



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)

Project Manager

Job Title:	Project Manager
Position Number	BEST/INDV/001
Project Name	Basic Education Strengthening and Transformation (BEST)
Category:	Project Management
Duty Station:	Dili with regular travel to Municipalities as may be required
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
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

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.

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: 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 Project Manager will head the Project Implementation and Management Unit (PIMU), which has been established by MoEYS to support the implementation of the project. She/he will report directly to the Minister of Education, Youth and Sport and/or The Minister's delegated authority. The Project Manager will also spearhead the Secretariat for Project Steering Committee (PSC)

Under the direct supervision of Minister of MoYS, the key responsibilities of the Project Manager shall include, but will not be limited to the following:

- Provide overall management of the project, overseeing the day-to-day activities related to the management and implementation of the Project, including procurement, project monitoring and evaluation, financial management, and progress and financial reporting.
- Identify needed resources to implement project activities and ensure proper management of funds, including accounting, financial control and audit procedures
- Supervise PIMU staff in the performance of their respective duties and ensure the efficient functioning of the unit
- Ensure that the agreed project outcomes are delivered by the set deadlines, and monitor project progress at regular intervals
- Prepare detailed schedule of activities, identifying major milestones and critical tasks, and manage project accordingly
- Assess project performance to identify success factors and incorporate best practices into project work
- Research linkages across project activities to identify critical points of integration, and take actions to strengthen integration
- Strengthen strategic alliances with partners and stakeholders; and establish linkages with other projects under MOEYS to coordinate relevant activities with them
- Prepare, or as appropriate supervise the preparation of, progress reports, annual reports, project completion report and other reports that may be required by the stakeholders, include the World Bank, and ensure the quality of all deliverables
- Ensure excellent project communication and timely updates
- Participate in the Project Steering Committee (PSC) meetings as the member secretary of the committee.

4. COMPETENCIES:

The Project Manager will possess the following qualifications:

- A Bachelor Degree or equivalent in Education, Social Sciences, Administration, Economics, Project Management, with a minimum of ten years relevant experience in program/project management or Master's Degree or equivalent in Education, International Development, Social Sciences, Administration, Economics, Project Management, with a minimum of 5 years relevant experience
- Five or more years of experience and professional responsibility at national level and/or other similar contexts, in planning, project management, monitoring and evaluation preferably in the areas of Education, Social Sciences, Administration, Economics, Project Management in the public or private sector;
- Good knowledge of the Timor-Leste education sector and/or other similar contexts;
- Experience in the management/operations of national/international donor funded programs/projects;
- Good oral and written communication skills in substantive and technical areas;
- Strong interpersonal, communication and negotiation skills, and ability to lead teams effectively and work with people of different backgrounds;
- Ability to work effectively, take initiative and deliver results, even under pressure, and willingness to visit sites in remote areas;
- 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.
- Experience in infrastructure contract management will be an added advantage;
- Demonstrated ability to understand general conditions and special conditions of infrastructure contracts.
- Able to speak and write well in Tetum and English, working knowledge of Portuguese would be an advantage

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