



REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE
MINISTÉRIO DA EDUCAÇÃO
DIREÇÃO NACIONAL DO ENSINO DE RECORRENTE

Terms of Reference
International Consultant for Recurrent Education Specialist

General Information

Duty Station : Dili, Timor Leste
Duration : 13 Months till 20 December 2015
Directorate : National Directorate of Recurrent Education
Recruitment : International
Reporting to : National Director for Recurrent Education and Project Coordinator of MSP/SCEP

Background

1. The Ministry of Education, Timor Leste is seeking a qualified and experienced consultant to support the National Directorate for Recurrent Education ("the DNER") with implementation of the '*Second Chance Education Project (SCEP)*'. The SCEP is financed by the World Bank/ IDA Grant H633-P and is focused on strengthening non-formal education services, particularly equivalency education, to older youth and young adults. It is also intended to improve management, service delivery, and monitoring of non-formal education programs.
2. Based on the result of Mid Term review which held from 16-24 July 2014 and the result of the Mid Term Review on 'Reviewing the progress of SCEP implementation for achieving Timor Leste Ministry of Education and Recurrent Education strategic plan' that was attended by World Bank Mission, Vice Minister of Basic Education and Director General of Basic Education and Secondary Education, DNER Director, Department and section heads, and some advisors and consultants it had been identified some challenges and some solitive recommendations to be addressed for accelerating project implementation and for achieving SCEP objectives.

Objective of the Assignment

Main objective of this assignment include the DNER with: (i) International expertise in the effective and efficient management of non-formal/recurrent education; (ii) technical and managerial expertise to support successful implementation of the SCEP.

3. The Consultant will work at the Ministry of Education under the lead of the National Director of Recurrent Education and will report to the National Director of Recurrent Education and the MSP/SCEP Project Coordinator.

Scope of works

- A. Provide technical expertise and supports to the study on “Needs and Demand for Recurrent Education in Timor Leste”:
 1. In collaboration with the Senior Researcher, support the development of the survey instruments for the study”; Provide inputs to the Senior Researcher about the role of the *SCEP Support Facilitators (SSF)* who will function as the quality assurance in data collection, train the local enumerators, and facilitate the district staff and the selected communities. (Note: Accordingly the training materials for the District Consultants should cover all of these tasks)
 2. Prepare the training material for SSF related to the RE program which focus on Equivalency and CLC programs, and facilitation to the district staff, district /sub-district coordinators, and the selected communities without explaining the amount of the grants that might be received.
 3. Monitor the implementation/process of data collection data at the potential pilot districts and provide feedback for the validity and reliability of data; and help ensuring a better coordination between district and national levels
 4. Review the preliminary result of data collection, and discuss it with the districts staff and DNER about the tentative plan in delivering the EP and CLC programs
 5. Review the results of the study and use them as inputs to strengthen the establishment of a proper system of the DNER programs implementation.
 - B. Development of Legal Framework of Recurrent Education in Timor Leste
 1. Provide inputs for the development of ToR for the Legal Framework Task Force (consists of Key staff/officials of DNER, Directorate of Curriculum, Directorate of Ensino Basico);
 2. Provide inputs for the development of the Legal Framework:
 - Identify key findings of the “Need, demand and supply of Recurrent Education Study” relevant to the Legal Framework;
 - In collaboration with the Legal Advisor, review the current drafts regulations/policies
 - Identify lessons learned from current practices of RE in Timor Leste and other countries
 3. Develop a **Policy note** on assessing the situation of the recurrent education teachers (in consultation with HR Directorate of MoE) (Data to be used: existing data available at the DNER/MOE; findings from the Need and Demand Study, etc)
 4. In collaboration with the Legal Advisor, support the Task Force in drafting the Legal Framework based on the above inputs. It is expected that the Legal Framework covers, among others, the following aspects of Recurrent Education in Timor Leste:
 - programs (types and definition of each, target learners/participants);
 - contents,
 - management (roles and responsibilities of national, district, sub-district and community levels);
 - quality assurance arrangement (standards, certification, accreditation, examination)
 - teachers
 - etc.
 5. Facilitate the Task Force in: (i) consultation with relevant officials and stakeholders; (ii) presentation of the draft to the relevant higher level officials (Vice Minister and DG of Pre-School and Basic Education and DG of Secondary and Vocational Education) and other stakeholders; (iii) get and incorporate their feedback and finalize the draft accordingly.
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6. Provide support to the Legal Advisor in the write up of the legal framework (to make sure that all of the substance are well incorporated)

C. Development of curriculum and learning materials of equivalency program

1. Support the DNER and Curriculum Development Specialist (CDS) in designing the trial of Equivalency Program (particularly to make sure that the non-formal education approaches are properly accommodated in the design and in the trial implementation manuals);
2. Support the DNER and CDS in the supervision of the trial implementation (including start making linkage to CLC establishment)
3. Provide inputs to the revision of the Curriculum and Learning materials of Equivalency Level 2 – particularly findings of the “Need, demand and Supply of Recurrent Education Study” and lessons from the trial (particularly on the delivery methods/approaches);
4. Provide training for the Pedagogic team on the general knowledge on Recurrent Education (Concept, system and practices);

D. Establishment of Community Learning Centers

1. Develop/ finalize CLC Grant Manual: (a) CLC Grant Manual for the DNER to implement and administer the program; and (b) CLC Grant Manual to guide communities to use the grant properly and accountably.
2. Train (SCEP Support Facilitators) to be able to deliver the following tasks: (i) empower the communities to be fully aware of how they can benefit from CLCs; (ii) facilitate the community to develop a plan/ CLC Grant Proposal reflecting the community needs, capacity and resources available in their area; (iii) establish, operate (including implementing programs), maintain and sustain; and (iv) empower the community to be accountable for any supports/resources they received.
3. Transfer of knowledge to the DNER (Indicator: There is at least one key DNER staff who is assigned to be the Specialist’s counterpart/working partner and closely learn from him/her during his/her assignment)
4. Develop the capacity of the DNER in providing on-going supervision of the CLC program.

Expected Outputs

- (a) Simple, easy-to-use new SCEP management manual, CLC Development Manual for the Government staff, CLC Development Support Grant Manual for the community and facilitators. The manuals shall be acceptable to the Bank;
 - (b) Training material for the *SCEP SF* who will function as technical facilitators at district and community levels;
 - (c) Reviewed and finalized new strategic plan of the project for the remaining project period of SCEP project time; and the DNER road map in implementing the EP and CLC programs beyond the project period based on the result of the study and the implementation progress during the project period.
 - (d) Overseas training and dissemination reports based on the inputs from the participants reports and reviewed results by the RE consultant.;
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- (e) Implementation Progress Reports specific on EP and CLC programs, including its recommendations for better improvement and ;
- (f) General progress reports related with his/her tasks;

Qualification Criteria

- 4. The Consultant shall comply with the following minimal qualification criteria:
 - Higher education degree in management and/or relevant field; specialization in non-formal education is an advantage; Minimum of ten years work experience in the planning and implementing recurrent education programs;
 - Working experience in Timor Leste or other low capacity and post-conflict contexts;
 - Practical experience with project management funded by international agencies and project cycles is an advantage;
 - Experience working closely with government institutions;
 - Proficiency in English. Knowledge of Portuguese and/ or Tetum is an advantage.
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