



**REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE
MINISTÉRIO DA EDUCAÇÃO**

DIREÇÃO NACIONAL DO ENSINO RECORRENTE

Timor Leste - Second Chance Education Project (SCEP)

TERMS OF REFERENCE

Position : District Support and Facilitator (DSF)
Duty Station : Dili, Timor-Leste
Desired Start Date : February 2015
Duration : 11 Months Contract¹
Reporting to : Director of Recurrent Education and SCEP Project Coordinator

I. GENERAL INTRODUCTION

A large number of young people and adults of Timor-Leste remain without access to formal education or unable to complete the compulsory education of 9 years, which has inhibited them to fully participate in the economy and society, as well as access to life opportunities. Census 2010 shows that 34.1% of people aged 5 years old and above never attended school (of which 80% are living in rural areas). Despite significant increase in basic education gross enrollment ratio, school dropout rates remain very high, particularly at early grades. There is currently a dearth of opportunities for out-of-school and out-of-work youth, whom lack basic literacy, numeracy and other competences and will remain unequipped to help meet the emerging professional skills needed in a growing economy and to exercise their citizenship and take part in the shaping of society.

In this context, the **National Equivalence Program (NEP)** intends to accelerate the completion of basic education by students who normally face social, cultural, psychological, economical and geographical constraints, as well as those who have never attended school or have abandoned it before completing basic education. The NEP is part of the National System for

¹ Maximum 11 months, until December 2015

Recurrent Education and is composed by Levels I and II. Students that finish the Program of Equivalence Level I are qualified to get a certificate which is equivalent to the Primary School Certificate (6th grade), while Level II completion provides equivalence to compulsory Basic Education (9th grade). The NEP Level I curriculum development started in 2007 and in 2009 the first classes were piloted. In 2013 there are 130 classes of the 3 phases of level I functioning in the 65 subdistricts. The Level II curriculum is under development, with the support of the **“Second Chance Education Project” (SCEP)**, funded by the World Bank, and will soon be finalized. A trial will start early 2015 to test a revise the curriculum and learning materials and its delivery before expanding throughout the territory.

Besides strengthening the MOE capacity in the development of a quality equivalency program, this program also envisages support to develop **Community Learning Centers (CLCs)** at community level to improve the learning environment for delivery of recurrent education programs. The Community Learning Centres program is designed to: a) promote human resources and community development through the improvement of access to non-formal education services, and; b) support to participatory community development to enable communities to identify and address their development needs. The first 3 CLC were created in 2008, in Kraras (Viqueque district), Ililapas (Lautem district) and Bazartete (Liquiça district), with UNESCO support.

In January 2015, the NDER will pilot-out the equivalency program Level I on distance study method and level II on newly developed curriculum for refinement and endorsement. In addition, the NDER with the assistance of the International Recurrent Education Specialist will establish at least 6 new Community Learning centers in Lospalos, Ermera, Dili, Maliana, Baucau and Oecusse. In the implementation, role of local community will be very important to ensure that programs are successfully delivered and work products are highly maintained at community level. To ensure such closer cooperation of the community, 6 district facilitators will be recruited to help facilitate the programs from the initial establishment, monitoring and report on such progress back to the DNER and the Project Coordinator.

II. Objectives

Under the supervision of the Recurrent Education District Coordinators and National Directorate for Recurrent Education within the Ministry of Education, the selected DSF will be expected to facilitate the active engagement of community in the implementation of trial of Equivalency Education Program, establishment of Community Learning Centres, monitoring and evaluation of all programs and assist in the implementation of Educational Demand and Needs Assessment Study.

III. Supervision and Reporting

The district facilitators will work at six selected districts of Lospalos, Baucau, Dili, Ermera, Maliana and Oecusse and report directly to the respective Recurrent Education District Coordinators and the National Directorate of Recurrent Education (DNER) under the lead of the National Director of DNER. The position will be contracted by the Ministry of Education, to support the implementation of the Second Chance Education Project (SCEP) funded by the World Bank. The facilitators will be required to report to the District Coordinators, Director of DNER as the immediate supervisor, and the project coordinator of MSP/SCEP

IV. Responsibilities.

In general the DSF are responsible to help ensuring:

1. An active participation of community in the trial of Equivalency Curriculum level I and II;
2. A sound community learning centre organization established and functional;
3. A reasonably CLC grants proposal drafted and submitted by the community;
4. A good, transparent and accountable implementation of CLC Grant received by the community;
5. An active participation of communities in the establishment of community learning centers;
6. Smooth ongoing monitoring and evaluation in place to hold community accountable for supports provided;
7. Availability of field-based data/information for DNER (which is supported by the Recurrent Education Specialist and Monitoring and Evaluation Specialist) to develop a plan and strategy to establish and sustain the MOE/DNER CLC program, including CLC Management training, standard grant proposal and reporting mechanism, programs and improvement.
8. Effectiveness, efficiency and timeliness of the implementation of Needs and Demands Study.

A. Implementation of Trial of Equivalency program curriculum level I and II:

The DSF will support the DNER and Curriculum Development Specialist (CDS) in the implementation of trial of Equivalency Program (particularly to make sure that there is active participation of Community in the program being trialed). The

DSF will specifically:

1. Observe the implementation of the trial and report/ do the necessary follow ups accordingly.
2. Assist the M&E Team and Curriculum Specialist with initial reports on the implementation of the trial;
3. Brief Pedagogic team on the progress of trial at their regular monitoring and clinical support to Equivalency Program teachers.

NOTE: For matters regarding the community responses, they will engage the respective community leaders/ head of sucos and sub-district and district officers for solution. For matters regarding the learning processes, they will report/ discuss it with the DNER pedagogical team for further follow up. sub-district and district officers with the DNER pedagogic team for further follow up.

B. Establishment of the Community Learning Centers:

The DSF will support the DNER in the implementation of the CLC program. Specifically their tasks include:

- a. Attend training on the CLC establishment, operation and management, provided by Recurrent Education Specialist and CLC Grant Financial and Procurement Planning and Management, provided by the Financial and Procurement team of MOE;
- b. Implementation stage, the DSF will work together and facilitate the participating communities in implementing the CLC Grant program in accordance to the CLC Grant Manual issued by the MoE, i.e: (i)train (on-the-job) and mentor the CLC Committee to establish, operate (including implementing programs), maintain and sustain the CLC programs; (ii) develop a plan/ CLC Grant Proposal reflecting their needs, capacity and resources available in their area; (iii) train (on-the-job) the CLC Committee or CLC Grant implementation team to do administrative and financial records so they could be accountable for the grant funds and any other supports/ resources they received. The DSF will also function as the “internal auditor” in this matter; and (iv) facilitate the CLC committees in establishing networks with potentials partners in CLC operation/development;
- c. In consultation with RE specialist will provide technical support to the community in problem solving on the establishment and operation of the CLCs

The district facilitators will be required to deliver among others the following tasks:

CLC establishment and development;

1. Validate the readiness of the proposed participating communities by working together and empowering the community to (i) be fully aware of how they can benefit from CLCs; (ii) identify, discuss and confirm their needs; (iii) identify resources (i.e., programs, experts/skills and facilities) available in their neighborhoods/areas which they can use to support the recurrent education programs ; and (iv) to establish CLC committee and determine their leader agreed through community
2. Work together and Facilitate the communities to develop a plan/ CLC Grant Proposal reflecting the communities' needs, capacity and resources available in their area;
3. Support the communities with grant implementation, preparation of progress and final reports, specially opening of bank accounts, establishment of ledges, financial reporting to ensure timely replenishment of communities' account and to avoid any delays.
4. Empower, supervise and audit the communities to be accountable for any supports/resources they received.
5. Community Engagement in CLC organization and establishment:
 - 1) Facilitate community to actively engage in the establishment of CLC organization at selected area;
 - 2) Facilitates community in the identification of CLC location, type of facility to run the program, and supporting facilities including learning materials, books and kits.
 - 3) Facilitates community for full engagement in the establishment of CLC, its programs and develop sustainability strategy for the community.
 - 4) Facilitate community for an active involvement in the establishment of CLC at respective district.

CLC Sustainability;

6. Work with RE specialist to develop a strategic plan for respective CLC to continuously operate without depending on DNER.
7. Help identifying other sources that will help community to keep the function of CLC going. Eg. NGOs or other government organizations that operate in the area of income generation.
8. Help community to build strong links with other organization which may be of other source aside from DNER.
9. Monitors the implementation of CLC and report on the progress back to the DNER and project coordinator with acknowledgement of RE District Coordinator;
10. Facilitate community to have access to further training provided by DNER and other relevant parties.

11. Assist RE specialist in the training of Community Councils on CLC management and sustainability strategies.

C. Implementation of Need and Demand Study:

1. Coordinate and supervise the enumerators who implement the data collection, cleaning and data entry under the guidance of the Study Consultant and the NDRE. A comprehensive work plan, methods and tools data collection and data entry will be provided by the Study Consultant and NDRE-MOE;
2. Ensure quality of data collected by the Enumerators;
3. Attend training on data collection and data entry, delivered by the Study Consultant prior to start the data collection;
4. Support the enumerators work in their respective participating districts; and ensure that the data collection conducted properly in line with the agreed procedures within the agreed time period;
5. Assist in testing questionnaires and other tools and propose changes, if necessary (if it is needed by the Study Consultant);
6. Reproduce of the questionnaires and other data collection forms and instruments in a quantity sufficient to cover the needs of the study;
7. Assist in entering the data by following the instructions given by the Study Consultant and NDRE;
8. Ensure that data are maintained and stored in a manner that is fully confidential.

V. Expected outputs and deliverables;²

1. The community has good understanding about the benefit and importance of the CLC for the community life quality and harmony and has good capacity in establishing a sound and functioned community learning center and has high motivation and commitment in realizing it.
2. The community (through the new established CLC committee) has a good capacity in developing a reasonably CLC grants proposal to be submitted and has high motivation and commitment in realizing it.
3. The CLC has good capacity and high commitment to implement the CLC Grant consistently according to the plan in the approved proposal and according to the Grant manual provided by MOE .
4. Periodical reports (bi-weekly) on ongoing monitoring and evaluation in place to hold community accountable for supports provided.

² The Recurrent Education Specialist will define how outputs no 1, 2, 3 and 4 will be demonstrated and justified and discuss and agree on them with the DSFs.

5. Written inputs for the Recurrent Education Specialist (DNER) to prepare policy, plan and strategy to establish and sustain CLC program in Timor Leste (including CLC Management training, standard grant proposal and reporting mechanism, programs and improvement).
6. Quality field-based data of needed for the Needs and Demands Study.
7. Data/ inputs to support the DNER with preparation of the reports on the trial of Equivalency Education program and CLC program implementation.

VI. Qualification Requirements

Essential:

1. Holds Bachelor Degree in Management, Development Study and/or other relevant fields;
2. Minimum experience of 4 years working in rural areas in Project Management, Project Implementation and other relevant areas.
3. Experience in Rural Development Grant Management;
4. Experience of leading similar project;
5. Knowledge on M&E concept and reporting system;
6. Basic skill in report writing.
7. Proficiency in Tetum and Portuguese and knowledge of English is an advantage

Desirable:

1. Able to work as part of the team and individually;
2. Able to manage work load within the expected period;
3. Demonstrate sound communication skills within and among the communities.

VII. Duration of Service

The position will be for 11 month on a full-time basis with no further extension. The position candidate is expected to commence in February 2015 and ends in December 2015.

VIII. Payment and Budget

The District Support Facilitators will be paid by the Second Chance Education Project (SCEP) funded by the International Development Association (The "Association") The "Bank") on the rate (daily or monthly) agreed in the contract between the Ministry of Education and the selected candidate.