



REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE

MINISTÉRIO DA EDUCAÇÃO

TERMS OF REFERENCE

SCHOOL ADMINISTRATION AND ORGANIZATIONAL ADVISOR FOR MINISTRY OF EDUCATION, TIMOR-LESTE

1. General information

Position: School Administration and Organizational Advisor

Duty Station: Dili, Timor-Leste

Desired Start date: ASAP

Duration: 11 months

Reporting to: Director-General of Pre-school and Basic Education, Vice-Minister for Pre-School and Basic Education, and Project Coordinator MSP

2. General introduction.

In 2011 the Ministry of Education in Timor-Leste developed and approved a **National Education Strategic Plan (NESP), 2011-2030**, which is now in its second year of implementation. The NESP has a detailed list of activities for all sub sectors (pre-school, basic education, secondary general, secondary technical and vocational, higher and recurrent education) and several cross cutting issues such as teacher

training, social action/equity and management reforms for the period 2011-2015. The NESP is a longer term, sector wide plan which includes detailed project activities and cost projections for the first 5 years. It prioritises 7 specific education sub sector programmes, 5 programmes for management reform and organisation change and 1 programme for improved donor coordination.

3. Rationale for continuing technical and organization assistance through MSP

An institutional capacity study in 2007¹ identified major weaknesses in the Ministry's ability to manage education. Though the Ministry with support from the Education Sector Support Project (ESSP) and the Ministry's of Education Capacity Building Project (MECBP)² jointly have achieved some clear results since the last 5 years, in general management capacity in planning, budgeting, decision making, delegation, communication, implementation of teacher training, monitoring, focus on results, teacher management, human resources management and data base management at national, regional, district and school management level are still weak. There is still dependency on international and national consultants partly also because advisors have not been working under a coherent capacity building plan initiated and managed by the Ministry and aiming at the strengthening of local capacity.

For this reason the Ministry has included 5 management strengthening programmes in the NESP 2011-2015. It also wants to prioritize the improvement of services in the different sub sectors such as pre-school, basic, secondary, higher and recurrent education and improve the effectiveness of teacher training. The Ministry has therefore agreed to utilize the support of the Global Partnership for Education (GPE) for some of these priority programs. GPE-funding will be used for the implementation of the **Management Strengthening Project (MSP)**³. This project will be managed by the Ministry with the financial and technical support from the World Bank. The MSP was approved by both Ministries of Finance and Education and has been recently launched in September 2012.

1 Stratta, N: 'Transition Report Part I: Analysis of the Policies and the Institutional Capacity of the Ministry,' September 2007.

2 See for more information about both projects, annex 1

3 See for more information about MSP, annex 2

A School Administration and Organizational Advisor is required for a period of 11 person months initially to assist with the improvement of the access, quality and management of Pre-School and Basic Education, along with all programs related to this sector, which is undergoing an administrative reform. The adviser is expected to assist in clear understanding and effective implementation of the new roles and responsibilities for district education staff under the Organic Law and also in providing better services to school directors, teachers, students and parents in Pre-School and Basic Education, in particular in the area of organizational systems, administration and school management.

4. Supervision and reporting

The advisor will work in the Ministry under the lead of the Director-General of Pre-School and Basic Education, reporting to him/her and the Vice-Minister for Pre-School and Basic Education. The advisor will be contracted by MSP. The advisor will therefore also report to the project coordinator of MSP.

5. Functions and responsibilities of the School Administration and Organizational Advisor

A key function of the Administrative and Organizational Advisor will be to advise and support the Ministry, in particular the Directorates of Pre-School and Basic Education with the effective implementation of Priority Program 1 (for Pre-School Education, 2 (for Basic Education) and 7 (Teacher quality) respectively. These programs require system implementation, organization, coordination, planning, budgeting, training, advisory skills and also good knowledge, insights and experience in implementation, quality control, monitoring and support of the impact of system implementation and capacity building. The responsibilities of the advisor will include, but are not limited to:

A. Efficiency of Systems

To assist the Director-General of Pre-School and Basic Education in:

- 1) Identifying the needs of national, district and school directors to manage and implement their national, district and school plans in the area of school and management as indicated by the NESP 2011-2030;
- 2) Produce a work plan for 1 year aligned with the NESP-administration and management activities in Pre-School and Basic Education and INFORDEPE-priority programs that aim to improve the coordination, effectiveness and efficiency of operational systems and the administrative staff in Pre-School and Basic Education. The plan needs to include clear goals, practical and measurable outcomes, specific approaches and indicators of performance to enable monitoring of impact of all revised standards, systems and operational procedures, and should ensure ultimate quality school standards.

B. Coordination

To assist the Director-General of Pre-School and Basic Education in:

- 1) Analyzing current organizational systems and propose alternatives to increase effectiveness of service delivery and communication systems both internally within the Ministry in Dili, as well as communication between national and district level, district and EBC level, and EBC to filial school levels. This could also include coordination with the Director-General of Cooperative Services as well.
- 2) Assuring effective ways to improve school management and administration, and devise ways to implement these, at the Pre-School and basic education levels
- 3) Establish clear and effective monitoring and supporting systems to ensure effective school management and administration, at the Pre-School and basic education levels.;
- 4) Ensure smooth coordination and communication between Pre-School and basic education, including
 - a. Emphasis on the concept of continuous early grade learning between Pre-School and first and second grade levels.
 - b. Smooth administrative coordination between Pre-School and basic education directorates

c. Sufficient support to Pre-School schools from the Basic School support structure in the districts

d. Clear definition of roles and responsibilities between Pre-School and basic education

5) Ensure the efficient and effective collection of data, including proper and continuous coordination with EMIS

6) Ensure the proper analysis of said data in regards to quality of Pre-School and basic education, and follow up to ensure that programs and systems are put into place that adequately reflect and address this data.

7) Support coordination between other relevant sectors and directorates related to management and administrative needs of directors in districts and schools in the following areas:

a. Awareness raising about new roles and responsibilities in Pre-School and Basic Education;

b. Management (including financial management, planning, budgeting, implementation and monitoring) of Pre-School and Basic Education for directors, deputy directors and technical assistants in Basic Education. This includes the promotion of “Eskola Foun” whole school approach, the implementation of the new curriculum, advice on the National Quality School Standards Framework, and supervision of the production of school management manual and other related materials;

c. Improving data base management and monitoring systems for Pre-School and Basic Education;

d. Analysis, revision and strengthening of the school grants policy;

e. Assurance of effective implementation of school feeding program;

f. Strengthening of school planning;;

g. Implementation of policies that promote gender equity and equal access to Pre-School and Basic Education for girls and other students with specific needs;

h. Organize and implement research on school dropout and repetition rates

and formulate policies to improve access to education and quality of teaching and learning, and assuring efficient implementation of said policies;

6. Expected outputs

1. Review and produce a situational analysis assessment of current organizational and communication systems within relevant directorates and to and within the districts and EBCs, including a needs assessment, within first two months;
2. Review and produce a situational analysis assessment of existing research on school quality, school dropout, etc., as well as review of current school policies and manuals within two months
3. Development of school policies to ensure improved and more efficient organizational systems and communication strategies within first five months
4. Support in implementation of said policies, including their piloting and monitoring within 9 months.
5. Support Pre-School and basic education directorates in data analysis, research, and advice as necessary, ongoing.
6. Effective system of data collection established between Pre-School, basic education and EMIS, with reliable data that Ministry of Education can utilize to its maximum potential by the end of 6 months.
7. Introduction of planning tools and procedures for school administration and management, by the end of 10 months;
8. Production of monthly progress reports⁴ against expected outputs of agreed annual work plan;
9. Final report with key recommendations regarding efficiency of systems and coordination in the Pre-School and basic education systems.

7. Qualification requirements

⁴ MSP has standard reporting formats

1. Higher post-graduate degree in (Adult or Basic) Education, Pedagogy, Education Management, Planning, Monitoring and Evaluation systems or other relevant area (a Master's Degree or above);
2. Excellent communication and capacity building skills, both within an office context and in the field;
3. Experience of at least 5 years working in education, specifically focusing on administration and management systems, including monitoring, evaluation, and data collection and analysis;
4. Previous experience working with or in the Ministry of Education at national and/or regional and district level will be considered an advantage;
5. Skilled in transferring of knowledge and skills for planning, budgeting, management and administration;
6. Fluent in either Tetum and/or Portuguese, with proficiency in English;
7. Experience in drafting training manuals;
8. Professional reporting skills and full proficiency in utilising MS-or Apple software.
9. Able and willing to work as part of a team of national directors, international and national advisors and to be regularly in the districts.

8. Duration, Compensation and Costs

The contract period for the position is 11 person months.. The successful candidate shall be offered a standard compensation package according to going rates for this level of specialization. Expression of Interest based on the functions, responsibilities and expected outputs for this ToRs together with your latest Curriculum Vitae must be delivered to the email address given below .The email subject heading must be: ***School Administration and Organizational Advisor.***

Selection will be in accordance with the procedures set out in the World Bank's Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits and Grants by World Bank Borrowers" dated January 2011.

Address for submitting email application:

Attn: Mr. Danino da Cunha

National Director of Procurement

Ministry of Education

Democratic Republic of East Timor

Vila Verde, Dili

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Annex 1 General background (ESSP and MECBP)

The **Education Sector Support Project (ESSP)** is a project financed by World Bank (WB) and AusAID that aims at strengthening the capacity of the Ministry of Education (MoE) to develop and execute education policies and programmes effectively, to manage resources efficiently and to improve learning conditions. The advisor will be contracted under the ESSP.

ESSP is consistent with the World Bank Country Assistance Strategy (CAS) goals of strengthening Timor-Leste's foundation of sustainable development and reducing poverty by enhancing human capital and creating the conditions for equitable growth. The project will strengthen the Ministry's ability to better manage the sector and to provide better service delivery and learning outcomes (assessed in terms of enrolment, student flows and learning achievement). This will be achieved by building the MoE's capacity to develop sector policies and strategies, establish service standards, and improve budget execution, via better financial management and procurement. In addition, the project will provide support for the development of pre-secondary curriculum options and for system maintenance, specifically in respect to maintaining gains made through previous Bank-financed interventions in policy development, access, facilities quality, and the provision of learning materials. ESSP has the following components:

COMPONENT 1: *Capacity Building for Policy, Planning and Program Development.* This component will develop MoEC's capacity in policy, planning and program development via the production of policy advisory notes and two sub-sector strategies, and via workshops, the establishment of a National Commission for Academic Assessment and Accreditation, and through technical assistance in procurement and financial management, monitoring and evaluation, school grants monitoring and program design. This component has been closely integrated with the NZAID supported **Ministry of Education Capacity Building Project (MECBP)**, which has ended on 30th of June 2012. The two projects collaborated to complete a capacity needs assessments at each level of the Ministry (national, district and school) and to organise tailor made capacity building in areas of human resources management, database management, development of ICT and the provision by the Ministry to schools of practical equipment and learning materials.

COMPONENT 2: *Learning Materials.* This component will assist MoEC to develop and operationalise its textbook and learning materials policies and will also assist the MoEC to finance the provision of the quality learning materials for primary and pre-secondary schools.

COMPONENT 3 : *Construction, rehabilitation, design and quality assurance.* This component will ensure the quality and cost-effectiveness of the government-financed school construction and rehabilitation program for an estimated 2,100 classrooms over the course of the project. Through the additional funding (2012) this has been recently reviewed with an extra number of 229 classrooms,

bringing the total to 2,329.

COMPONENT 4: *Work Skills for Pre-Secondary Students.* This component will support, the development and piloting of a pre-secondary curriculum module for developing work skills and attributes via community enhancement projects.

COMPONENT 5: *Early Grade Learning Achievement.* This component was added since the additional IDA- funding in 2010. The component aims to train trainers, inspectors and teachers on optimal utilisation of reading materials and young children literacy teaching, monitoring of learning achievement in early grades through EGRA surveys.

Annex 2. The Management Strengthening Project (MSP)

The MSP has two components that are strongly interlinked:

COMPONENT 1: *Strengthening Targeted Management Directorates* This component aims at strengthening senior management capacity in terms of sector leadership, coordination, and oversight functions. These functions are aligned with NESP priority programme for “General Management Systems” (Priority Programme 8). Also part of this component is strengthening of the policy and planning capacity of 11 targeted management directorates including the Directorate for Planning, Statistics and IT and clusters of Basic Education central schools.

COMPONENT 2: *Strengthening public financial management and evidence-based planning capacity, including management information system.* Component 2 will support Priority Programme 11 (which includes ICT and MIS), Introducing Information Technologies and management information systems and Priority Program 12, Achieving Planning and Budget Excellence.

The success of projects such as ESSP and MSP will be fully dependent on strong leadership, commitment and ownership for the project from the senior management in the Ministry (Minister, Director Generals and selected National and District Directors). Furthermore coordination of all technical assistance by the Ministry is crucial. Also strong internal collaboration between the targeted Ministry directorates and bodies involved in the supporting projects and the implementation of the NESP 2011-2030 is needed to achieve results that are sustainable.

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