



REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE
MINISTÉRIO DA EDUCAÇÃO

TERMS OF REFERENCE

International Classroom Language Mapping Advisor

1. General information

Position: International Classroom Language Mapping Advisor

Duty Station: Dili, Timor-Leste

Desired Start date: ASAP

Duration and input: 5 person-months within the period ended on 31 July 2015

Reporting to: Vice-Minister of Preschool and Basic Education and Director General of Preschool and Basic Education. The direct counterpart of the consultant will be the National Coordinator of the MTB-Multilingual Education Pilot Program, and copies of the report will be sent to the Timor Leste National Commission for UNESCO and Ministry of Education supervisors.

2. General Introduction.

The Mother Tongue-Based Multilingual Education pilot program is a Ministry of Education initiative aimed at improving learning outcomes at the pre-school and early grades of primary schooling levels. In February 2011, the National Education Commission's "Language in Education Working Group" launched its "Mother Tongue-Based Multilingual Education – MTB-MLE - Policy for Timor-Leste". The policy had been commissioned by the Minister of Education some 12 months earlier, acknowledging the need for a comprehensive "language in education" policy, clearly rooted in Timor-Leste's educational and linguistic reality and in international best practice. The policy states that a student's mother tongue should be used as a medium of instruction in pre-primary education and in the first 4 years of primary schooling, thus enabling children to acquire the fundamental skills of reading and writing in the language they know best. This solid foundation in pre- and early literacy skills allows children to transition to the second, third and fourth languages with greater facility and speed.

The National Strategic Plan 2011-2030, that defines strategic social policies, including education development planning for the period of 2011-2030, references the policy's recommendations as follows:

"To improve access to education, and build a solid foundation for future literacy and numeracy in both Portuguese and Tetum, local languages will be employed as

languages of teaching and learning in the first years of basic education, providing a smooth transition to the acquisition of Timor-Leste's official languages, in accordance with the recommendations of the mother tongue-based multilingual education policy for Timor-Leste".

The NSP further states:

"Given the diversity of national and local languages in Timor-Leste, the National Education Commission has initiated studies on mother tongue-based multilingual education for Timor-Leste. These studies aim to ensure that children are not disadvantaged and that all have equal access to an education, providing a smooth initial transition to the acquisition of Timor-Leste's official languages".

The MTB-MLE policy's Implementation Plan recommends an MTB-MLE pilot program.

In December 2011, the Ministry of Education convened a meeting of senior education officials in Dili at which it was decided that a pilot MTB-MLE program in three districts – Lautem, Manatuto and Oecusse– would be implemented by the Timor-Leste National Commission for UNESCO and the Ministry of Education, in close collaboration with a range of partner organizations, including CARE Timor-Leste, Child Fund, PLAN International Timor-Leste, Mary MacKillop Institute, BELUN and the Alola Foundation. Two pre-schools and two primary schools per district were subsequently identified with input from District Education Directors to participate in the MLE pilot program. Consequently, a total of 12 schools are now participating in pilot program activities, including teacher training, community education, writing workshop and classroom implementation.

The MTB-MLE program will be expanded to the whole country after the pilot phase. To support development of a long-term plan for sustainable and efficient program mainstreaming, it is essential to implement language mapping that will not only provide accurate language distribution but also contribute in development language mapping tools and improvement of education quality as part of a strategy for promoting social inclusion.

To assist the Ministry of Education with carrying out this exercise, it intends to recruit an International Language Mapping Advisor ("the Advisor").

3. Objectives

The objective of this assignment is to advise and provide comprehensive support to the Ministry of Education with implementation of the language mapping.

4. Supervision and Reporting

The Advisor will work under the Vice Minister of Preschool and Basic Education and the Director General of Preschool and Basic Education. Given the fact that the contract is financed by the Management Strengthening Project ("the MSP"), the MSP National Coordinator will monitor and administer the Advisor's contract.

The Advisor will cooperate with the International Mother-Tongue Advisor and the National Coordinator of the MTB-MLE program.

5. Functions and Responsibilities of the International Classroom Language Mapping Advisor

The responsibilities of the Advisor will include, but are not limited to:

(a) Preparation:

- (i) to set up the framework, including implementation arrangements for, and costing of, data collection (MoE in-house capacity versus outsourcing);
- (ii) to develop guidelines/manuals of the mapping process, templates and

questionnaires to collect data, tools to process data;

- (iii) to develop a system for data entry, storage, processing and visualization, e.g. converting into a GIS format;
- (iv) support translation of prepared materials in Tetun;
- (b) Training
 - (i) training of supervisors and MoE staff at the national level:
 - to prepare training materials;
 - to provide training tentatively for one week
 - training should cover responsibilities of supervisors and staff at the national and sub-national levels and school administration; management of mapping process; procedures to collect, enter, verify, process and analyze data;
 - (ii) training of data collectors/enumerators and district education staff:
 - to prepare training materials;
 - to provide a series of training sessions in districts;
 - training should cover responsibilities of staff at sub-national level, communication with school administration, district education officers and mapping supervisors; procedures to collect, enter and verify data;
 - (iii) to validate set up system and developed templates, questionnaire and other tools;
 - (iv) to monitor data collection, verification and processing at the initial stage and provide feed-back and undertake all necessary measures to ensure compliance of actually applied procedures with the developed and tested framework;
- (c) Data Collection:
 - (i) to provide distance general oversight and strategic guidance during data collection;
- (d) Data Processing and Report Writing:
 - (i) to oversee and provide guidance data entering, verification and converting into the format selected for data visualization, e.g. GIS format;
 - (ii) to carry out analysis of the collected data, produce a draft final report, and consider various options for map presentation. The report should cover all 13 districts, include all necessary explanations and interpretations and be written in clear and plain language to be understood by non-technical and non-linguistic people.
- (e) Report Presentation:
 - (i) to hold a workshop to present the report;
 - (ii) to prepare the final report, including all databases, applications, processing tools, source codes, GIS shapefiles, etc.;
 - (iii) to assist the MoE with publishing language distribution maps for each district. This would include hard copies, and soft copies in PDF, of the

maps.

6. Scope of Language Mapping and Specific Requirements

Scope of Language Mapping and Specific Requirements are:

- (a) number of languages: 19
- (b) 202 primary schools clusters, with their filial schools, making a total of 1,127 schools totaling approximately 5,900 classrooms;
- (c) number of students:
 - (i) primary schools by grades, with approximately the following number of students: 1 grade– 54,213 students, 2 grade– 44,016, 3 grade– 43,566, 4 grade– 40,898, in total - about 350,000;
- (d) pre-school – approximately 158,835 students and number of teachers approximately: 583
 - (i) primary schools: about 5,975 teachers;
- (e) pre-school: 281 preschools, with 967; data to be collected from both students and teachers;
- (f) data are separated by each language group in the classroom;
- (g) a language each student knows best;
- (h) information about each student's academic performance;
- (i) all teachers' ethnicity and language(s) they speak, including levels of proficiency and how they learned the language(s);
- (j) information about any students who have disabilities: vision, hearing, mental and/or physical impairments.
- (k) any additional information the language mapping specialist deems necessary

7. Expected Outputs and Timeframe

- (a) framework, guidelines, manuals, templates and questionnaires, system and cost estimates to collect, verify, process, store, analyze and visualize data – within 3 weeks from the contract commencement date;
- (b) training materials for supervisors and MoE staff at the national level – within 6 weeks from the contract commencement date;
- (c) training materials for data collectors/enumerators and district education staff – within 6 weeks from the contract commencement date;
- (d) training for staff involved in language mapping at the national and sub-national levels – within 6 weeks from the contract commencement date;
- (e) system and tools for language mapping validated – 8 weeks;
- (f) monitor data collection and feedback – within first week(s) of data collection;
- (g) draft final report – within 6 weeks from completion of data collection;
- (h) presentation of the draft final report – 7 weeks from completion of data collection;
- (i) final report and data for publication of language distribution maps/atlas – within

10 weeks from completion of data collection but not later than 15 July 2015.

8. Qualification Requirements

- (a) advanced academic degree in Sociology, Education, Linguistics or other relevant field;
- (b) at least 5-year experience in carrying out language surveys, developing data analysis tools and staff training;
- (c) good knowledge and understanding of mother-tongue based approaches to education and bi/multi-lingual education;
- (d) experience in carrying out classroom language mapping is essential;
- (e) cross-cultural training and teaching experience is essential;
- (f) post conflict country experience or experience of working in countries with a similar context as Timor-Leste;
- (g) working experience in Timor-Leste and/or countries of the South-East Asia is desirable;
- (h) fluency in English; proficiency in Portuguese and/or Tetun and/or Bahasa Indonesia is considered a strong asset;
- (i) good communication skills;
- (j) excellent writing skills.

9. Client's Contribution

The Client will provide:

- (a) transportation to and from the districts as needed;
- (b) office space, access to the communication means and basic stationeries;
- (c) the necessary staff to be trained and to collect the data to give to the Language Mapping Advisor.
- (d) the general location for each school (hand drawn maps etc.)
- (e) the advisor with local knowledge as to the costing of data collection;
- (f) translation of the materials and reports prepared by the Advisor;

10. Duration

The assignment is expected to commence in September 2014. The input is estimated at about 5 person-months, including at least 6 weeks spent in Timor Leste along with regular, on-going interaction via Internet to coach and monitor the project. There will need to be at least two working visits to Timor-Leste.