



**REPÚBLICA DEMOCRÁTICA DE TIMOR LESTE**  
**MINISTÉRIO DA EDUCAÇÃO, JUVENTUDE E DESPORTO**  
**OFFICE OF THE MINISTER**  
**Rua deTuanalaran, Telp: 3339661**



**BASIC EDUCATION STRENGTHENING AND TRANSFORMATION (BEST) PROJECT**  
**Basic Education in Timor-Leste**

**Terms of Reference (TOR)**

**ENVIRONMENT AND SOCIAL DEVELOPMENT SAFEGUARDS SPECIALIST**

<b>Job Title:</b>	Environment and Social Development Safeguards Specialist
<b>Position Number</b>	BEST/INDV/004
<b>Category:</b>	Individual Consultant
<b>Duty Station:</b>	Dili, Timor Leste
<b>Expected Starting Date:</b>	March 2021
<b>Duration of Assignment:</b>	Initially Two Years (one year probation period), extendible until the completion of the project, based on assessment of performance

## **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.<sup>1 2</sup> 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

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<sup>1</sup> More specifically, the ESP's goals for basic education include ensuring that 98 percent of all children, boys and girls alike, have access to a full course of quality basic education (quality and equity in access) and reducing basic education dropout rate (efficiency).

<sup>2</sup> The ESP was elaborated under the leadership of the MOEYS and was endorsed by the Local Education Group in late 2019. The preparation of the ESP included multiple levels of consultations with the donor community and other local stakeholders, covering all topics in education, from ECED to higher education. Consultations were held in all the municipalities.

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 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. BEST is also aligned with the World Bank's Country Partnership Framework (CPF) 2020–2024 with Timor Leste. The 2020–2024 CPF is consistent with the Government's Five-Year Implementation Plan (2018–2023) that supports Timor-Leste's Strategic Development Plan (SDP) 2011–2030. The focus areas of the CPF include (a) strengthening Timor-Leste's foundation for private sector-led growth and economic stability, (b) investing in human capital and service delivery, and (c) raising productivity through investments in connective infrastructure. This project will support interventions aimed at improving areas of quality, equity, and efficiency of education outcomes.

## 2. PROJECT DESCRIPTION

The project supports the implementation of a subset of activities from the ESP, which is in line with the development framework for Timor-Leste as envisaged in the government's Strategic Development Plan 2011-2030.

The project will be implemented over a five-year period of 2020-2025 and is co-financed by the International Development Association (IDA) and the Global Partnership for Education (GPE). The BEST project development objective is to improve the learning environment of basic education schools and increase the efficiency and equity of basic education programs.

The project has five components:

- **Component 1: Developing 21st Century Learning Spaces** which will support the transformation of how school infrastructure investments are made through two sub-components: **Subcomponent 1.1: Standards for 21st Century Schools** to improve the MOEYS's ability to manage the planning, budgeting, designing, financing, construction, and maintenance of basic school infrastructure projects, and **Sub-component 1.2: 21<sup>st</sup> Century Classrooms and Schools** which will finance the construction and rehabilitation of classrooms, schools, and associated non-academic infrastructure.
- **Component 2: Improving Teacher Effectiveness** which will support the provision of required training to teachers combined with effective observation of the classroom teaching-learning process by school directors, peers and other officials through **Subcomponent 2.1: Classroom and School Diagnostics that will support upgrading of a classroom observation tool**; **Subcomponent 2.2: Supporting School Leaders Training** that supports strengthening of school instructional leadership, and **Subcomponent 2.3: Supporting Teacher Quality Improvements** that will support teacher-focused interventions.
- **Component 3: Improving Teaching-Learning Material and Assessment** through **Subcomponent 3.1: Teaching-Learning Material** which supports the distribution of Cycles 1 and 2 materials and Cycle 3 curriculum revision and the development of its TLMs, and **Subcomponent 3.2: Strengthening Learning Assessments** which supports periodic national student learning assessments on a sample basis, and development of an assessment policy and strategy for enhancing the quality of the national examinations.
- **Component 4: Data Driven Planning, Budgeting, Financing and Implementation** will support the MOEYS to use data more effectively in decision making and program implementation through **Subcomponent 4.1: Integrated Sistema de Gestão Escolar** that will support the development of the system core for an integrated education monitoring and data management system and **Subcomponent 4.2: Strengthened EMIS and Personnel Management Information System**.

- **Component 5: Project Management and Implementation** will support the overall management of the project and put in place mechanisms for monitoring and evaluating the program.

### 3. CORE RESPONSIBILITIES:

The Environment Specialist and Social Development Safeguards Specialist (ESS) will be a part of the Project Implementation Management Unit (PIMU), and shall overall be responsible for the effective implementation of the environmental and social risk management (safeguards) activities at the national as well as at the local/field level. The ESS will provide expert support to the implementing agencies as well as in the field and will provide support to ensure compliance with the Environmental and Social Safeguards requirements.

The ESS will work for the PIMU, which has been established to support the implementation of the project. She/he will report to the Project Manager. Under the direct supervision of the Project Manager, the key responsibilities of the ESS shall include, but will not be limited to the following:

- Ensure that the project is implemented according to the project's Environmental and Social Management Framework (ESMF) and remains compliant with the World Bank Environmental and Social Safeguard policies and guidelines.
- Ensure Project Operation Manual (POM) kept updated by referring to the project's ESMF as a guideline for project implementation.
- Provide guidance to MOEYS in the preparation and implementation of environmental and social safeguards measure for project activities so that environmental and social considerations such as social inclusion aspects are effectively mainstreamed into the Project.
- Provide overall environmental and social safeguards management and oversight during the implementation of the project. Provide support/advice to the concerned stakeholders in addressing a variety of environmental and social risks and impacts at all stages of project implementation.
- Carry-out awareness raising and capacity building sessions within MOEYS and local planning and implementation agencies on the project's environmental and social safeguards requirements and procedures.
- Organize and carry out environmental and social safeguards orientations, awareness raising programs, and trainings for stakeholders. Develop environmental and social information / awareness materials.
- Provide guidance to and supervision of local planning and implementation agencies on implementation of social and environmental safeguards issues and requirements following the World Bank's and national policy frameworks.
- Assist in preparing corrective measures in terms of compliance with safeguards requirements which may be identified by monitoring reports, mission findings and other sources.
- Advise the Project Manager when environmental and social risks and impacts created by the project are not being effectively managed.

- Prepare necessary documents, such as environmental and social guidelines and tools in consultation with stakeholders and help in commissioning and managing additional and/ or special studies/ assessments, if necessary
- Prepare guidelines, tools and notes for use in the project based on relevant environmental and social policies, acts and regulations/directives of the Government of Timor-Leste and relevant safeguard policies of World Bank Group and the ESMF.
- Review community grant activities and other project activities, including plans, design, cost, and bidding documents to ensure environmental and social aspects and mitigations are incorporated.
- Carry out site supervisions during implementation of project activities, ensure compliance with safeguards requirements, and provide feedback to the Project Manager.
- Ensure that activities under the project develop and implement the environmental and social screening checklists, mitigation measures, and monitoring checklist as prescribed in the ESMF of the Project.
- Prepare progress reports for MOEYS, including quarterly progress reports on ESMF compliance, as inputs to overall project progress reports.
- Work and undertake the role as the environmental and social focal point for the World Bank and engage with World Bank team as necessary.
- Ensure a Grievance Redress Mechanism (GRM) established and maintained for the project that includes a system to record and resolve grievances and inquiries related to environmental and social safeguards issues.

#### **4. COMPETENCIES:**

The Specialist will possess the following minimum qualifications and experience:

- Post graduate degree - in environmental sciences, environmental engineering, and/or sociology, anthropology, communication, community relations, or other similar environmental or social related field of studies.
- At least 7 years of experience in environmental and social management related tasks/activities, and experience with environmental and/or social safeguards application, or social development, community engagement. Previous experience working with World Bank safeguard policies or equivalent international standards is a plus.
- Proficiency in the use of office software packages (Word, Excel, and Power Point), information management systems, and the internet.
- Strong interpersonal and communication skills, and ability to work effectively within teams, with people from different backgrounds, and across disciplines.
- Ability to work effectively and independently, take initiative and deliver results on time, even under pressure, and willing to visit sites in remote areas.
- Strong written and oral communications skills in both English and Tetum languages.
- Proven report writing skills.
- Consistently approaches work with energy and a positive, constructive attitude.
- Openness to change and ability to manage complexities.

#### **OTHER NOTES:**

1. Timorese nationals and permanent resident are eligible to apply

2. Women and people with disability are highly encouraged to apply

**APPLICATION DOCUMENTS REQUIRED:**

1. Letter of Application clearly mentioning job title and position number
2. Latest Curriculum Vitae with at least two traceable references
3. A copy of the latest academic diploma/certificate obtained
4. A copy of national ID

**SUBMISSION OF APPLICATION DOCUMENTS:**

Direção Nacional de Recursos Humanos

Ministério de Educação, Juventude e Desporto

Vila-Verde, Dili

Attention: Mr. Jacob Ribeiro / Chefe Departamento Personnel