



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)

INFORMATION. COMMUNICATION TECHNOLOGY (ICT) SPECIALIST

Job Title:	ICT Specialist
Position Number	BEST/INDV/007
Category:	Individual Consultant
Duty Station:	Dili, Timor Leste
Expected Starting Date:	JANUARY 2021
Duration of Assignment:	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.^{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: 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.

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.

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 **Sub-component 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 ICT Specialist will be a part of the Project Implementation Management Unit (PIMU) and will be responsible for implementation of the ICT related activities under Component 4 and the set up and maintenance of the PIMU IT services and equipment devices. The ICT Specialist will carry out these activities under the overall policy guidelines of the MOEYS, the World Bank and based on the Result Framework of the project. He/she will work on daily supervision of Project Manager. The key responsibilities of the ICT Specialist shall include, but will not be limited to the following:

- Prepare and implement the ICT Plan, including required actions and timelines, through a

participatory process at MOEYS for all ICT related activities required to be carried out under the project.

- Develop Terms of Reference (TOR) for the Education Management Information System (EMIS) and other ICT related hardware and software of the Project and/or at the Ministry which is financed by BEST.
- In close coordination with Procurement Specialist, the ICT specialist will be responsible for evaluating the bid submission of ICT potential service providers and suppliers based on procurement regulations of the World Bank
- Monitoring the contract performance ensuring smooth implementation of ICT related goods and services are provided to the project based on agreed cost, time and quality standards
- Design and prepare specification for ICT equipment and internet connectivity and other IT needs for the project.
- Set up and maintain IT equipment and services for the PIMU office and ensure all IT equipment and devices are up to date. Develop a guideline for ICT procedure of the project.
- Procure and install software and needed applications for laptops and other devices when required.
- Ensure compliance of project with ICT policy and procedures of MoEYS and World Bank.
- Any other tasks assigned by the Project Manager.

4. COMPETENCIES:

The Consultant will possess the following minimum qualifications and experience:

- A Bachelor's degree in ICT related disciplines.
- At least 7 years of relevant experience with two or more years working on ICT under International donor funded development or educational projects. Previous experience working on ICT projects supported by the World Bank or equivalent international organizations is an additional asset.
- Proficiency in the use of office software packages (Word, Excel, and Power Point), and information management systems.
- Strong written and oral communications skills.
- Proven writing skills in Tetum and English.
- 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.

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 the 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 /Permanent Residence/Working Visa

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