy and to meet the Sustainable Development Goals (SDGs).

## **3. Scope of work/Duties and Responsibilities**

Under the overall guidance of the UN Women Head of Office and direct supervision of the M&E Officer, and the UNICEF Chief of Education, the consultant will perform the following tasks:

1. Map various interventions and services currently in place to meet the educational needs of children and adolescents with disabilities, including those supported by the Ministry of Education, Development Partners, NGOs, charity groups, Organization of Persons with Disabilities (DPOs), special schools, etc.; This task will include
  - o Desk Review of relevant information

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<sup>1</sup> UN Committee on the Rights of the Child, Concluding observations on the combined second and third periodic reports of Timor-Leste, 30 October 2015

<sup>2</sup> The three municipalities are Dili, Aileu and Los Palos. There are 13 municipalities in Timor-Leste.

- Interviews with Ministry of Education, key stakeholders representing Development Partners, Organization of Persons with Disabilities (DPOs)
  - Prepare and finalize work plan in consultation with the Ministry of Education, UNICEF and UN Women
2. Identify gaps in service provision and capacity needs of the Ministry, education service providers, DPOs, and key Development Partners in the areas of teacher training (including using a twin-track approach); human resource development for inclusive education; data collection, monitoring and utilization of data on children with disabilities; and support needs for the Inclusive Education Resource Centers to ensure they provide effective support to schools with students with disabilities; this task will include:
- Prepare mapping and assessment tools (e.g. questionnaires)
  - Share draft tools to the Ministry of Education, UN Women and UNICEF for review with comments to be consolidated by consultant and incorporate to update the tools
  - Finalize mapping and assessment tools based on feedback received.
  - Mapping and assessment of existing interventions and capacities
  - Meetings with key stakeholders and service providers
  - Visits to selected schools in at least 4 municipalities and Inclusive Education Resource Centers
  - Focus group discussions with school leaders, teachers, parents and students
3. Based on analysis of the above information, make specific recommendations for feasible interventions that the Ministry of Education can undertake to ensure children with disabilities get support for their schooling, particularly the hardest to reach children. This includes an action plan developed in consultation with the Ministry of Education and key education providers and Development Partners. The action plan should include interventions aimed at analyzing how to best use the Inclusive Education Resource Centers, specific support for students with learning disabilities, specific practical approaches for the education of children with different types of disabilities; interventions to promote for schools to be child-seeking and promoters of child rights and safe learning environments, and encourage enrollment of children with disabilities, pathways for successful integration of children with severe disabilities when possible and on various levels; and improve sex and age-disaggregated data on children with disabilities, among others. The recommendations and action plan should be practical with a realistic timeline, including cooperation options with responsible authorities and organizations/institutions that can provide support or serve as partners. This will include:
- Preparation of draft report which should include key recommendations and action plan that includes practical interventions with timeline, responsible authorities and organizations/institutions that can provide support or serve as partners.
  - Presentation of the draft report to the Ministry of Education and key education stakeholders via a validation workshop
  - Finalize report incorporating comments

## Timelines

The consultancy will be carried out between 25 March 2019 – 25 May 2019. This consultancy requires travel to Dili and 4 municipalities. Some activities can be carried out remotely, in particular the desk review and preparation of the mapping and assessment tools. A detailed work plan will be prepared by the consultant in consultation with the project team.

### 4. Key Deliverables

The consultant will produce the following deliverables:

#	Deliverables	Activities included	Deadline
1	Brief desk review report and draft work plan	Desk Review Interviews with Ministry of Education, key Development Partners and DPOs Prepare and finalize work plan	By 29 March
2	Mapping and assessment tools	Prepare mapping and assessment tools (e.g. questionnaires) Share draft tools to the Ministry of Education, UN Women and UNICEF for review, consolidate comments and incorporate to update the tools Finalize mapping and assessment tools based on feedback	By 15 April
3	Mapping and assessment report	Mapping and assessment of existing interventions and capacities Meetings with key stakeholders and service providers Visits to selected schools in at least 4 municipalities and Inclusive Education Resource Centers Focus group discussions with school leaders, teachers, parents and students	By 13 May
4	Final Report and presentation of key highlights	Preparation of draft report which should include key recommendations and action plan that includes practical interventions with timeline, responsible authorities and organizations/institutions that can provide support or serve as partners. Presentation of the draft report to the Ministry of Education and key education stakeholders via a validation workshop	By 25 May

		Finalize report incorporating comments	
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The deliverables will be in English. Within the report, confidentiality will be respected when representing personal information. A standard UNICEF consent form needs to be used prior to taking any photos.

## 5. Inputs

- Empower for Change project team, in particular the UNICEF focal points, will provide the Consultant with background materials for the desk review, and support in organizing meetings, school visits and focus group discussions and the validation workshop.
- Costs for organizing interviews, focus group discussions and interviews will be covered by the Empower for Change project either via UN Women or UNICEF. Translation support will be provided by UNICEF. Costs for expenses for communication for the consultant will not be covered. This needs to be included in the financial proposal.
- UNICEF will organize and provide transportation to the municipalities. Accommodation and daily subsistence cost needs to be included in the financial offer.

## 6. Performance evaluation:

Contractor's performance will be evaluated against such criteria as: timeliness, responsibility, initiative, communication, accuracy, and quality of the products delivered.

## 6. Required skills and experience

### Education

- o Minimum Master degree in education, social science, public policy or related field

### Experience and skills

- o At least 7 years of work experience in equity and inclusion issues in children's education with a focus on children with disabilities, preferably in Asia-Pacific
- o Knowledge of rights-based approaches, particularly child rights and gender equality
- o Proven experience working with governments in relation to inclusive education policy, capacity development, mapping of interventions, capacity needs, etc.
- o Proven experience working in multi-cultural environment and having dealt with difficulties arising from differing social and cultural perceptions
- o Work experience with the UN an advantage

### Language and other skills

- o Excellent analytical and writing skills in English
- o Good communication skills
- o Computer literacy and ability to effectively use data management systems for data processing

Consultants representing organizations of persons with disabilities and people with a disability are encouraged to apply.

## Submission of application

Interested candidates are requested to submit electronic application to [procurement.timor-leste@unwomen.org](mailto:procurement.timor-leste@unwomen.org) on **11 March 2019** COB.

### Submission package

- CV
- Letter of Interest containing the statement on candidate's experience in the field of recruitment
- Financial proposal. The financial proposal shall specify a total lump sum amount per each deliverable, based on the template in Annex1. The lump sum costs should include all travel and administration costs and expenses related to the consultancy. All prices/rates quoted must be exclusive of all taxes. The lump sum costs must be accompanied by a detailed breakdown of costs calculation.

All applications must include (as an attachment) the CV, letter of interest and the financial proposal. Applications without financial proposal will be treated as incomplete and will not be considered for further assessment.

**Please note that only short-listed candidates will be contacted.**

## 7. Evaluation

Applications will be evaluated based on the Cumulative analysis.

- Technical Qualification (100 points) weight; [70%]
- Financial Proposal (100 points) weight; [30%]

A two-stage procedure is utilized in evaluating the proposals, with evaluation of the technical proposal being completed prior to any price proposal being compared. Only the price proposal of the candidates who passed the minimum technical score of 70% of the obtainable score of 100 points in the technical qualification evaluation will be evaluated.

### Technical qualification evaluation criteria:

The total number of points allocated for the technical qualification component is 100. The technical qualification of the individual is evaluated based on following technical qualification evaluation criteria:

Technical Evaluation Criteria	Obtainable Score
Education	10 %
Experience and skills	70 %
Language and other skills	20 %
<b>Total Obtainable Score</b>	<b>100 %</b>

Only the candidates who have attained a minimum of 70% of total points will be considered as technically-qualified candidate.

### Financial/Price Proposal evaluation:

- Only the financial proposal of candidates who have attained a minimum of 70% score in the technical evaluation will be considered and evaluated.
- The total number of points allocated for the price component is 100.

The maximum number of points will be allotted to the lowest price proposal that is opened/ evaluated and compared among those technical qualified candidates who have attained a minimum of 70% score in the technical evaluation. All other price proposals will receive points in inverse proportion to the lowest price.

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**Annex I: Financial Proposal**

**BREAKDOWN OF COSTS SUPPORTING THE ALL-INCLUSIVE FINANCIAL PROPOSAL**

**Breakdown of Cost by Components:**

<b>Deliverables</b>	<b>Detailed cost breakdown (Daily fee, communication and other costs)</b>	<b>Percentage of Total Price (Weight for payment)</b>	<b>Fixed price</b>	<b>Due Date</b>
Brief desk review report and draft work plan				By 29 March
Mapping and assessment tools				By 15 April
Mapping and assessment report				By 13 May
Final Report and presentation of key highlights				By 25 May

The lump sum costs should include all travel and administration costs and expenses related to the consultancy. All prices/rates quoted must be exclusive of all taxes. The lump sum costs must be accompanied by a detailed breakdown of costs calculation.

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