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Decree Law **no. 7/2010**

of May 19

**Legal Regime for Administration and Management
of the Basic Education System**

Preamble

The IV Constitutional Government has established the critical drive for developing the educational sector as a strategic priority grounded on an school system of high quality and excellence and in conformity with the objectives of educating future Timorese citizens and developing the country in the social, economic and cultural spheres.

Under that assumption, the system of *educação básica* [basic education] is considered one of the most important components of the entire educational system and must be universal, mandatory and free of charge, in accordance with the Constitution.

Therefore, the development of the *Currículo Nacional do Ensino Básico* [National Curriculum for Basic Education] must happen simultaneously with the urgent establishment of an administration and management system for all basic education establishments, allowing for the creation of more efficient implementation conditions and the academic success of all students.

The system currently under approval is innovative not only domestically but also internationally and is based in the creation of groups of schools at the basic education level that report to a single administration and management infrastructure, promoting optimum coordination between the central and regional services of the Ministry of Education and the basic education schools in different parts of the country, making it easier to implement educational policies and generating more efficiency in the management of the entire system.

Such integrated management perspective can generate efficiency gains, improvements in the procedures for the supply of education, and better monitoring capabilities.

The intention of the IV Constitutional Government is to build an integrated system of educational establishments subject to the coordination of one *Escola Básica Central* [Central Basic School] which will support all operational aspects of the *Escolas Básicas Filiais* [Branch Basic Schools] located within its territory and more isolated geographically. This will allow maximization of the available financial resources, more efficiency in the implementation of the National Curriculum and pedagogical oversight, better assistance for faculty training needs and management of human resources and the creation of optimum conditions for student achievement.

Therefore,

The Government hereby decrees, under the terms of no. 3 of article 115 of the Constitution, as well as the provisions of number 6 of article 13 and article 47 of Law 14/2008 dated 29 of, to be valid as Law, the following:

CHAPTER I GENERAL PROVISIONS

SECTION I OBJECT AND NATURE

Article 1 Object

This statute establishes the legal regime for administering and managing the basic education system in Timor-Leste, in compliance with the constitutional principles of universality, minimum mandatory school attendance and an education that is free of charge.

Article 2 Estabelecimentos Integrados de Ensino Básico - E.I.E.B. [Basic Education Integrated Establishments]

1. The organization of the basic education system in Timor-Leste is based on *Estabelecimentos Integrados de Ensino Básico - E.I.E.B.*
2. Every E.I.E.B includes:
 - a) One Central Basic School, to include all three cycles of basic education;
 - b) One set of Educational Establishments of the first or the second or the third cycle of basic education or, still, the first and second cycles of basic education, to be named Branch Basic Schools.
3. The set of E.I.E.B.s will constitute the *Mapa Escolar* [School Map] of Basic Education and will be organized according to territorial competency criteria established in a separate ministerial statute.
4. All E.I.E.B.s will operate under a single and common administration and management system.

Article 3 Oversight and Superintendency

1. All E.I.E.B.s, composed of one Central Basic School and a number of Branch Basic Schools, are public educational establishments under the oversight of the Ministry of Education.
2. Without detriment of the competencies and administrative authority of the *Direcções Regionais de Educação* [Regional Education Departments], each E.I.E.B will have a *Gabinete Directivo* [Board] and a Basic Education Director who will work hierarchically under the appropriate Director-General, National Director or Inspector General of the Ministry, depending on each case.

3. E.I.E.B.s will be entitled to hierarchical review before the Director-General of the Ministry, and then before the Minister of Education, regarding any administrative acts of National Directors affecting them.

4. E.I.E.B.s will be entitled to hierarchical review before the Minister of Education, and then before the other entities foreseen in the law, regarding any administrative acts of the Inspector-General of the Ministry affecting them.

5. Without detriment of the obligation to comply with the policies related to implementation of the National Curriculum and programming and pedagogical guidelines issued by the competent services of the Ministry of Education, E.I.E.B.s can develop their own mechanisms for execution of the curricular program and implementation of pedagogical methods and practices.

Article 4

Financial and Administrative Model for E.I.E.B.s

1. E.I.E.B.s are financed by the Budget of the Ministry of Education.

2. The model for financing, budgetary execution and the progressive financial and administrative autonomy of the E.I.E.B.s is established in a separate ministerial statute.

Article 5

Integration of Private and Cooperative Educational Establishments into E.I.E.B.s

1. All private or cooperative educational establishments accredited by the Ministry of Education which are integrated into E.I.E.B.s and belong to the public supply network of the State, whether Central Basic Schools or Branch Basic Schools, will comply with a specific model for administration and management.

2. The administration and management model referred to in the previous number is established by way of cooperation mechanisms executed between the Ministry of Education and the respective entities to meet the specificities and needs of private and cooperative education and also ensuring compliance with the guidelines of the administration and management model ordained by this statute.

SECTION II

OBJECTIVES AND PRINCIPLES

Article 6

Objectives

1. The objective of the organizational model for basic education system ordained by this statute is the development of an educational system that is modern and based on high quality and excellence and able to provide efficiency in the administration and management of existing resources.

2. Another objective of the current organizational model is to implement best practices for achievement of academic success and training and education of students, integrating into this process not only the teachers and school administrators, but also all individuals in charge of education and the community in general, promoting a democratic decision-making process in the context of the legislation in effect.

3. Regarding the provision of the previous number, E.I.E.B.s will abide by the following structural objectives:

- a) Good governance of the E.I.E.B.s;
- b) Integrated and efficient management of E.I.E.B.s;
- c) A positive, safe and healthy school environment;
- d) High quality in learning and teaching.

Article 7 School Environment

All I.E.E.B.s are organized in a manner that favors the building of levels of excellence in the following areas:

- a) Teaching and learning;
- b) A motivating, respectful and solidary environment among all parties working in the basic education system;
- c) Public health and security in all schools;
- d) Respect for the rights, liberties and guarantees of all citizens.

Article 8 Quality of Teaching and Learning

All E.I.E.B.s will pursue the objective of creating an educational system based on excellence and quality, specifically through the following:

- a) Development of mechanisms to implement the national curriculum through textbooks and support to faculty staff;
- b) Development of teaching skills for faculty staff;
- c) Implementation of Ethics Manuals and Pedagogical Guidelines for faculty staff;
- d) Creation of the conditions necessary for developing the non-teaching component of faculty staff;
- e) Creation of effective systems to track students with special learning difficulties;
- f) Development of the necessary conditions for performing extra-curricular activities and special education activities;
- g) Implementation of mechanisms for the continuing education of faculty staff;
- h) Promotion of dialogue between all parties involved in the basic education system.

Article 9 Principles

The organization of E.I.E.B.s will observe the following structural principles:

- a) Implementation of the principle that promotes the student and his or her training and learning interests as the unit of reference for decision making involving administration and management of the basic education system;
- b) Ensuring the development of a system that pursues excellence in teaching and the dignity of the teaching profession;
- c) Respect for the constitutional rights of citizens, rejection of discrimination, and equality, namely gender equality;
- d) Creation of a democratic decision making system by way of mechanisms that promote the active participation of all the agents that form the school community.

CHAPTER II ORGANIZATION OF E.I.E.B.s

SECTION I COMPETENCIES

Article 10 Competencies

1. All E.I.E.B.s will abide by the following educational and teaching competencies:

- a) Guarantee the quality and excellence of the educational system;
- b) Ensure academic success for students;
- c) Implement the National Curriculum for basic education;
- d) Implement the programmatic and pedagogical guidelines established by higher authorities;
- e) Implement the policies for professional training and continuing education as defined by higher authorities;
- f) Promote policies towards the modernization of the basic education system in all its components;
- g) Promote the democraticity of decision making processes by creating consultation bodies where the school and civil communities are represented.

2. All E.I.E.B.s have the following duties related to administration and management:

- a) Ensure compliance with the strategic goals and objectives established by the Ministry of Education;
- b) Develop proposals for financial plans and human resource management plans necessary for optimum operations;
- c) Perform all tasks related to management of financial resources and human resources;
- d) Ensure performance of all its responsibilities by way of each different component service;
- e) Cooperate with the inspection services and other competent entities in matters of inspection, recruiting and monitoring of the basic education system;
- f) Ensure good maintenance services and optimum operation of all infrastructure and equipment;
- g) Ensure the development of E.I.E.B.s as integrated frameworks for managing and administering the basic education system.

SECTION II ADMINISTRATION AND MANAGEMENT OF E.I.E.B.s

Article 11 Gabinete Directivo [Board]

1. The *Gabinete Directivo* is the administrative body of each E.I.E.B. in charge of performing all education, administration and management duties stated in this statute.
2. The *Gabinete Directivo* is composed of the following members:
 - a) Basic School Director;
 - b) Deputy Director;
 - c) Head of the Technical Support Office.
3. The *Gabinete Directivo* will be assisted by Secretarial staff.

Article 12 Basic School Director

1. The Basic School Director is a faculty member who heads the *Gabinete Directivo* of each E.I.E.B. and has the following responsibilities:
 - a) Comply with the guidelines or administrative acts issued by the competent National Directors, Director-General or Inspector-General;
 - b) Head the *Gabinete Directivo*;
 - c) Supervise the competencies of the Deputy Director;

- d) Head the Technical Support Office;
 - e) Direct the work performed by Branch Basic School Coordinators;
 - f) Participate in the establishment of policies related to faculty training and curricular and pedagogical development, together with the Deputy Director and the central and regional services of the Ministry of Education;
 - g) Implement faculty training and specialized education policies for his or her specific E.I.E.B.;
 - h) Submit the Reports, Plans and other technical documents before the regional and central services;
 - i) Preside at the School Council;
 - j) Propose audits;
 - k) Promote the democraticity of the E.I.E.B. by coordinating advising bodies;
 - l) Make decisions in disciplinary issues involving students and teachers.
2. All disciplinary processes involving students and teachers are instructed by the Inspection services.
 3. All decisions made by Basic School Directors about disciplinary issues are subject to hierarchical review.
 4. Basic School Directors can request school hours corresponding to the teaching one course or subject to one single class.
 5. Basic School Directors are appointed by a service commission, following recruiting procedures performed under the terms of the applicable legislation, for a period of 2 years, renewable once.
 6. For remuneration purposes, the position of Basic School Director follows the basic pay index of Department Chief, subject the following variations:
 - a) Subject to the size of each E.I.E.B. measured in number of students;
 - b) Subject to the academic qualification of the faculty member.
 7. The remuneration table for all administration and management positions stated in this statute is approved and attached as an integral part thereof.

Article 13 **Deputy Director**

1. The Deputy Director is the faculty member who assists the Basic School Director and coordinates the areas of implementation of the National Curriculum and program and pedagogical guidelines defined above.

2. The Deputy Director must also perform the following activities:

- a) Preside at the works of the Academic Council;
- b) Participate in the establishment of policies related to faculty training and curricular and pedagogical development together with the Deputy Director and the central and regional services of the Ministry of Education;
- c) Ensure the implementation of inclusive education policies;
- d) Coordinate the development of extracurricular activities;
- e) All other competencies delegated by the Basic School Director.

3. The Deputy Director can request school hours corresponding to the teaching of one course or subject to one single class.

4. The Deputy Director is appointed by a service commission, following recruiting procedures under the terms of the applicable legislation, for a period of 2 years, renewable once.

5. The basic pay of Deputy Director is indexed as 95% of the basic pay of Basic School Directors and is subject to the following variations:

- a) Subject to the size of each E.I.E.B. as measured in number of students;
- b) Subject to the academic qualification of the faculty member.

Article 14 **Office of Technical Support**

1. The Office of Technical Support ensures the execution of the administrative and management competencies of E.I.E.B.s.

2. The Office of Technical Support develops the following activities:

- a) Financial and planning management for E.I.E.B.s;
- b) Management of E.I.E.B. infrastructures and logistics;
- c) Human resources management for E.I.E.B.s;
- d) Execution of the public health and food service policies;
- e) Development of information technologies for E.I.E.B.s;
- f) School Library operations.

3. Without detriment of the provisions of the following articles, the operations of the Office of Technical Support will be object of regulations issued by ministerial statute.

Article 15
Head of the Office of Technical Support

1. The Head of the Office of Technical Support coordinates the work performed by the Office and reports directly to the Basic School Director.
2. The position of Head of the Office of Technical Support is staffed by an upper level technician who is a Public Administration employee. For all due effects, it is a *Chefia* position, with pay base indexed as 90% of the basic pay of Basic School Directors and subject to variations depending on the size of the E.I.E.B., measured in number of students.
3. The Head of the Office of Technical Support is appointed by a service commission, following recruiting procedures under the terms of the applicable legislation, for a period of 2 years, renewable once.

Article 16
Financial and Planning Management

Within the scope of its duties related to financial and planning management, the Office of Technical Support is responsible for the following:

- a) Submit to the Basic School Director the proposal for Annual Activities and Budget Plan;
- b) Ensure the execution of the annual budget;
- c) Initiate the procedures for supplies management;
- d) Complete the procedures for supplies management under its competency;
- e) Ensure performance of the contracts entered on behalf of the E.I.E.B.;
- f) Ensure the administrative operations of the E.I.E.B.;
- g) Draft annual reports on budget execution and activities and submit them to regional education services;
- h) Submit to the Basic School Director the annual, three-year or five-year Strategic Plans including all structural objectives of the E.I.E.B. in all its competencies, as well as the financial needs to accomplish them;
- i) Ensure the execution of the system of scholarships and incentives for students and faculty.

Article 17
Infrastructure and Logistics

Within the scope of its responsibilities in matters of financial and planning management, the Office of Technical Support must:

- a) Ensure that the logistic material needs of the E.I.E.B are being met;

- b) Ensure good maintenance services for the equipment and infrastructures of the E.I.E.B.;
- c) Execute the tasks established above related to construction or rehabilitation of Schools;
- d) Ensure the management and distribution of the equipment throughout the E.I.E.B.

Article 18 **Human Resources Management**

Within the scope of its responsibilities in matters of human resources management, the Office of Technical Support must:

- a) Propose alterations in faculty and non-faculty staffs;
- b) Administer all existing human resources;
- c) Plan and implement working hours for faculty and non-faculty staffs;
- d) Manage licenses, absences, appointments and exchanges;
- e) Execute all guidelines related to processes involving recruiting and assigning faculty and non-faculty staffs;
- f) Provide relevant information in matters of school inspection.

Article 19 **Implementation of Food and Health Service Policies**

1. Within the scope of its responsibilities in matters of implementation of food and health service policies, the Office of Technical Support must:

- a) Ensure the implementation of vaccination and other programs stipulated by the competent entities for students and faculty and non-faculty staffs;
- b) Provide clinical follow-up for students and faculty and non-faculty staff;
- c) Implement the procedures necessary for ensuring public health, namely sanitation, basic hygiene and food safety;
- d) Implement all the food service programs established by the Ministry of Education at the schools which are part of the E.I.E.B.

2. The Ministries of Education and Health provide the mechanisms of cooperation necessary for an efficient management of all health technicians and equipment in the entire basic education system.

Article 20 **Development of Information Technologies and SIGE [Education Data and Management System]**

1. The responsibilities of the Office of Technical Support related to implementation of information technologies include the following:

- a) Ensure execution of the modernization and automation strategies of the educational and services system of the Ministry of Education;
- b) Develop the *Sistema de Informação e Gestão da Educação (SIGE)* [Education Data and Management System] under the terms established by the upper authority;
- c) Provide the availability of information technology to students;
- a) Develop multimedia contents in the teaching and learning fields;
- b) Facilitate access to knowledge with the use of computer systems;
- c) Collect and handle the information about E.I.E.B.s with the objective of promoting an efficient system to support the decision-making process;
- d) Draft data reports under the terms established by the higher authority;
- e) Develop the system for computerized management of E.I.E.B. materials, equipment and finances;
- f) Promote the existence of a filing system on both paper and electronic formats.

Article 21 **School Library**

1. The Office of Technical Support has duly qualified staff to perform the administrative management of the School Library and coordinate with the Network of School Libraries.
2. The technical and pedagogical coordination of the School Library is the responsibility of the Academic Council.

Article 22 **Functional Organization of the Office of Technical Support**

The Office of Technical Support operates in a technical multidisciplinary framework in which both the government employees and consultants enjoy functional flexibility.

Article 23 **Branch Basic School Coordinators**

1. The position of Branch Basic School Coordinator is filled by a faculty member appointed by the Basic School Director from among the faculty staff assigned to the Branch Basic School and is the representative of the *Gabinete Directivo*.
2. The Branch Basic School Coordinator reports to the Basic School Director.
3. Branch Basic School Coordinators execute the guidelines of the *Gabinete Directivo* and Office of Technical Support.

4. Branch Basic School Coordinators work a full-time schedule of 24 hours per week corresponding to their position as faculty, except in the following cases:

- a) Minus 4 school hours per week in Branch Basic Schools with student population between 240 and 360 students;
- b) Minus 8 school hours per week in Branch Basic Schools with student population between 361 and 600 students;
- c) Minus 12 school hours per week in Branch Basic Schools with student population between 601 and 900 students;
- d) Minus 16 school hours per week in Branch Basic Schools with student population greater than 900 students.

5. The basic remuneration of Branch Basic School Coordinators is the equivalent of the basic remuneration of *Chefe de Seção* [Department Head], with the necessary variations based on the number of students of each Branch Basic School.

Article 24 **Study Program Deputy and Curriculum Area Deputy**

1. Following a proposal by the Deputy Director, the Basic School Director can submit a request to the Minister of Education for authorization to issue an order appointing individuals responsible for assisting the Deputy Director in his or her competencies, namely:

- a) One faculty member responsible for each of the three study programs;
- b) One faculty member responsible for each of the curriculum areas.

2. The faculty members appointed to the activities described in the previous numbers will be candidates from each E.I.E.B. who are selected based on academic qualification, experience, performance evaluation and credits obtained in continuing education activities.

3. The *Responsável de Ciclo de Ensino* [Study Program Deputy] assists the Deputy Director with the implementation of the National Curriculum and pedagogical competencies established for his or her intervention cycle.

4. The *Responsável de Área Curricular* [Curriculum Area Deputy] assists the Deputy Director with the development of a technical and scientific department for the curriculum area under his or her responsibility.

5. For the purposes of the provisions of this article and following proposal by the Basic School Director, the Minister of Education will issue an order establishing the designation and number of curriculum areas which will integrate the national curriculum of each one of the cycles of the basic education system.

6. Study Program Deputies and Curriculum Area Deputies are appointed for periods of 2 years, with successive renewals.

7. Study Program Deputies and Curriculum Area Deputies must follow the full-time school schedule and are entitled to a salary supplement corresponding to 5% of their unliquid remuneration.

Article 25 **Access**

1. Access to the positions of this Chapter is obtained under the terms of the applicable legislation, by way of recruiting procedures based on experience, merit, qualification, evaluation of professional performance and credits accumulated in continuing education activities.
2. Individuals under the *Professor Sênior* professional category can apply for the positions of Basic School Director and Deputy Director.
3. The remaining positions stated in this Chapter require a minimum of 5 years of professional experience as upper level Public Administration technicians, in the case of Head of the Office of Technical Support, or as faculty staff for the other positions.
4. The other criteria for access to positions foreseen in this statute are established in the terms of reference for the respective public competitive recruiting examinations.

SECTION III **ADVISING BODIES**

Article 26 **School Council**

1. The School Council is the advising body of the Basic School Director for review and strategic debate of issues under the responsibility of the E.I.E.B.
2. The School Council is composed of the Basic School Director, who presides, and the following entities:
 - a) Deputy Director;
 - b) Head of the Office of Technical Support;
 - c) Branch Basic School Coordinators;
 - d) Students of the 3rd *Ciclo de Ensino* in the position of student representative(s);
 - e) Representative(s) of the faculty staff;
 - f) Representative(s) of non-faculty staff;
 - g) Representatives of *Encarregados de Educação*;
 - h) Representatives of the most relevant sectors of the community.
3. The School Council meets on a regular schedule of three times per year and at special meetings whenever summoned by the Basic School Director;

4. The opinions and recommendations of the School Council are forwarded to the regional education councils and all members of the school community of the respective E.I.E.B., upon request.

Article 27

Academic Council

1. The development of pedagogical competencies for faculty staff, as well as the implementation of the national curriculum, continuing education policies and a system for inclusive education, are issues that the Deputy Director can discuss in consultation with representatives of the faculty staff in the form of an Academic Council.

2. The Academic Council also has the responsibility to develop the content and promote the scientific and pedagogic coordination of the School Library, as well as to develop all the policies established for the School Library Network project.

Article 28

Student Associations

1. The E.I.E.B.s encourage the creation of Student Associations operating as entities for reflection and organization of pedagogical and extracurricular activities for the students.

2. The Basic School Director can call meetings with the Student Association(s) whenever he or she deems relevant or upon request from the latter.

Article 29

Parent Teacher Associations

1. The E.I.E.B.s encourage the creation of Parent Teacher Associations operating as entities for reflection and debate of school activities.

2. The Basic School Director can call meetings with these entities whenever he or she deems relevant or upon request from the latter.

SECTION IV

INSPECTION SERVICES AT E.I.E.B.s

Article 30

School Inspectors

1. The E.I.E.B.s are subject to the appropriate competencies of the inspection services of the Ministry of Education, as well as to the other entities foreseen in the law.

2. The E.I.E.B. inspection service staff is approved in a separate ministerial statute and is not an integral part of the staff of the E.I.E.B.s.

3. The Ministry of Education guarantees the necessary logistical conditions for the efficient performance of Inspection service activities.

4. All acts practiced by School Inspectors can undergo hierarchical review.

**SECTION V
NON-FACULTY STAFF**

**Article 31
Administrative, Maintenance and Security Support Services**

1. All E.I.E.B.s will have the staff and equipment necessary to ensure efficient and effective management of all administrative, maintenance and security services.
2. The administrative, maintenance and security service support staffs of each E.I.E.B. will be an integral part of its non-faculty staff.

**CHAPTER III
FINAL AND TRANSITORY PROVISIONS**

**Article 32
Operation Guarantees**

1. The Ministry of Education guarantees, to the extent of its abilities, logistic support for communications and transportation of all staff in *Direção* and *Chefia* positions as stated in this statute, and will promote the objectives of integrated administration of E.I.E.B.s and coordination with the regional educational services.
2. The Ministry of Education will also promote, to the extent of its abilities, the existence of a transportation system to meet the needs of the student body of each E.I.E.B.
3. The Ministry of Education also guarantees a support system for students in the context of school meals.
4. Each Central Basic School will have appropriate space for a faculty lounge, as well as an appropriate space for interaction and practice of athletic, artistic and recreational activities for students.

**Article 33
Personnel**

1. The staff of each E.I.E.B. will include:
 - a) *Direcção* and *Chefia* positions;
 - b) Faculty staff;
 - c) Non-faculty staff in administrative, maintenance and security positions.
2. Personnel Lists are approved by a Ministerial Statute issued jointly by the Ministers of Education, Finance and State Administration and Territorial Ordainment, within 30 days counting from the date of publication of this statute.
3. Personnel Lists are organized by regional territorial competency corresponding to the scope and competency of each *Direcção Regional de Educação*.

4. Each Personnel List of regional scope will be subdivided into sub-Personnel Lists within the scope of each one of the E.I.E.B.s which are part of it.

5. The procedures for Personnel selection and operations are established in a separate Ministerial Statute.

Article 34 **E.I.E.B. Operations Bylaws**

As provided and stated in the provisions of this statute, a procedures and ethics manual is drafted and approved by a separate ministerial statute, with the objective of creating bylaws with internal procedures common to all services, bodies and competencies within the E.I.E.B.s.

Article 35 **Remuneration Table**

1. The remuneration table for the personnel foreseen in this statute is approved and an integral part of Annex I, attached.

2. This statute contemplates a pay differentiation model for identical positions depending on the academic qualifications and size of the E.I.E.B.s or Branch Basic Schools located in each E.I.E.B.

Article 36 **Deontology and Discipline for Professors and Students**

The ethics, rules and disciplinary procedure standards for professors and students are object of regulations included in separate statutes.

Article 37 **Recruiting**

1. The procedures for recruiting and appointment foreseen in this statute are performed under the terms of the legislation in effect, in accordance with the criteria established by the Ministry of Education.

2. The appointments for the positions foreseen in this statute will mean the cessation of prior comissions, for service convenience.

3. In cases of transitory unfeasibility to hire candidates with the minimum qualifications required by law for the positions stated in this statute, appointments will be made under a transitory system, for maximum periods of 1 year, with possibility of renewal.

4. The Ministry of Education is responsible for developing mechanisms for skill-building and intensive training of its faculty in order to allow the latter to obtain the qualification certification necessary to perform its functions.

Article 38 **Principle of Pay Preference**

Whenever an appointment for any of the positions stated in this statute represents a basic pay lower than the one granted in the original location, the appointed individual may choose the latter, without detriment of special supplements or incentives stipulated for the exercise of the position stated in this statute or in a specific ministerial statute.

Article 39 **Teaching Careers**

The incentives and/or supplements stipulated in this statute or in a specific ministerial statute for the exercise of positions stated in this statute will not influence other incentives and/or supplements stated within the scope of Teaching Career regulations.

Article 40 **Implementation**

1. The implementation of this statute in all its sections will be made in the year of 2010 in a progressive manner and in harmony with existing budgetary plans.
2. The Government guarantees the conditions for the progressive and full implementation of this statute starting in the fiscal year of 2011.

Article 41 **Local Power**

The legal institution of Local Power organisms may determine the gradual transfer of administration and management competencies of the basic education system, in full or in part, from the central government authority to the local government authority.

Article 42 **Effective Date**

This statute will be in effect 30 days after the date of its publication.

Approved at the Council of Ministers of March 10, 2010.
Publication ordered.

The Prime Minister.

Kay Rala Xanana Gusmão

The Ministry of Education

João Câncio Freitas, Ph.D.

Enacted on 4/ 20/2010.
Publication ordered.

The President

José Ramos Horta

ANNEX I
REMUNERATION TABLE FOR ADMINISTRATION AND MANAGEMENT
POSITIONS IN THE BASIC EDUCATION SYSTEM

Remuneration Table (Article 35)

Central Basic School Director	<i>Base pay equivalent to Department Head of Regime de Cargos de Direção e Chefia of the Public Administration. Pay varies according to E.I.E.B. size and faculty member qualification.</i>				
		Less than 700 students	700 to 1100 students	1100 to 1800 students	More than 1800 students
		Base-15%	Base=425	Base-10%	Base-15%
Without academic qualification as defined by law		319	319	319	319
Bachelor's Degree	First Term	361	425	468	489
	Renewal	420	484	526	528
Certification in School Admin & Management	First Term	425	489	531	533
	Renewal	468	531	574	597

Deputy Director	<i>Base pay indexed in 95% of the base pay of School Director. Remuneration is subject to variation according to E.I.E.B. size and faculty member qualification.</i>				
		Less than 700 students	700 to 1100 students	1100 to 1800 students	More than 1800 students
		Base-15%	Base=95% 425	Base-10%	Base-15%
Without academic qualification as defined by law		303	303	303	303
Bachelor's Degree	First Term	340	404	446	468
	Renewal	399	463	505	526
Certification in School Admin & Management	First Term	404	468	510	531
	Renewal	447	510	533	570

Head of the Office of Technical Support	<i>Base pay indexed in 90% of the base pay of School Director. Base pay subject to variation according to E.I.E.B. size and faculty member qualification.</i>				
		Less than 700 students	700 to 1100 students	1100 to 1800 students	More than 1800 students
		Base-15%	Base=90% 425	Base-10%	Base-15%
	First Term	325	383	421	440
Renewal	361	425	468	489	

Branch Basic School Coordinator	<i>Base pay equivalent to Department Head of Regime de Cargos de Direção e Chefia of the Public Administration. Pay varies according to number of students in Branch Basic School and faculty member qualification.</i>					
		Less than 120 students	120 to 240 students	240 to 360 students	360 to 600 students	More than 600 students
		Base=300	Base - 5%	Base - 10%	Base - 15%	Base - 20%
Without academic qualification as defined by law	D	255	255	255	255	255
Bachelor's Degree	First Term	300	315	331	347	365
	Renewal	350	365	381	397	415