

**Decree-Law No. 2/2008**

**of 16 January**

**STRUCTURE OF THE MINISTRY OF EDUCATION**

Pursuant to Article 24 of Decree-Law No. 7/2007 of 5 September (Organic Structure of the IV Constitutional Government), the Ministry of Education is the central body of the Government for the design, execution, coordination and evaluation of the policies defined and approved by the Council of Minister for education and culture.

To carry out properly and effectively the duties that are incumbent upon it, the Ministry of Education shall have a functional and dynamic structure with clearly defined bodies and services and their respective roles.

Thus, pursuant to article 115(3) of the Constitution of the Republic, the Government enacts the following to have the force of law:

**CHAPTER I  
NATURE AND POWERS**

**Article 1  
Nature**

The Ministry of Education, hereinafter referred to as ME, is the Government's main body responsible for the design, execution, coordination, and evaluation of the policies defined and approved by the Council of Ministers for education and culture, as well as for science and technology.

**Article 2  
Powers**

1. It is incumbent upon the Ministry of Education:
  - a) to propose policies and draft regulations for the areas under its supervision;
  - b) to oversee pre-school education, literacy programmes and general education, in particular , to design and include pre-school education in the formal education system and to guarantee basic universal education;
  - c) to drive the reintroduction of the official languages, Tetum and Portuguese, in the school curriculum, as an indicator of educational standardization;
  - d) to develop secondary education while consolidating and broadening vocational and technical education;
  - e) to plan, coordinate and develop post-secondary and higher education in the country and abroad, based on the principle of equity of the system;
  - f) to design the syllabi for the various levels of education and to regulate the mechanisms for the recognition of academic qualifications;

- g) to promote ongoing vocational training for education professionals;
- h) to promote literacy, with a focus on eradicating illiteracy and developing basic education for youth and adults within the framework of permanent education;
- i) to establish collaboration and coordination mechanisms with other Government bodies responsible for adjacent and related areas;
- j) to develop a technical and vocational training network by means of collaboration with other Government departments and partnerships or MoUs with private sector organisations and cooperatives, designed to meet the current and future requirements of the country with regards to skilled human resources;
- k) to design and promote, in partnership with civil society, regular and diversified measures aimed at the gradual eradication of all forms of illiteracy with a view to improving people's skills, namely those of youth, women and rural communities;
- l) to strengthen the links between education and research, science and technology;
- m) to promote the gradual and sustained introduction of new information and communication technologies into training and educational methodologies;
- n) to promote the preservation, protection and importance of historical and cultural heritage;
- o) to promote, support and disseminate a linguistic policy that contributes to the strengthening of national identity and unity;
- p) to protect the rights of authors of artistic and literary works;
- q) to support and encourage the promotion of active policies in the area of culture, fostering decentralized activities and securing the integrated cultural development.

## **CHAPTER II SUPERVISION**

### **Article 3 Supervision**

The ME is under the supervision of the Minister of Education, who supervises it and is accountable for it before the Prime Minister and the Council of Ministers.

## **CHAPTER III ORGANIC STRUCTURE**

### **Article 4 General Framework**

The Ministry of Education exercises its powers through services and bodies that come under direct and indirect State administration, public institutions, advisory bodies and territorial delegations.

**Article 5**  
**Services under direct State administration**

1. The services of the Ministry of Education under direct administration are as follows:
  - a. the Director-General for Education;
  - b. the General Inspectorate of Education;
  - c. the National Directorate of Policy, Planning and Development;
  - d. the National Directorate of Administration and Finance; Logistics and Procurement;
  - e. the National Directorate of School Curricula, Resources and Evaluation;
  - f. the National Directorate of Accreditation and School Administration;
  - g. the National Directorate of Vocational Training;
  - h. the National Directorate of Technical and Higher Education;
  - i. the National Directorate of Adult and Non-Formal Education;
  - j. the National Directorate of Culture;
  - k. the Legal Advisory Office;
  - l. the Media and Protocol Office;
  - m. the Infrastructures Support Office.
2. The Ministry of Education also comprises the following regional directorates of education:
  - a. Regional Directorate of Education I (Baucau, Viqueque, Lautem and Manatuto);
  - b. Regional Directorate of Education II (Dili and Liquiça);
  - c. Regional Directorate of Education III (Aileu, Ainaro and Manufahi);
  - d. Regional Directorate of Education IV (Ermera, Covalima and Bobonaro);
  - e. Regional Directorate of Education in Oecusse.

**Article 6**  
**Public Institutions**

1. The National University of Timor Lorosa'e (*Universidade Nacional de Timor Lorosa'e*) is a public higher education institution with administrative, scientific and educational autonomy under the supervision of the Ministry of Education that is governed by a statute to be approved by means of a governmental Decree-Law.

2. The National Institute for Vocational and Ongoing Training (*Instituto Nacional de Formação Profissional e Contínua*) is a public institution under the supervision of the Ministry of Education that is mandated to promote vocational training of teaching and non-teaching staff, and is governed by a statute to be approved by means of a governmental Decree-Law.

3. The National Library (*Biblioteca Nacional*) is a public institution under the supervision of the Ministry of Education that is mandated to promote reading as well as critical thinking amongst the Timorese and that is governed by a statute to be approved by means of a Governmental Decree-Law.

4. The public pre-school, basic and secondary education institutions are also an integral part of the Ministry of Education. The regulatory framework for their management and administration is set in a specific statute.

#### **Article 7 Advisory Body**

The National Education Committee (*Comissão Nacional de Educação*) is the Ministry of Education's central advisory body.

### **CHAPTER IV SERVICES, BODIES, ADVISORY OFFICES AND TERRITORIAL DELEGATIONS**

#### **SECTION I SERVICES UNDER DIRECT STATE ADMINISTRATION**

#### **Article 8 Director-General for Education**

1. The Director-General for Education has the following responsibilities:

- a) to ensure that the services are aligned with the Government Programme and the guidelines provided by the Minister, proposing measures he/she believes to be required for the fulfilment of the Government's goals;
- b) to coordinate the preparation of the Ministry's annual activities programme and the work related to the updating of the National Development Plan and sectoral plans;
- c) to monitor the execution of international cooperation programmes and projects and to conduct internal assessments without prejudice to resorting to other evaluation mechanisms;
- d) to establish that all expenditure has been incurred in a lawful manner and to authorise payments;
- e) to take part in the development of policies and regulations regarding the areas for which he/her is responsible;
- f) to coordinate the preparation of the Ministry's draft laws and regulations.

- g) to oversee the overall internal administration of the Ministry and its services in accordance with the annual and multi-annual programmes;
- h) to promote efficiency, coordination and cooperation amongst the Directorates and other entities under the Minister's supervision;
- i) to oversee the teaching staff's performance appraisal process;
- j) to supervise regional directors' decentralized management;
- k) to undertake other activities assigned to him/her pursuant to the law.

2. The Director-General for Education is supported by two Deputies in the performance of his/her duties. It is incumbent upon the Director-General of Education's Deputies:

- a) to assist the Director-General for Education in his/her duties, such as: development of strategies and policies; implementation and management of the activities of the Ministry; and monitoring and evaluating the effectiveness of the services provided by the Ministry;
- b) the specific duties and responsibilities of the Deputies to the Director-General for Education shall be defined by the Director-General for Education himself/herself in consultation with the Minister of Education.

## **Article 9**

### **General Inspectorate of Education**

1. The General Inspectorate of Education is the central office within the Ministry of Education. It has technical and administrative autonomy and powers to support, control and supervise the education system from a technical-educational, administrative and financial viewpoint.

2. Within the scope of its responsibilities, it is incumbent upon the General Inspectorate of Education:

- a) to evaluate and monitor the administration, financial and asset management of the institution and services that are part of the education system;
- b) to evaluate and monitor institutions, services and activities at the different levels of public, private and cooperative education and training from a technical and educational viewpoint;
- c) to propose or cooperate in the design of measures aimed at improving the education system;
- d) to open and to carry out preparatory inquiries related to disciplinary matters involving civil servants and other agents of the education pursuant to the applicable law;
- e) to supervise and support regional inspection activities carried out by the Regional Directorates;
- f) to perform educational, administrative and financial inspections, investigations, inquiries and audits in schools, delegations and other services under the Ministry, without prejudice to the powers of other inspection services;
- g) to receive, investigate and provide feedback on complaints made by citizens;
- h) to monitor and ensure compliance with the legal provisions and guidance provided by the ministry's hierarchy;

- i) to issue opinions about technical and educational issues submitted by the Minister;
- j) to cooperate in the continuous training of managers, teaching and non-teaching staff from education institutions;
- k) to undertake other activities as assigned by a higher office or resulting from applicable norms; and

3. With a view to the execution of its responsibilities, the General Inspectorate is organized into Coordination Areas (AC) at the central level, and into Inspectorate Centers (NI) at the regional level, both under the direct administration of the General Inspector and pursuant to the terms to be defined in a Ministerial Instruction.

4. The General Inspectorate of Education is headed by a General Inspector of Education who has a legal status equivalent to that of a Director-General and is appointed pursuant to the general rules applicable in the civil service.

### **Article 10** **National Directorate for Policies, Planning and Development**

1. The National Directorate for Policies, Planning and Development is the central service responsible for the design, planning and development of education policies.

2. It is incumbent upon the National Directorate for Policies, Planning and Development:

- a) to systematically monitor the development of the education system, providing technical support to the design of the education policy;
- b) to design and update the country's school map (*carta escolar*) in cooperation with the regional services, suggesting the establishment of, changes to or extinction of education institutions;
- c) to provide support to the cooperation policy in the education sector;
- d) to identify, coordinate and monitor cooperation partners having a special interest in areas such as education, training, culture, science and technology;
- e) to manage the cooperation between the Ministry and foreign entities or international bodies in close coordination with the Ministry of Foreign Affairs and Cooperation;
- f) to design and implement actions aimed at undertaking an education reform in close cooperation with central or regional services involved in such endeavour;
- g) to undertake prospective studies about the education sector in order to identify trends and anticipate solutions to address future problems;
- h) to design and coordinate projects aimed at improving the quality of education and learning;
- i) to develop an action plan for technical and human resources in cooperation with other services within the Ministry, with a special focus on vocational training;
- j) to schedule the implementation of information, monitoring and assessment systems for the institutions and services of the education system;
- k) to regularly update the database on national and international information sources on education, as well as the data regarding access to and publication of such information;
- l) to collect, compile and publish sectoral statistics pursuant to the law, securing the necessary links to the national statistical system;
- m) to prepare the participation of the Ministry in joint committee meetings provided for in conventions or agreements to which Timor-Leste is a party;
- n) to monitor external cooperation initiatives in areas under the Ministry's responsibility by collecting all the data required for the preparation, monitoring,

- control and assessment of external technical and financial support programmes and projects;
- o) to centralize and compile data regarding the development of any projects relating to education and culture, as well as monitoring, controlling and assessing such projects;
  - p) to promote and support the drafting and printing of specialist publications in fields such as education, educational innovation and culture;
  - q) to promote and support conferences, workshops and other scientific gatherings in the fields of education and culture.

## **Article 11**

### **National Directorate for Administration and Finance, Logistics and Procurement**

1. The National Directorate for Administration and Finance, Logistics and Procurement is the central service responsible for managing administrative, financial, human resources, logistics and procurement matters for the central and regional services under the Ministry and for controlling and supporting personalized services within the remit of the Ministry of Education.

2. It is incumbent upon the National Directorate for Administration and Finance, Logistics and Procurement :

- a) to manage material resources and assets in the offices of the Members of the Government, as well as in the central and regional services;
- b) to prepare the Ministry's budget and to oversee and monitor its execution;
- c) to manage the Ministry's finances and assets without prejudice to the powers of services that have been granted administrative and financial autonomy;
- d) to manage and update the list of employees and other individuals having any labour relationship with the Ministry;
- e) to manage the Ministry's human resources;
- f) to promote, propose and support staff training and professional development courses together with the National Directorate for Planning and Development;
- g) to organize, manage, update and keep safely individual files and biographical records of staff working at the Ministry;
- h) to do the administrative work related to appointments, promotions and career development, as well as the work related to selection, recruitment, dismissals, retirement and transfer of employees working in the central services;
- i) to organize open competitions for recruiting new staff;
- j) to look after the payment of wages, allowances, salaries and other earnings to employees, as well as to process deductions;
- k) to oversee the maintenance, operation and security of the Ministry's premises and equipment;
- l) to manage and update the inventory of State assets allocated to the Ministry;
- m) to design annual and multi-annual programmes for construction, purchase, maintenance and repair of education infrastructures and equipment in line with identified needs and planned developments in the education system; this shall be done together with the National Directorate of Planning and Development and other competent departments;
- n) to analyze and design proposals and projects for construction, purchase or rental of infrastructures, equipment and other goods required for implementing the operations and policies defined by the Ministry;
- o) to do the administrative work related to the construction and purchase of buildings and other infrastructures, vehicles and other movable goods to be allocated to the bodies and services of the Ministry;

- p) to provide educational institutions with equipment and other materials that are essential for the implementation of educational policies;
- q) to undertake the administrative procedures regarding disciplinary measures and to enforce such measures;
- r) to undertake the administrative procedures regarding the flow of documents through the Ministry and to oversee filing procedures;
- s) to undertake any other activities within the Ministry's remit in the areas of administration, finance, logistics and procurement.

## **Article 12**

### **National Directorate for School Curriculum, Materials and Evaluation**

1. The National Directorate for School Curriculum, Materials and Evaluation is the central service responsible for designing the curriculum for the different levels of education, teaching aids and any equipment required for teaching, as well as for the evaluation of school activities from a teaching and learning perspective; these tasks shall be undertaken together with other National Directorates within the Ministry.

2. It is incumbent upon the National Directorate for School Curriculum, Materials and Evaluation:

- a) to define the school curriculum and teaching arrangements for educational institutions, including special education institutions;
- b) to take part in the definition of guidelines for the design and approval of school textbooks and other teaching aids;
- c) to ensure coherence between study plans and school curricula and the overall goals of the education system as well as the social and cultural diversity existing in the districts;
- d) to ensure coherence, continuity and an harmonious relation between the goals established for each level of education and students' individual capacities;
- e) to coordinate the design of study plans, programmes, methodologies and other teaching aids, as well as to define types of teaching materials and oversee their implementation and use;
- f) to design and produce (or outsource production) of teaching manuals to support teaching activities;
- g) to produce and oversee the distribution of a wide range of educational materials providing information and technical support to educators and education partners;
- h) to design the curricula for all education levels as well as implementation plans;
- i) to draft rules and criteria for the evaluation of school performance and to propose measures to be adopted in cases of underachievement;
- j) to set up information systems for preparing evaluation tools to gauge school performance together with the regional directorates and schools;
- k) to coordinate and evaluate the development of education plans from an educational and teaching perspective;
- l) to promote, support and provide guidance to special education modalities, namely special education and distance education;
- m) to promote the social and educational integration of individuals with special education needs;
- n) to design the national exams and oversee their marking;
- o) to propose measures aimed at ensuring the suitability of education institutions and equipments to the needs of the education system and to cooperate in the updating of their inventory and register.

**Article 13**  
**National Directorate for School Accreditation and Administration**

1. The National Directorate for School Accreditation and Administration is the service within the Ministry of Education that is responsible for implementing school management and administration policies and for providing technical support to their management, as well as for evaluating their performance from an operational viewpoint, including school feeding programmes and school grants.
2. It is incumbent upon the National Directorate for School Accreditation and Administration:
  - a) to implement policies aimed at developing the skills of teaching and non-teaching staff, in particular policies regarding recruitment, selection and staff career development;
  - b) to define teaching and non-teaching staffing requirements in coordination with regional directorates;
  - c) to promote and oversee the recruitment of teaching and non-teaching staff for schools;
  - d) to keep individual files on teaching and non-teaching staff;
  - e) to coordinate the appraisal process of teaching staff's performance;
  - f) to set out and assess the organizational structure of education institutions;
  - g) to design and disseminate administration and management handbooks for school principals;
  - h) to evaluate the management and administration of education institutions;
  - i) to propose measures aimed at better managing student flows, namely in secondary and technical-vocational education, with a view to adjusting available material, technical and human resources to the desired improvement in education and training levels; this shall be done in collaboration with the Directorate for Technical and Higher Education;
  - j) to promote and coordinate the maintenance of education institutions, equipments and other resources;
  - k) to coordinate school feeding programmes;
  - l) to coordinate school grants programmes;
  - m) to coordinate accreditation of schools and teachers, defining minimum standards for quality education, management, equipment, infrastructures and other pre-requisites for schools to operate;
  - n) to collaborate on the definition of a social policy for schools and on the monitoring of its execution, as well to develop actions aimed at promoting equal opportunities in access to school and improved educational achievement rates.

**Article 14**  
**National Directorate for Vocational Training**

1. The National Directorate for Vocational Training is the service under the Ministry responsible for the drafting policies and defining priorities regarding the professional training of the Ministry's staff, including teaching and non-teaching staff at education institutions.
2. It is incumbent upon the National Directorate for Vocational Training:

- a) to propose national policies and priorities for initial, in-service and continuing training of teaching staff at education institutions in cooperation with other services within the Ministry;
- b) to propose national policies and priorities for the training of non-teaching staff at education institutions in cooperation with other services within the Ministry;
- c) to contribute to the definition of policies regarding the training and management of national staff assigned to Education in cooperation with other relevant services;
- d) to define priorities regarding staff training and selection of candidates;
- e) to define selection criteria for trainees at the various levels of vocational training, as well as the countries and institutions they shall be sent to;
- f) to assess the professional skills of recently-recruited teaching staff and to design an initial training programme adapted to their levels of expertise and skills;
- g) to assess training results in order to determine the adequacy of such programmes, as well as the performance of trainees;
- h) to design and assess multi-annual initial training programmes in order to strengthen and improve the education system;
- i) to coordinate, evaluate and support local training programmes deemed to be of educational relevance in cooperation with local authorities;
- j) to establish, update and manage the training framework for non-teaching staff under the Ministry in coordination with the regional directorates and the competent central services;
- k) to sign cooperation agreements in the field of vocational training with private, public and foreign entities.

## **Article 15**

### **National Directorate for Technical and Higher Education**

1. The National Directorate for Technical and Higher Education is the central service responsible for the coordination and execution of policies related to public, private and cooperative technical and higher education, without prejudice to the scientific and educational autonomy of higher education institutions, as well as the training of their staff.

2. It is incumbent upon the National Directorate for Technical and Higher Education:

- a) to define the organizational framework for technical and higher education;
- b) to cooperate in the definition of policies and priorities related to the restructuring or establishment of technical and higher education institutions;
- c) to secure and to provide guidance to vocational training modalities;
- d) to develop and secure accreditation standards for higher education institutions throughout the country;
- e) to develop contacts and cooperation relationships with universities and other institutions of technical education, associations and other local and international technical or higher education institutions;
- f) to propose legal criteria for access to technical and higher education and to scholarships, with a view to developing the technical and higher education system in the country;
- g) to secure the implementation of a scholarship policy and manage entrance examinations and the scholarship system for higher education;
- h) to monitor the academic and social status of trainees and university students, and especially that of scholarship students;
- i) to support newly graduated students and trainees when entering the labour market;
- j) to promote and support the establishment of student associations overseas;

- k) to promote close collaboration between higher education, science, technology and research with a view to securing the sustainable development of the country;
- l) to oversee access to, collection, processing and dissemination of technical and scientific information;
- m) to design and regularly update an inventory of national scientific and technological resources;
- n) to provide technical, logistics and material support to technical and higher education institutions, without prejudice to their autonomy;
- o) to define the rules and supervise actions related to the access to higher education in cooperation with Regional Services and education institutions;
- p) to oversee the proceedings regarding the accreditation of private and cooperative higher education and professional training institutions;
- q) to oversee the submission and registration of syllabuses and curricula of courses provided by technical and higher education institutions; this shall be done in collaboration with the National Directorate for Curricula;
- r) to oversee the proceedings regarding academic recognition of diplomas and equivalences between technical and higher education qualifications;
- s) to propose measures aimed at better managing student flows, namely in secondary and technical-vocational education, if necessary by establishing partnerships with other services in the public, private or cooperative sector with a view to adjusting available material, technical and human resources to the desired improvement in education and training levels;
- t) to collaborate in defining the professional status and career of higher education teaching staff, together with that of researcher.

## **Article 16**

### **National Directorate for Adult and Non-Formal Education**

1. The National Directorate for Adult and Non-Formal Education is the service responsible for developing and implementing the National Literacy Programme which is aimed at the population outside the formal education system.
2. It is incumbent upon the National Directorate for Adult and Non-Formal Education to:
  - a) to organise education for the population that is outside the formal education system;
  - b) to design a National Literacy programme using distance education methods as well as other methods, in collaboration with other competent services;
  - c) to develop a curriculum for the population outside the formal education system in such areas as language, literacy and arithmetic;
  - d) to promote programmes aimed at developing technical and vocational skills;
  - e) to develop handbooks and other teaching aids for recurrent education;
  - f) to promote the establishment of Community Education Centres adapted to the specific needs of local communities;
  - g) to promote the coordination between recurrent education programmes and the courses being offered at technical and vocational schools;
  - h) to define standards and assessment mechanisms for non-formal education programmes and projects, in collaboration with the regional directorates;
  - i) to coordinate recognition and equivalence mechanisms for non-formal education and training courses;
  - j) to prepare national exams and oversee their marking;
  - k) to define the academic qualifications, skills and professional status of teaching staff assigned to non-formal education.

**Article 17**  
**National Directorate for Culture**

1. The National Directorate for Culture is the central service responsible for coordinating and implementing the policies aimed at preserving cultural heritage, protecting copyright, promoting and supporting cultural activities and managing libraries.
2. It is incumbent upon the National Directorate for Culture:
  - a) to promote and support the consolidation of Timorese cultural identity;
  - b) to prepare an inventory, to study and classify movable and immovable assets deemed to be part of the country's cultural heritage; to organize and regularly update a register of such assets; and to oversee their preservation and protection;
  - c) to prepare an inventory of and to support scientific and cultural associations; to promote technical and scientific exchanges with similar organisations, namely with the National Institute of Linguistics;
  - d) to promote cultural activities aimed at studying and disseminating information about Timor-Leste's historical, anthropological, archaeological heritage and museum collections, fostering the participation of schools;
  - e) to promote and assist the publication of books and other documents, discs, slides and recordings on other formats, films and videos of cultural interest as well as to promote the purchase of works of art;
  - f) to assist the National Institute for Vocational and Ongoing Training in the decentralised training of managers and other staff for cultural and artistic activities;
  - g) to promote the implementation of innovative projects in a range of different cultural areas submitted by schools and to support their dissemination;
  - h) to promote, develop and disseminate information about cultural activities in a vast range of formats and to foster national and international exchanges;
  - i) to collaborate with the National Institute of Linguistics in the standardisation of the national languages, as well to oversee the submission of all publications in the national languages to the linguistic appraisal of the National Institute of Linguistics.

**Article 18**  
**Legal Advisory Unit**

1. The Legal Advisory Unit is the unit that provides assistance to the Ministry in legal matters. It is incumbent upon such unit:
  - a) to coordinate the development and the drafting of legal documents;
  - b) to provide technical and legal assistance to the Minister and to other members of the Government that work in the Ministry;
  - c) to inform the members of the government and the Ministry's staff about any legal instruments that may affect the activities of the Ministry.
2. For legal purposes, the Legal Advisory Unit is considered to have a status similar to that of a ministerial Department.

**Article 19**  
**Protocol and Information Unit**

1. The Protocol and Information Unit is the service that provides assistance to the Ministry in matters of protocol and that oversees the dissemination of information to the public. It is incumbent upon the Protocol and Information Unit:
  - a) to manage the protocol at official ceremonies organised by the Ministry and at other events where the Ministry is represented;
  - b) to establish an effective information and communication system within the Ministry and with civil society, in close collaborations with other relevant services and bodies.
2. For legal purposes, the Protocol and Information Unit is considered to have a status similar to that of a ministerial Department.

## **Article 20 Infrastructures Unit**

1. The Infrastructures Unit is the Ministry's service that provides assistance to infrastructures. It is incumbent upon the unit to establish an effective system to support construction and infrastructural work for the Ministry.
2. For legal purposes, the Infrastructures Unit is considered to have a status similar to that of a ministerial Department.

## **SECTION II ADVISORY BODIES AND TERRITORIAL DELEGATIONS**

### **SUBSECTION I ADVISORY COUNCIL**

#### **Article 21 National Commission for Education**

1. The National Commission for Education is the Ministry's collective advisory body tasked with regularly evaluation the Ministry's activities. It is incumbent upon the National Commission for Education:
  - a) to assess and evaluate the decisions of the Ministry with a view to implementing them and gauging their impact in the communities;
  - b) to assess the Ministry's plans and programmes;
  - c) to regularly assess the activities undertaken by the Ministry and their outcomes, and to propose alternative measures to improve service delivery;
  - d) to promote the exchange of experiences and information between all the services and bodies within the Ministry and between their heads and civil society;
  - e) to review legislation that may be of interest to the Ministry, as well as other documents produced by its services and bodies;
  - f) to undertake any other activities as may be assigned to it.
2. The following shall sit on the National Commission for Education:
  - a) the Minister;
  - b) the Deputy Minister of Education;
  - c) the Secretary of State for Culture;
  - d) The Rector of the National University;

- e) Representatives from the Catholic Church and other religious creeds, civil society, the Goodwill Ambassador for Education and other organisations invited by the Minister to be part of the Commission;
  - f) The Director-General, who will act as the Commission's Secretary.
3. The Commission will be an independent body and shall have its own statutes.
  4. The Minister may invite other individuals to take part in the proceedings of the National Commission for Education whenever their attendance and contribution are deemed convenient.

## **SUBSECTION II TERRITORIAL DELEGATIONS**

### **Article 22 Regional Directorates**

1. The Regional Directorates are the administratively autonomous services that exercise the powers of the Ministry of Education in particular regions, in close collaboration with the competent central services, providing guidance, coordination and assistance to education institutions other than higher education institutions, as well as promoting and strengthening local cultural identity.

2. It is incumbent upon the Regional Directorates:

- a) to implement the educational policies and plans that were adopted at national level;
- b) to collaborate in the development and modernisation of the education system;
- c) to coordinate the various levels of education other than higher education, in accordance with guidelines defined centrally, and to implement the respective educational and cultural policy;
- d) to undertake and coordinate the collection of data required by the central services of the Ministry, with a view to closely monitoring the national education policy and regularly assess its outcomes;
- e) to share the guidelines issued by the central services and to disseminate technical information to schools and users;
- f) to guide, coordinate and supervise the educational, administrative, financial and asset management of education institutions, as well as of any other services that may exist or be created under it;
- g) to coordinate and support the training of teaching and non-teaching staff at regional level;
- h) to coordinate and support the implementation of school feeding programmes in schools, in coordination with civil society, local and international partners;
- i) to collaborate with other services, bodies and entities with a view to organizing joint educational and cultural initiatives;
- j) to draft annual plans, medium-term plans as well as a draft budget;
- k) to oversee, monitor and assess school directors.

3. The Regional Directorates shall be headed by a Regional Director, whose status shall be considered equivalent to that of a national director and who shall work under the Director-General.

### **Article 23 Regional Inspectors and School Inspectors**

1. The regional inspectorates are the regional inspection services. They have powers to support, control and supervise the education system at regional level from a technical-educational, administrative and financial viewpoint.
2. The Regional Inspectorate is headed by a Regional Inspector for Education whose status shall be considered equivalent to that of a Regional Director for legal purposes. The appointment to such post shall follow the general arrangements in force in the civil service.
3. The regional inspectorates shall work closely with the Regional Directorate and are answerable before the Inspector-General for Education.
4. It is incumbent upon the school inspectors:
  - a) to assess and supervise the school activities at the various levels of education and training , both in the public, private and cooperative sectors, from a technical and educational viewpoint;
  - b) to assess and supervise the administrative, financial and asset management of schools and services that are part of the education system;
  - c) to support the activities developed by Regional Directorates and to enforce schools' compliance with legal provisions and guidelines adopted by the Ministry;
  - d) to act as a bridge between the schools and regional services and to ensure an effective distribution of school resources;
  - e) to ensure compliance with accepted disciplinary and behavioural standards by school staff, teachers and headmasters/headmistresses;
  - f) to develop and support mechanisms aimed at involving local communities in their schools and ensuring local ownership.

## **CHAPTER V FINAL AND TRANSITIONAL PROVISIONS**

### **Article 24 Supplementary legislation**

1. Subject to the provisions of the present law, it is incumbent upon the Ministry of Education to approve a ministerial order establishing the structure and operational arrangements of the national and regional directorates.
2. The staffing tables and careers, as well as the numbers of managerial positions shall be set out in a ministerial order by the Minister of Education and by the ministers of Finance and State Administration.
3. The ministerial order referred to in article 24(2) above shall be adopted within ninety days after the entry into force of the present law.

### **Article 25 Repeal**

All legal and regulatory provisions that contradict the present law are hereby repealed.

### **Article 26 Entry into force**

This law shall come into force one day after its publication in the Official Gazette.

Reviewed and approved by the Council of Ministers, on 5 December 2007.

The Prime Minister

Kay Rala Xanana Gusmão

The Minister of Education

João Cândio Freitas, Ph.D

Promulgated on 9.01.08

To be published.

The President of the Republic

José Ramos-Horta

