



**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)**

**ADMINISTRATION ASSISTANT**

<b>Job Title:</b>	Administration Assistant
<b>Position Number</b>	BEST/INDV/008
<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 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.

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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.

## 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 Administration Assistant will be a part of the Project Implementation Management Unit (PIMU), and will be responsible for assisting in office administration works in general with major focus on assisting the works of finance and procurement and as the case may be, he/she will provide assistance to social and environmental safeguard specialist. She/he will report to the Project Manager. Under the direct supervision of the Project Manager, the key responsibilities of The Administration Assistant shall include, but will not be limited to the following:

- Assist in the filing of official documents.

- Assist in photocopying, distribution and archiving of documents of the project.
- Assist in distribution of official letters and invitations and other official documents.
- Register and file all incoming and outgoing documents.
- Assist in procurement and finance activities of the project.
- Assist in taking notes of meetings and recording and produce them in acceptable format for meeting participants.
- Any other task assigned by the PIMU of the project to strengthen project implementation.

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

The Consultant will possess the following qualifications:

- At the minimum completion of secondary education.
- At least 3-5 years of experience working in administration and/or finance and procurement under International donor funded development or educational projects. Previous experience working with 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), photocopy machines, scanner, printers etc.
- Strong written and oral communications skills.
- 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 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

#### **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