



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)

Infrastructure Development Specialist

Job Title:	Infrastructure Development Specialist
Position Number	BEST/INDV/006
Category:	Technical Assistance for School Infrastructures Development
Duty Station:	Dili, Timor-Leste
Expected Starting Date:	February, 2021
Duration of Assignment:	Initially Two Years (one year probation period), extendible until the completion of the project, based on assessment of performance
No of Positions	One (01)

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.^{1 2} 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 quality and equity of educational outcomes:

¹ 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).

² 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.

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: 21st 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 Infrastructure Development Specialist (IDS) will work under the supervision of Project Manager and the National Director of Education Infrastructure (MOEYS), and will coordinate and work together with the Architect and the Finance Officer, Procurement Specialist and Environment and Social Development Safeguards Specialist. Externally, the Infrastructure Development Specialist will mainly interact with MOEYS staff, Municipal authorities, service providers (schools), contractors and representatives of community groups at the Suco level.

The IDS will be responsible for monitoring and supervising overall infrastructure planning and implementation, providing the required technical assistance to MOEYS, and ensuring the effectiveness of infrastructure development. His/her tasks will include but will not be limited to the following:

- 1) Prepare the workplan of the Project infrastructure component activities, such as the development of 21st century school standards; development of infrastructure planning guidelines for prioritizing infrastructure investments and an infrastructure prioritization plan; capacity building of MOEYS to systematically prioritize, plan and budget the expansion of academic and non-academic school infrastructure; development of an on-line school infrastructure management system or module (linked to the EMIS); implementation of a school infrastructure census; and development of 21st century standardized school designs; including the brief description of the resources needed to develop the respective activities. Depending on the implementation progress, the work plan might be updated regularly.
- 2) Develop technical guidelines for 21st century school standards (Construction / rehabilitation drawings, bills of quantity, and the technical specifications) and ensure that they are properly applied in the field.
- 3) Develop the infrastructure planning guidelines for prioritizing infrastructure investments and an infrastructure prioritization plan.
- 4) Prepare the TOR for implementing a school infrastructure survey of small purposive sample of schools to test the prioritization guidelines, and supervise this task.
- 5) Work together with the relevant Architect at MoEYS in developing the architectural / interior / exterior design of the 21st century school standards, based on existing schools' conditions; and in developing the standardized school designs.
- 6) Assist in the preparation and implementation of capacity building programs for capacity building of the MOEYS to systematically prioritize, plan, and budget the expansion of academic and nonacademic school infrastructure.
- 7) Assist in preparing the sample cases to estimate the budget for the infrastructure development contracts based on approved technical specifications. These should be based on the unit price standards issued by central and municipal governments.

- 8) Assist in preparing the technical guidelines for the planning and implementation of the community works (the technical specification should follow the standards).
- 9) Assist in establishing monitoring mechanisms and introducing performance indicators / success criteria, targets and milestones; as well developing project site supervision plan and ensuring quality assurance inspection.
- 10) Monitor and assist in the preparation / application of school technical design standards and their subsequent operation and maintenance (O&M) mechanism/procedure, including O&M financing and organization.
- 11) Carry out field visits to ensure that the implementation has been done in accordance with the agreed procedures, principles, and mechanism; as well to monitor ongoing construction (based on agreed designs) to ensure the efficient and timely delivery of inputs and the realization of the targeted expenditures and output delivery; and assess the quality of implemented activities, including whether they comply with social and environmental standards and practices, and are in accordance with the safeguard instruments.
- 12) Develop the technical guideline for community / school committee to operate and maintain the constructed infrastructure and ensure its sustainability.
- 13) Prepare the TOR for implementing the school infrastructure census.
- 14) Assist in developing an on-line school infrastructure management system or module (linked to the EMIS).
- 15) Assist the Procurement Specialist in preparing the RFP / bid proposals related with the infrastructure development activities.
- 16) Assist the Project Manager in preparing the Annual Work Plan and Budget (AWPB) for infrastructure development activities for each fiscal year.
- 17) Support the handover of implemented works.

4. COMPETENCIES:

The Infrastructures Development Specialist will possess the following qualifications:

- At least Master's degree or equivalent in an infrastructure related field such as civil engineering, architecture (including the building structures), and construction management.
- At least five years of relevant professional experience at the national level, proven knowledge and understanding of the national construction standards and norms, and safety regulations; additional 2 years of relevant work experience, preferably in combination with certification in project management or infrastructure, construction or engineering management, may substitute for the master's degree.
- Good knowledge of the Timor-Leste education sector and/or other similar contexts.
- Experience in managing infrastructures development financed by national/international donors.
- Willingness to travel extensively to municipalities and remote sites where the construction / rehabilitation of schools is implemented.
- Good oral and written communication skills in substantive and technical areas.
- Strong interpersonal, communication and negotiation skills, and ability to work effectively as team members, and work with people of different backgrounds.

- Strong analytical skills, with an ability to understand complex problems and to advise on appropriate solutions.
- IT literacy, including basic proficiency in using the internet and essential office applications such as MS Word, Excel, and Power Point.

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