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Education Sector Plan

(ESP 2020-2024)

Updating the National Education Strategic Plan (NESP 2020-30)

and accompanied by a Costed Action Plan (2020-2023)

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Abbreviations and Acronyms

AAP	Annual Action Plan
ANAAA	National Agency for Academic Assessment and Accreditation
ACETL	Joint Action for Education (Ação Conjunta para a Educação)
ADB	Asian Development Bank
ALMA	Primary education support project in MEYS, financed by Australia
BEST	Basic Education Strengthening and Transformation
CAFÉ	Learning and School Formation Centre
CLC	Community Learning Centre
ECE	Early Childhood Education
EMIS	Education Management Information System
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMBLI	Mother Tongue Education Program
EMIS	Education Management Information Systems
ESA	Education Sector Analysis
ESG	General Secondary Education; Secondary General School
ESP	Education Sector Plan
ESTV	Technical and Vocational Secondary Education; Secondary Technical School
FDCH	Human Capital Development Fund
GDP	Gross Domestic Product

GPE	Global Partnership for Education
HANDS	Pre-school support project, financed by New Zealand
HIV	Human Immunodeficiency Virus
HR	Human Resources
ICT	Information and Communications Technology
IMF	International Monetary Fund
INDMO	National Labour Force Development Unit
INFORDEPE	Instituto Nacional de Formação de Docentes e Profissionais da Educação
JICA	Japan International Cooperation Agency
M&E	Monitoring and evaluation
MEYS	Ministry of Education, Youth and Sports
MIS	Management Information System
MHESC	Ministry of Higher Education, Science and Culture
MOF	Ministry of Finance
MTEF	Medium-Term Expenditure Framework
NESP	National Education Strategic Plan
NGO	Non-Governmental Organization
NQF	National Qualification Framework
PAF	Performance Assessment Framework
PIMU	Project Implementation and Management Unit
PNDS	National Program for Village Development
SDG	Sustainable Development Goal

SDP	Strategic Development Plan
SEAMEO	Southeast Asian Ministers of Education Association
SENAI	National Apprenticeship Service (Serviço Nacional de Aprendizagem Industrial)
SEPFOPE	State Secretariat for Professional Training and Employment Policy
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNCRPD	United Nations Convention on the Rights of People with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UNTL	National University of Timor-Leste
VTC	Vocational Training Centre
WASH	Water, Sanitation and Hygiene
WB	World Bank

Introduction

1.1 National Context

Timor-Leste has made important strides towards securing lasting peace and stability since 2002. When Timor-Leste became the first new sovereign state of the 21st century in May 2002, public infrastructure, including schools, universities, hospitals, roads, ports and airports, water and sanitation systems, and other government facilities, was either non-existent, destroyed or severely dilapidated. Institutional frameworks were weak, extreme poverty and hunger were rampant, and conflict and violence were ongoing threats. Few Timorese had government experience or the necessary skills and formal education for professional services or business.

Timor-Leste today is a more peaceful and democratic lower middle-income country. Economic growth has been driven by the oil and gas sector, which accounted for about 61% of GDP in 2017[1], almost 90 percent of government revenues and 99.5 percent of total exports (IMF, 2017). The non-oil and gas sector of the economy has grown about 10% annually since 2006, and the non-oil per capita GDP was US$ 1,618 in 2017. Public infrastructure investment, the public sector itself, local commerce, agriculture and fisheries dominate the non-oil and gas economy.

Poverty levels remain very high, however, and more than 40 percent of the population lack the resources needed to satisfy basic needs. Many children suffer from stunting due to a lack of adequate nutrition and calorie consumption. The country is also highly vulnerable to natural disasters and climate change. Increasingly intense disaster events can damage public infrastructure, disrupt livelihoods, and contribute to trapping populations in disaster-prone areas in the cycle of vulnerability and poverty.

Sustainable, long term job creation is a key objective for accelerating growth and prosperity, but it is important to control the continued expansion of the public sector, and instead foster a private sector that can create jobs for the fast-growing working age population. Population has been growing steadily at an annual rate of over 2% since independence and, according to the 2015 Census 2015, 48.7 % of the population are under 18 years of age. This young population imposes enormous pressure on the education system and creates a major challenge in providing education services. At the same time, it offers great potential for the development of the future workforce that, if properly qualified, could lead Timor-Leste toward a period of remarkable productivity and economic growth.

Since independence, Timor-Leste has expressed a strong commitment towards education, as stated in the 2002 Constitution, the 2008 Basic Law of Education and the 2011-2030 National Strategic Development Plan (SDP). The 2002 Constitution of the Republic of Timor-Leste states the following to establish the State's obligations regarding education: (i) *"The State will do everything within its means to help education, health and vocational training for youth"* (Article 19, no. 2) and (ii) *"The State recognizes and guarantees the right to education for all citizens"* (Article 59, no. 1). Through the Basic Law of Education in 2008, the State guarantees the right to education to all citizens and becomes responsible for promoting the democratization of education, ensuring the right to fair and effective equal opportunities in school access and achievements (Article 2).

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1   This represents a steep decline from 2015 when the oil and gas sector accounted for 70 percent of GDP.

1.2   Strategic Planning and This Education Planning Process

In 2010, the Strategic Development Plan (SDP) set out *"a pathway to long-term, sustainable, inclusive development in Timor-Leste"* over the next two decades, identifying *"what needs to be done to achieve the collective vision of the Timorese people for a peaceful and prosperous nation in 2030."* The first area addressed in the SDP is Education and Training, since *"Education and training are the keys to improving the life opportunities of our people and enabling them to reach their full potential. They are also vital to Timor-Leste's development and growth."*

The SDP was followed and enhanced by two sector-specific plans, the National Education Strategic Plan (NESP 2011-2030) and the National Technical and Vocational Education and Training Strategic Plan (TVET Strategic Plan). As we near the end of first decade covered by the SDP, we have an opportunity to reflect on the lessons learned, recognizing the steps we have taken successfully as well as the challenges we have still to overcome on the pathway to enabling our people to reach their full potential. We can update our educational goals for the next decade, and, in so doing, renew our commitment to the collective vision of the Timorese people articulated in 2010.

In 2018 the Ministry of Education, Youth and Sport applied for, and received, a grant from the Global Partnership for Education (GPE) to prepare an Education Sector Plan for the period 2020-2024 (ESP 2020-2024). Work on the plan began in May, 2019, at a meeting of the group of senior officials and contributors to the education sector known as Joint Action for Education (or *Ação Conjunta para a Educação* – ACETL). Led by the Minister, ACETL determined that the preparation of the ESP 2020-2024 would be an opportunity to update the National Education Strategic Plan (NESP 2011-2030) so that it could continue to guide national education policy and the development of the education sector in the upcoming decade and help Timor-Leste approach Sustainable Development Goal 4 (SDG 4) which is to *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*.

Following GPE guidelines, the ESP is accompanied by a multi-year Results Framework[2] and a costed Action Plan[3] for which over 90% of the funding has been identified. Consequently, this ESP provides costed activities for the next four years, goals and strategies for the next five-year period, and updated goals for the next decade.

The primary input to the planning process was the NESP 2011-2030 itself, accompanied by other two sector-wide documents prepared within the framework of the 20-year strategic plan. The first of these was the Education Sector Analysis (ESA) completed in 2017, also with GPE funding and support from the ACETL. The ESA identified progress achieved and challenges faced since 2011 in the implementation of the priority programs established in the NESP to reform the education system. The second was the Program of the Eighth Constitutional Government, identified as *"a five-year policy instrument that reflects the aspirations of the Timorese people and the priority sustainable development measures, as defined in the Strategic Development Plan 2011-2030 . . . articulating its goals and priorities with the Sustainable Development Goals ...* (in) *the Global Agenda"*. Chapter 2.1 of the Government Program, entitled *"Education and Training",*

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2   See Annex 1
3   See Annex 2

identifies goals for the education sector for next five years and the principal initiatives that the government *"undertakes to reinvigorate the implementation of the National Strategic Education Plan 2011-2030"*.

Eleven thematic working groups, covering the priority programmes in the NESP 2011-2030[4] were established with ministry staff and representatives of development partners. In addition to the goals and strategies identified in the NESP 2011-2030 and the VIII Government Program for the corresponding programme area, each working group received the pertinent sections of the first draft of the MEYS Annual Action Plan for 2020, with activities projected to 2023. Taking into account the proposals in all three documents, other reports related to the programme in question, and their own knowledge and experience, the members of each working group proposed a set of goals and strategies for inclusion in the ESP 2020-2024 and the updated NESP 2020-2030. The goals for 2024 in the ESP, the updated NESP goals for 2030, the strategies, and the expected results presented in the ESP are all based on the products of the national thematic working groups. A list of the participants in these groups is found in Annex 3.

In parallel with the work of the national working groups that worked on thematic areas, the municipal education directors in all 13 municipalities invited a group of 15 key local leaders (education staff, school principals, teachers, NGO representatives) to take part in municipal working groups to reflect on local experience in the previous decade and identify successes to build on and problems to address in the upcoming decade. Belun, an experienced community development NGO, assisted the municipal education directors with these workshops[5]. Subsequently, the municipal groups, augmented with more teachers and some students, met again to rank the goals and strategies proposed by the thematic working groups in terms of their importance for the municipality[6].

An important part of the preparatory process was played by the government advisors to the Minister of Education, Youth and Sport, and to the Minister of Higher Education, Science and Culture. The MEYS advisors help guide the entire process, reviewed and helped edit the proposed goals and strategies. The MHESC advisors discussed the report of the Working Group on Higher Education and identified the central issues faced by the Ministry.

The internal government review of the proposed Annual Action Plan submitted by each Ministry took place while the thematic and territorial working groups were discussing medium and longer-term goals and strategies. Consequently, a draft of the 2020 national budget for the education sector became available while the draft of the ESP was being prepared.

The draft then underwent review by the Government, the ACETL, assisted by a technical reviewer certified by the GPE, and the GPE Secretariat. Following consideration of the comments made in each of these reviews, the final draft of the ESP 2020-2024 accompanied by the Action Plan 2020-2023 and the updated NESP 2020-2030, was approved on December 13, 2019.

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4   There are 10 "priority programmes" in the NESP 2011-2030. One additional working group was included to focus on infrastructure, since a pressing need for construction and rehabilitation of school facilities was already clearly identified.
5   See Annex 4
6   See Annex 4

1.3   Policy and Legal Framework

The foundation of the legal and policy framework for the education sector is provided in three documents: the Constitution and the National Education Act (Law No. 14/2008), both of which are discussed in chapter 2 of the NESP 2011-2030, and the NESP itself. At the time the NESP 2011-2030 was prepared, a new Organic Law of the Ministry of Education (Decree Law 22/2010) reaffirmed the role of the Ministry as the sole national authority for management of the entire education system, and established *"a clear correspondence between the Priority Programmes…and…Ministry Directorates."*

While the Program of the Eighth Constitutional Government is intended to *"reinvigorate the implementation of the National Strategic Education Plan (2011-2030)",* the regulatory framework for the implementation has undergone important changes in system management.

At the national level, the Organic Laws of the Eighth Constitutional Government (Decree-Law 14/2018), the Ministry of Higher Education, Science and Culture (Decree-Law 2/2019), and the Ministry of Education, Youth and Sport (Decree-Law 13/2019) have reorganized the responsibilities for management of the education system. They assign responsibility for the school system (pre-school, basic & secondary) to the MEYS, and create the MHESC which is charged with managing higher education, including the pre-service training of teachers for the school system. The new ministry has begun to prepare a specific strategic plan to guide the development of higher education, science and culture. When completed, the sub-sector strategic plan will supersede the framework for organization and development of higher education provided here and also complement the ESP 2020-2024 in updating the NESP 2020-2030.

Another important change in the legal framework occurred in 2016 and 2018 with the passage of Decree-law 3/2016 (*Estatuto das Administrações Municipais, das Autoridades Municipais e do Grupo Técnico Interministerial para a Descentralização Administrativa*) and approval of the amendments included by Decree-Law 9/2018. These new laws are part of the national process of governmental decentralization and they assign the municipalities a growing role in education system management.

The MEYS continues to guide the activities of the municipal education directors, but they have increasingly important responsibilities for managing pre-school, school feeding and recurrent education programs. School construction, rehabilitation and maintenance is another area where the collaboration of municipal governments will be key, particularly when works are undertaken with community construction modalities.

1.4   Scope and Organization of the Plan

The organization of this Education Sector Plan follows the structure of the NESP 2011-2030, while incorporating changes derived from the changes in the legal and policy framework. The plan does not cover the full scope of the education sector in Timor-Leste in two important respects. In regard to higher education, as mentioned above, this ESP provides an updated framework for the organization and development of the sub-sector but detailed strategies will need to await the specific strategic plan that the MHESC is undertaking to prepare not only for higher education, but also for the related areas of science and culture.

The sub-sector of technical and vocational education and training (TVET) is the other part of the education sector that is not fully covered in the ESP. The State Secretariat for Professional Training and Employment Policy (SEPFOPE) is the national government agency with leadership responsibility in this sub-sector and it has not been involved in the preparation of the ESP. Strengthening TVET is a critical part of the national agenda for improving productivity, employment and economic wellbeing, and both technical secondary schools and the polytechnical institutes that form part of the higher education system are important pieces in the national strategy for TVET. Consequently, the ESP addresses a portion of the TVET sub-sector by covering the secondary education level of the school system, and polytechnical institutes will certainly be addressed in the specific strategic plan for the sub-sector of higher education. Nevertheless, the scope of this ESP does not include the informal skills training, the development and management of the National Qualifications Framework and the relations with employers that are also important parts of the TVET sub-sector.

Like the NESP 2011-2030, the ESP begins with a vision of the education system the Plan is designed to help create in the long-term (Chapter 2). The vision is followed by a matrix that relates the original and updated NESP and ESP goals for 2015, 2024, 2030 with the seven education targets for 2030 established globally for achievement of Sustainable Development Goal 4. The matrix also identifies the various elements in the ESP and the updated NESP that are particularly pertinent to the three *"means of implementation"* identified globally for SDG-4.

Chapter 3, corresponding to the *"Situation Analysis"* in the NESP, provides a summary description of the Education System with an identification of critical issues and challenges that must be addressed if the goals are to be met.

In the NESP the proposed activities are divided in two parts. Part 1, the *"Reform of the Education System"*, identifies medium and long-term goals while Part 2, *"Reforming the Management of Education"*, describes high priority actions that were seen as a precondition for reform of the education system. The NESP stated that these management reforms, articulated in the 2010 Organic Law of the Ministry of Education, would need to be implemented "by 2015…if key educational results are to be achieved by 2030". Similarly, in the ESP, the goals and strategies related to reform of the school system (pre-school, basic, and secondary education) are grouped together in Chapter 4 and the related school system management issues are addressed in the subsequent Chapter 5.

Now, however, since the Ministry of Education is no longer solely in charge of managing the national education system, separate chapters present the goals, strategies and management issues related to those parts of the education system where other institutions play a management role. Specifically, Chapters 6 presents goals, strategies and management issues for improving Teaching Quality, a topic on which responsibility is shared between the MEYS and the MHESC. Chapter 7 addresses issues and plans in process for Higher Education, where MEHSC has responsibility. Chapter 8 identifies issues to be addressed in Recurrent Education and Lifelong Learning, where MEYS shares responsibility with the municipalities. Chapters 9, 10 and 11 discuss infrastructure management, development partnerships and education system financing, taking into account the management responsibilities of MEYS, MHESC, municipalities, and the development partners.

Finally, Chapter 12 describes the organizational arrangements that will ensure ongoing supervision of ESP implementation while Chapter 13 outlines the indicators chosen to facilitate measurement of progress towards goals and the procedures to be used for ongoing monitoring and evaluation.

Annex 1 outlines the activities proposed for the first four years of the upcoming decade, their expected results, and the goals to which they contribute, as well as cost estimates for each activity, result and goal. The other annexes identify the participants in the thematic working groups and present the reports that summarize the results of the workshops carried out in each of the municipalities in Timor-Leste.

Vision and Major Goals

THE VISION FOR EDUCATION

All Timorese will have access to high quality and equitable education that enables each individual student to develop to his or her full potential, to become a thoughtful and cooperative global citizen and lifelong learner, to live a healthy, peaceful and productive life, to contribute to family and community well-being and to participate actively in the nation's economic, social and political development process.

The strategies in the updated National Education Strategic Plan (NESP 2020-2030) will help us achieve this vision, by moving each part of our education system closer to the following:

PRE-SCHOOL EDUCATION

The State will work together with families, communities and local authorities to ensure that all children from the ages of three to five years have the opportunity to use developmental play to prepare socio-emotionally, physically and cognitively for a successful transition to Basic Education.

BASIC EDUCATION

At six years of age, all children will have access to free Basic Education that recognizes each child's uniqueness and encourages active learning to develop each child's full potential to become a creative problem solver, able to base decisions on critical thinking and respect for others.. Following nine years of schooling, students will be self-aware and collaborative, practising core values of national identity, history and culture, and using analytic and scientific reasoning to identify and creatively resolve real world problems. They will be able to communicate effectively, both verbally and on paper, with a solid mastery of both official languages and a basic understanding of English.

SECONDARY EDUCATION

Upon completion of Basic Education, all Timorese will have the opportunity to spend three years in a quality Secondary Education institution. By developing core scientific, humanistic and technical knowledge and expanding their skills for entrepreneurial and independent thinking and learning, students will broaden their future economic prospects.

HIGHER EDUCATION

Graduates of the Higher Education system will be educated to the highest standard. They will have the advanced skills and knowledge needed to analyse, design, build and maintain the socio-economic infrastructure of Timor-Leste, to apply technical solutions to practical problems and to enter the global labour market.

RECURRENT EDUCATION AND LIFELONG LEARNING

Timorese of all ages will have local opportunities to acquire skills and knowledge that contribute to their personal, social and economic wellbeing as well as to share their own knowledge and skills with others.

Table 1. **Matrix of SDG 4 targets, and NESP and ESP goals.**

SDG 4 Outcome targets		Goals in NESP 2011-2030	Goals in ESP 2020-2024 and Updated NESP 2020-2030
1. Universal primary and secondary education	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	2015: 95% of eligible students will be enrolled and receive quality Basic Education, and student retention to Grade 9 will be significantly improved. 2015: Introduce a paradigm shift of quality and relevance of Secondary Education allowing students to learn the core of scientific-humanistic knowledge needed to continue studies in Higher Education or to enter employment. 2030: All children, boys and girls alike, will be able to complete a full course of quality Basic Education. 2030: All children, boys and girls alike, will be able to select and enroll in quality and relevant Secondary Education.	2024: 95% of children 6 years and older complete the first and second cycles of quality basic education; 75% of children complete the third cycle, and at least 50% of them achieve a composite passing grade on competency-based national exams 2024: Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates. 2030: 98% of all children, boys and girls alike, have access to a full course of quality basic education. The dropout rate is reduced to 0.5%. 2030: All basic education graduates, boys and girls alike, are able to select and enrol in a high-quality, relevant, course of Secondary Education.
2. Early childhood development and universal pre-primary education	By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.	By 2015 at least half of the children between three and five years old will receive quality Pre-School Education. By 2030 children in all the 442 sucos of the country will be able to go to a good quality Pre-School which is a reasonable distance from their home.	2024: At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school education near home before entering Basic Education. 2030: Parents and other caregivers throughout the country have access to good quality pre-school preparation at a reasonable distance from their home. At least 80% of children aged 3 to 5 years have opportunities to receive quality preschool education before entering Basic Education.

	SDG 4 Outcome targets	Goals in NESP 2011-2030	Goals in ESP 2020-2024 and Updated NESP 2020-2030
3. Equal success to technical/ vocational and higher education	By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	2015: To consolidate the establishment of a comprehensive, integrated system of Higher Education which is regulated by rigorous quality standards for the operation of public and private institutions, provides relevant technical and university education, and develops solid links and partnerships with the private sector and the market. 2030: Graduates of the Higher Education system will have the advanced skills and knowledge to analyse, design, build and maintain the social and economic infrastructure of Timor-Leste.	2024: Establishment of a comprehensive, integrated system of higher education that: (i) is regulated by rigorous quality standards for the operation of public and private institutions; (ii) provides relevant technical and university education and (iii) develops solid links and partnerships with the private sector 2030: Graduates of the higher education system have the advanced skills and knowledge to analyse, design, build and maintain the social and economic infrastructure of Timor-Leste, to apply technical solutions to practical problems, and to enter the global labour market.
4. Relevant skills for decent work	By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.	2015: Introduce a paradigm shift of quality and relevance of Secondary Education allowing students to learn the core of scientific-humanistic knowledge needed to continue studies in Higher Education or to enter employment.	2024: Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates. 2030: All basic education graduates, boys and girls alike, are able to select and enrol in a high-quality, relevant, course of Secondary Education. Secondary education graduates have the necessary scientific-humanistic knowledge, skills, and professionalism to create their own business, enter employment or continue studies in higher education.
5. Gender equality and inclusion	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	2015: A Social Inclusion policy is developed, fully implemented and adequately financed. 2030: To promote the educational rights of socially marginalized groups[7] ensuring they gain full access to the same opportunities, rights and services that are accessed by the mainstream of society.	2024: Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy. A cross-sector Inclusive Education Policy is finalised, incorporating current international standards to guide towards ensuring that socially marginalized groups access the same educational opportunities, rights and services as the mainstream of society. 2030: 75% of socially marginalized groups access the same opportunities, rights and services as the mainstream of society.

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7   Those who are systematically denied access to entitlements and services because of their socio-economic condition, ethnicity, language, race, religion, age, gender disability, HIV status, migrant status, or where they live.

	SDG 4 Outcome targets	Goals in NESP 2011-2030	Goals in ESP 2020-2024 and Updated NESP 2020-2030
6. Universal Youth Literacy	By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.	2015: completely eradicate illiteracy in all age groups of the population and complete the introduction of the NEP that will allow accelerated completion of Basic Education for all graduates of Recurrent Education. 2030: As all Timorese will be literate, the system of Recurrent Education is mainly concentrated on providing the National Equivalence Programme (NEP) for adults.	2024: Eradicate 60% of illiteracy (based on Census 2015 data) in the population over the age of 15 and continue the National Equivalence Program to allow accelerated completion of basic education for all graduates of literacy programs and other adults. 2030: Gradual ongoing development of accessible opportunities for lifelong learning by citizens of all ages.
7. Education for sustainable development and global citizenship	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	Overall Objective: All individuals will have the same opportunities to access a quality education allowing them to participate in the economic, social and political development process to promote social equity and national unity.	Vision: All Timorese will have access to high quality and equitable education that enables each individual student to develop to his or her full potential, to become a thoughtful and cooperative global citizen and lifelong learner, to live a healthy, peaceful and productive life, to contribute to family and community well-being and to participate actively in the nation's economic, social and political development process.

Table 2.   **Matrix of SDG 4 means of implementation and pertinent elements in the ESP and updated NESP**

SDG 4 Means of Implementation		Pertinent element in ESP 2020-2024 and Updated NESP 2020-2030
1. Effective learning environments	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	Goal for 2024: Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy. Expected result 2.1.3 An attractive environment promotes learning in all schools. Activity 2.1.1.1 Develop minimum standards for educational infrastructures for each cycle of basic education, including classroom disability access, teacher and administration rooms, library, laboratory, WASH facilities, and recreation facilities. Activity 1.2.1 Include ramps and assistive bathroom facilities in all new school construction & rehabilitation Activity 4.1.5.2 Ensure all WASH facilities are girl-friendly
2. Scholarships	By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.	Strategy 7.6.3 Continue strengthening the scholarship program through the Human Capital Development Fund (FDCH), ensuring that it responds to the country's strategic areas for development and guarantees access based on merit and specific social programs.
3. Teachers and educators	By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.	Goal for 2024: The quality of teaching in Pre-school, Basic and Secondary Education has substantially increased. Goal for 2024: The Ministry of Education has systems in place to measure improvements in teacher performance. Goal for 2030: All students in Pre-school, Basic and Secondary Education receive quality education and are taught by an adequate number of teachers who fulfil the competences required by the Ministry of Education.

Situation Summary and Identification of challenges

3.1 The Structure of the School System

Table 3 shows the present structure of the school system in Timor-Leste, the total number of private and public schools, by district and by educational sub-sector.

Table 3. **The Structure of the School System**

| MUNICIPALITY | TOTAL | PRE-SCHOOL | | BASIC EDUCATION | | SECONDARY EDUCATION | | | |
| | | | | | | GENERAL | TECHNICAL | GENERAL | TECHNICAL |
		Public	Private	Public	Private	Public	Private	Public	Private
Alieu	109	19	7	72	4	3	3	1	0
Ainaro	110	12	6	76	6	2	4	4	0
Baucau	207	6	9	97	76	9	4	2	4
Bobonaro	213	39	12	137	13	3	3	5	1
Cova Lima	127	8	16	84	11	3	1	3	1
Dili	187	19	36	67	34	8	14	6	3
Ermera	168	17	10	123	5	3	4	4	2
Lautem	116	20	3	80	5	4	1	2	1
Liquica	106	21	13	57	8	2	3	2	0
Manatuto	98	4	9	69	6	3	4	3	0
Manufahi	126	32	6	69	8	3	3	4	1
Oecusse	98	13	2	68	7	5	1	2	0
Viqueque	146	29	6	94	6	6	3	2	0
TOTAL	**1811**	239	135	1093	189	54	48	40	13
		374		1282		102		53	
						155			
					1811				

Source: EMIS, MEYS, 2018 data.

The 1282 basic education schools constitute 71% of the entire school system. This is the area where public sector investment has been concentrated: only 15% of the basic education schools are private. In contrast, private investment is responsible for 36% of the pre-schools and for 39% of the secondary education schools.

Notably, much of the private investment has been concentrated in the capital. As a result, while Dili has only 8% of the total number of basic education schools, it accounts for 15% of the preschools and 20% of all the secondary education schools in the country.

3.2   Schools, Teachers and Enrollment

Table 4 indicates the total numbers of public and private schools, teachers and students in each level of the school system in 2018.

Table 4.   **Schools, Teachers and Students**

PRE-SCHOOL		BASIC EDUCATION		SECONDARY EDUCATION			
				GENERAL	TECHNICAL	GENERAL	TECHNICAL
Public	Private	Public	Private	Public	Private	Public	Private
1811 SCHOOLS							
239	135	1093	189	54	48	40	13
374		**1282**		102		53	
				155			
14,441 TEACHERS							
419	254	9,705	1,518	Public: 1,984	Private: 561		
673		**11,223**		**2,545**			
390,080 STUDENTS							
62%	38%	87%	13%	64%	36%	74%	26%
21,399		**302,447**		**66,234**			

Source: EMIS, MEYS, 2018 data.

Here the numerical importance of basic education in the public school system is even more pronounced. It accounts not only for 71% of the schools, but for 78% of the students and 78% of the teachers. Only 14% of the teachers at this level are in private schools, as are 13% of the students. In contrast, 36% of the secondary general and 26% of the technical secondary students are in private schools, as are 38% of the pre-school students.

Since basic education has been a national priority and since it covers 9 years of schooling, the concentration of public resources at this level is logical. Nevertheless, the efficiency of the concentration appears somewhat problematic when the enrollment is broken down into the three cycles of basic education and the number of students in each pre-school, basic and secondary level is compared to the total population in the corresponding ideal age group.

Table 5.   **Students in Each Cycle and the Corresponding Target Population**

2018					
POPULATION	3-5 YEARS	6-9 YEARS	10-11 YEARS	12-14 YEARS	15-17 YEARS
	98,250	130,371	64,456	94,947	93,084
ENROLLMENT	PRE-SCHOOL	BASIC EDUCATION			SECONDARY EDUCATION
		GRADES 1-4	GRADES 5-6	GRADES 7-9	
	20,244*	142,440	70,409	89,598	66,234
GROSS ENROLLMENT RATE	21%	109%	109%	94%	71%

Source: EMIS, MEYS
* Age 3 to 5 years old

In three of the five groupings, the number of students enrolled is smaller than the estimated population in the corresponding ideal age group. The number enrolled in pre-school is 21% of the number of children 3 to 5 years of age; the number enrolled in secondary school is 71% of the number of 15 to 17 year old young people; the number enrolled in the third cycle of basic education is 94% of the number of children 12 to 14 years of age. The numbers in the first and second cycles of basic education, however, are each 109% of the total number of children in the corresponding age groups (6-9 and 10-11, respectively). It appears that many of the children who should ideally be enrolled in the third cycle of basic education, or in secondary school, have either dropped out of the system or are still enrolled in the first and second cycles of basic education.

This supposition is borne out and explained by the repetition rates in the two primary cycles. High rates of repetition, particularly in grades 1 and 2 were identified in the NESP in 2010 as a significant issue that needed to be addressed. Efforts have been made to correct the problem with a new curriculum in grades 1 through 6, accompanied by a decree-law prohibiting repetition in grade 1, as well as other initiatives such as continued infrastructure development and teacher training and mentoring, ensuring that each child receives a set of books, strengthening laws to enforce teacher assiduity and positive discipline methods.

Some improvement has been made: the grade 1 repetition rate decreased almost 9 percentage points between 2010 and 2018. Nevertheless, in 2018 almost 24% of all children who completed grade 1 were still told that they had failed and would need to repeat.

Figure 1. **Comparison of Repetition Rates in Basic Education, 2011 and 2018**

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
■ 2011	32,56%	18,30%	15,22%	11,20%	7,31%	3,68%	4,20%	2,96%	2,54%
■ 2018	23,93%	15,75%	13,61%	10,28%	7,78%	3,57%	4,55%	2,91%	1,22%
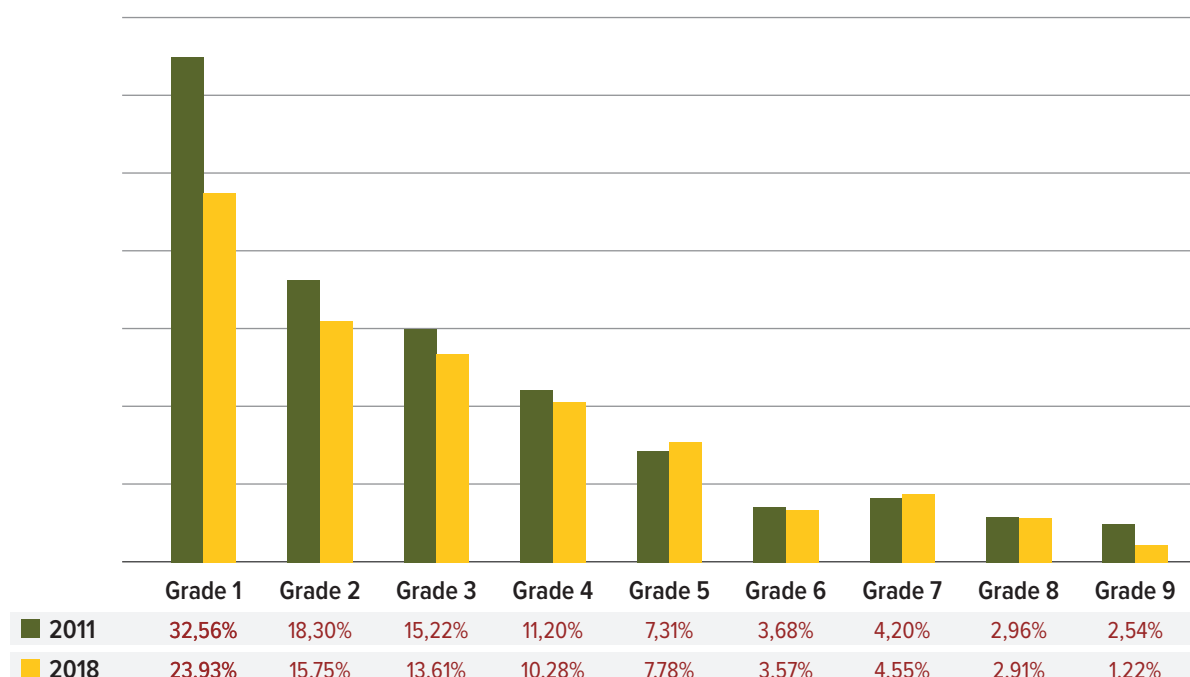
Source: EMIS, MEYS

The data from 2018 indicate that large numbers of repeaters continue to fill up first and second cycle classrooms. In 2018, only 17,701 (48.5%) of the 36,458 children enrolled in grade 1 were 6 years of age. 14.9% were under 6 years of age, 36.6% were over-age and 14.4% were at least 8 years old. Since a significant number repeat each succeeding grade, the percentage of over-age children also increases. In 2018, over 50% of the children in grade 6 were over-age.

It appears likely that a significant number of children get discouraged after failing one or more grades and drop out without completing their basic education. Table 6 shows the data for 2017, the last year for which dropout records are available.

Table 6. **Total Dropouts and Dropout Rates in Basic and Secondary Level Education in 2017**

	Basic Education		Secondary Education	Total
	Cycles 1 & 2	Cycle 3		
Total number of students	222,835	87,950	49,582	360,367
Number of dropouts	10,263	3,644	2,820	16,727
Dropout rate	4.6%	4.1%	5.7%	4.6%

Source: EMIS, MEYS.

These dropout rates, combined with the repetition rates shown in Figure 1, mean that 8 out of every 10 children who enter grade 1 at six years of age repeat at least one grade and/or drop out of the school system before completing secondary education.

3.2.1   *Fundamental Challenge: Educational Quality*

The repetition crisis in grade 1 points to ongoing difficulties with learning results. With a curriculum that calls for automatic promotion from grade 1 to grade 2, teachers and schools would not continue to require one quarter of the students to repeat grade 1 unless the children are completely failing to learn to read.

The limited test results available appear to confirm that this is the case. In 2009 students at the end of first grade in a random national sample of 40 schools were individually tested to assess their skills in recognizing letters, reading words, decoding nonwords, reading a text, oral reading fluency, and reading comprehension, following the international recognized Early Grade Reading Assessment (EGRA) protocol. In 2017 the same tests were given to students at the end of first grade in a stratified random sample of 128 schools in four municipalities. In each case, a significant number of children scored zero in one, more, or all of the skills (Table 7).

Table 7.   **Zero Scores on the EGRA Tasks in Grade 1 Classes Tested in 2009 and 2017**

Skill being assessed	Percentage of Zero Scores on Each Task in the EGRA Assessments	
	EGRA 2009	EGRA 2017
Letters	23.23	15.48
Words	67.10	54.70
Nonwords	70.97	67.90
Text reading	72.26	72.37
Fluency	72.26	71.11
Comprehension	83.87	74.20

Source: Using EGRA for an Early Evaluation of Two Innovations in Basic Education in Timor-Leste. World Bank, MEYS, Australian Government

Failure to acquire good reading skills in the early grades, if not overcome, will lead to poor learning results in all grades. This appears to be the case. The national exams given to all students in grade 9, at the end of their basic education, are scored from 0 to 10. In 2018 the average composite score of the national exams was significantly less than 50%, which means that more than half of all students achieved less than 50% of the skills and knowledge they are expected to acquire through completing the nine grades of basic education.

Nationally, in 2018, only 34 (12%) of our 275 schools with grade 9, had over 50% of their students achieve a composite passing grade on the national exam. 88% of the schools failed to enable at least half their students to achieve acceptable results. This indicates that there is a crisis in educational quality that affects the entire school system. Figure 2 shows the percentage of students who achieved a passing composite score on the national exam in each school in the country that has a grade 9 class.

Figure 2. **Percentage of students in each school with passing averages on grade 9 examinations**
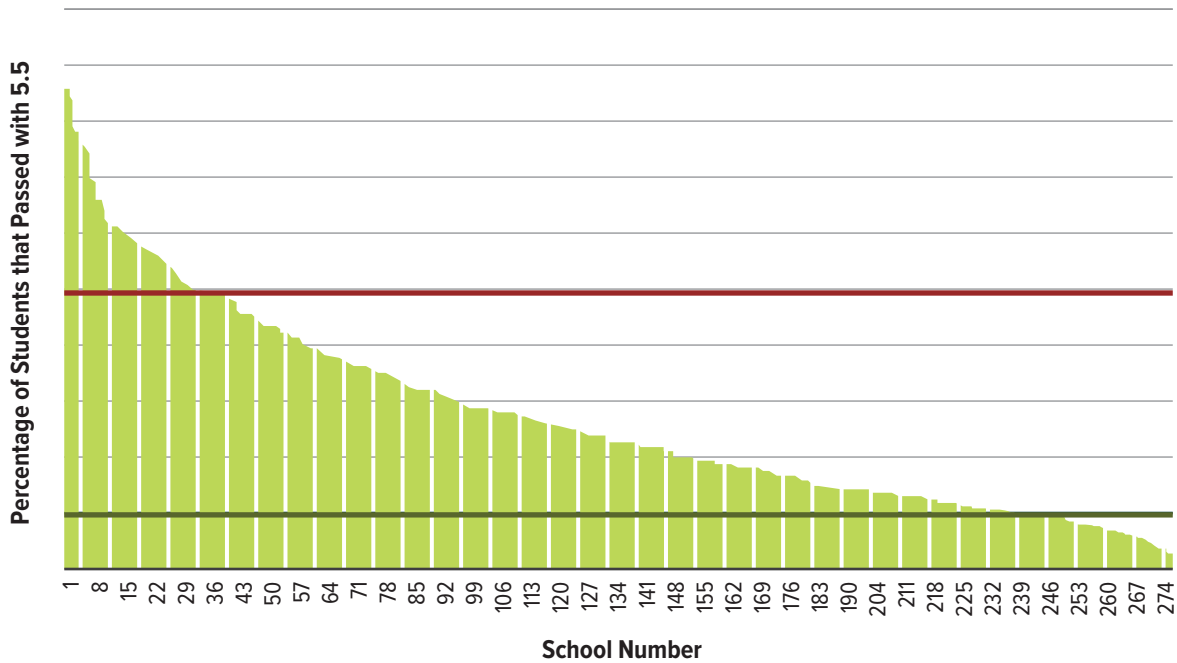
Source: RELATÓRIU PRELIMINÁR KONA-BA REZULTADU SIRA HOSI EZAME 9 ANU NIAN. MEYS

Interestingly, the 34 successful schools are mostly public and are spread throughout the country. Only 2 of the successful schools are located in Dili. 11 of the 13 municipalities have at least one school on the list. The top 4 schools are regular public schools. In fact, 22 of the 34 successful schools are regular public schools. Only 4 are CAFE schools. 8 are private Catholic schools.

Clearly, there is a major challenge in the quality of education in the school system that affects both public and private schools, including the model CAFE schools. Low quality affects the efficiency of the school system, since students who repeat a grade cost twice as much at the same level. Low quality also affects the achievement of universal access to basic education, since students who are not learning are more likely to dropout. The high repetition and dropout rates identified above appear to be primarily a symptom of the low quality of the education provided.

This is a crisis that must be admitted, examined, and addressed. The challenge of improving the quality of learning is central to this ESP. Strategies for more ongoing and precise measurement of learning results, for identification of root causes for learning failure, and for addressing the causes are included in the plan for each level of the school system, for system management, and, most particularly, for improving teaching quality.

3.2.2   Critical Issue: Addressing the Growing Demand for Relevant Secondary Education

The NESP in 2011 proposed that the initial targets in Secondary Education would *"focus on quality reforms rather than rapid expansion of access."* The Plan also indicated that Technical and Vocation Secondary Education would be the *"main focus for Secondary Education expansion."* In fact, both of these expectations have been overwhelmed by a dramatic increase in demand for whatever type of secondary education has been available.

The intensity of this demand is clearly visible when the enrolment projections in the NESP 2011-2030 are compared with the actual enrolment to date. As shown in Table 22, the secondary education enrolment in 2015 exceeded the projection by 4%, entirely due to enrolment in general secondary which was 8% more than projected while the enrolment in technical vocational secondary was 19% below the projection.

Table 8.   **Secondary school enrolment: projections (2015 and 2025), compared with actual (2015 and 2018)**

Enrolment projected in NESP 2011-2030			% DIFFERENCE	Actual enrolment registered by EMIS		
Year	Type	No. of students		No. of students	Type	Year
2015	Tech-Voc.	7,396	81%	6,022	Tech-Voc.	2015
	General	41,910	108%	45,400	General	
	Total	49,306	104%	51,422	Total	
2025	Tech-Voc.	28,666	49%	14,120	Tech-Voc.	2018
	General	35,036	149%	52,114	General	
	Total	63,702	104%	66,234	Total	

Source: NESP 2011-2030 and EMIS, MEYS.

Between 2015 and 2018, the enrolment in secondary education accelerated rapidly. The 2018 enrolment was 5% greater than the projection for 2025, seven years later. The extraordinary increase of almost 150 students in three years (29% more than in 2015) was made possible by an increase in the availability of technical-vocation secondary, which had an increase in enrolment of 8,098 while the enrolment in general secondary increased by 6,714. Nevertheless, the numbers indicate that almost all young people who graduate from basic education seek to continue their education, and the expansion of secondary school enrolment does not, and in all probability, will not, wait for completion of reforms in quality.

The increase in demand gives urgency to the evident need identified in Chapter 3 for more classrooms and improved school infrastructure, especially in order to continue providing more opportunities for technical-vocational studies.

It is also necessary to recognize that secondary education has not received the attention to quality reform called for in the NESP 2011-2030. Unlike pre-school and basic education, where curriculum reform is now nearing completion and major development partner programs have assisted the Ministry in efforts to improve school management and in-service teacher training, secondary education has not enjoyed major development partner support, nor has it advanced as expected in the development of new curricula adapted to the socio-economic needs of Timor-Leste. In addition, although there has been an increase in the number of post-secondary polytechnic institutions, the anticipated integration of a fluid system allowing all secondary education graduates to opt for higher degrees at all levels has not yet been accomplished.

The most critical issue is the need to align secondary technical and vocational education with the national TVET system that has been developed under the leadership of the State Secretariat for Professional Training and Employment Policy (SEPFOPE). Between 2011 and 2015 the enrollment in secondary technical and vocational education declined, despite the priority announced in the NESP. Following a decision in 2014 to prioritize technical and vocational schools at the secondary level, there has been a significant increase, but the curricula, installations, workplace experience, and teacher training have not been aligned with the requirements for nationally accredited occupational qualification.

3.3   The Structure of the Higher Education System

Historically, higher education in Timor-Leste developed through the establishment of private institutions. There was little public involvement prior to the creation of the National University of Timor-Leste (UNTL) in 2000. In 2010, higher education was still largely private, unregulated, and unsupervised.

The NESP 2011-2030 called for the Ministry of Education to *"consolidate the establishment of a comprehensive, integrated system of Higher Education...regulated by rigorous quality standards."* Four laws approved in 2010, while the NESP was in preparation, provided a framework for the regulatory effort outlined in the plan. In the last decade the National Qualification Framework (NQF) and the National Agency for Academic Assessment and Accreditation (ANAAA) have established standards and used them to accredit a number of institutions that now constitute the Higher Education System.

Table 9 shows the present structure of the higher education system in Timor-Leste, composed of 11 accredited institutions, 1,990 professors, and 68,648 students. There are also 4 private institutes with temporary licenses, that are in the process of accreditation.

Table 9. **Structure of the Higher Education System**

11 ACCREDITED INSTITUTIONS			
UNIVERSITIES		INSTITUTES	
Public	Private	Public	Private
1	3	0	7
1,990 TEACHERS				
Male	Female	Permanent	Contracted	Part-time
1,504	486	1,332	104	554
68,648 STUDENTS				
Male	Female	Bachelor candidates	Licentiate candidates	Masters candidates
33,854	34,143	5,902	62,746	163

Source: MHESC.

3.3.1   Critical Issue: Steadily Increasing Demand for Higher Education

The total enrollment in the institutions of higher education is slightly larger than the enrollment of 66,234 students in secondary education. This has been the case since 2015, when the number of students in higher education (53,755) surpassed the number enrolled in secondary education (51,422) for the first time.

Table 10. **Yearly increase in the number of students enrolled in institutions of higher education**

Annual change in enrollment in institutions of higher education							
2012	2013	2014	2015	2016	2017	2018	2019
+ 5,071	+ 6,023	+ 7,154	+ 8,498	+ 3,681	+3,737	+ 3,980	+ 3,495

Source: ESA and MHESC.

For four years the annual increase was much greater than the increase in secondary education. Since 2015, when the total enrollment surpassed that of secondary education, the annual increase has been steady but slightly smaller than the increase in secondary school enrollment.

This growth in recent years has been led by increasing numbers of students enrolled in the first year at the National University (UNTL)

Table 11. **Number of students entering first year at UNTL since 2015**

Number of students enrolled in first year at UNTL				
2015	2016	2017	2018	2019
1,494	1,889	3,554	6,574	8,577

Source: ESA and MHESC.

The similar yearly numerical increases in the enrollment in secondary and higher education lends credence to the anecdotal observation that the steadily increasing demand for higher education is fed, in part, by a lack of employment options for secondary school graduates. Demands for secondary school and higher education enrollment will grow at similar rates as long as secondary education is understood primarily as a requirement for university entrance. As long as government responds to this demand by increasing the number of students authorized to study in the national public university, the demand will lead to overcrowding.

Figure 3. **Growth of higher education enrollment, 2003 to 2019**
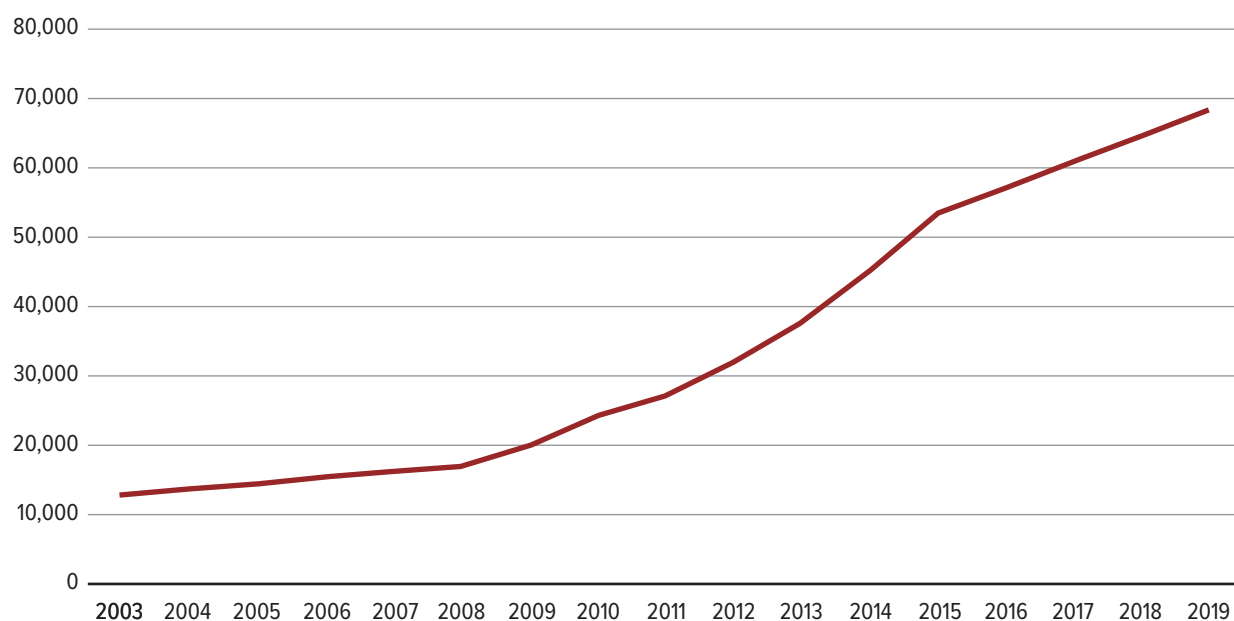
Source: ESA and MHESC.

Steadily increasing demand can create an attractive market for private investment in institutions of higher education. At the same time, however, initiatives that expand the opportunities available for post-secondary studies can conflict with requirements designed to ensure quality. The effort to ensure quality can be particularly difficult when, as appears to be the case, a large number of secondary school graduates cannot find any immediate options other than unemployment, subsistence activities for which they did not need secondary education, or continuing their education with further studies at the post-secondary level, in the hope that a higher education degree will increase their chances for worthwhile employment.

As Secondary Technical Education develops and more students experience secondary education as a vehicle for improved entry into the labour market, the enrolment pressure on higher education institutions should begin to decrease.

3.4 System Expansion and Teaching Quality

Ensuring educational quality is a complex endeavour, particularly when parts of an education system such as secondary and post-secondary education in Timor-Leste, are undergoing continuous expansion. Various elements such as curriculum development, infrastructure improvements, and preparation, publication and distribution of learning materials are crucial inputs to educational quality. The central component, however, is good teaching, teaching that effectively facilitates learning. For that reason, high quality teacher training is key to a high quality education system.

3.4.1 Critical Issue: Pre-Service Teacher Training

The systemic reorganization undertaken to address the need to organize and develop the higher education sub-system makes management of teacher training more complex.

Various universities and institutes have been accredited to train teachers and give degrees in Education. There has been significant donor support from Japan and Portugal, as well as national support from the Human Capital Development Fund (FDCH) for teacher qualification. At present, however, there is no mechanism in place to coordinate the university programs used to prepare future teachers with the plans, or even the curricula, established to guide teaching in the school system.

A critical issue for the next decade will be finding a way to ensure effective coordination between pre-service teacher training, carried out by institutions within the higher education system regulated by MHESC, and the curriculum development and classroom strategies managed by MEYS.

3.4.2 Critical Issue: Measuring Teaching Quality and Learning Outcomes

The need to focus on education quality generates a need to measure progress, both in the quality of teaching and in learning outcomes of students at all levels.

At present few indicators are available. Theoretically, INFORDEPE is charged with certifying teachers' competences in four areas: language, scientific and subject knowledge, pedagogical skills and practice, and professionalism and ethics. To date, however, the only systematic testing that has been completed measured Portuguese language ability. The results were comprehensive but discouraging: in 2019, of 13,232 teachers tested, 79% were graded at an elementary level.

For measurement of learning outcomes, the only testing results that enable international and historical comparisons are found in the Early Grade Reading Assessment (EGRA) that was applied nationally in 2009 and then used in 2017 in 4 municipalities to evaluate impacts of the new curriculum for the first cycle of basic education. In 2017, as win 2009, the percentage of 1st grade students able to comprehend a text in Tetum was still very low (14%).

During the next decade, measurement of learning outcomes and teaching quality will be needed on a regular basis, with a comprehensive baseline that is designed to take into account the language issues that need to be addressed in Timor-Leste for both teachers and students.

3.5   Early Childhood Education

Another factor known to have a positive impact on learning outcomes in basic education is high quality early childhood education. The NESP 2011-2024 recognized the importance of socialization and development play for young children and established a 2015 target of providing quality pre-school education for at least 50% of all children between 3 and 5 years of age.

Although that target was not met, pre-school enrollment has grown from 8% of the population between 3 and 5 years in 2008 to 21% in 2018. Since 2013, when the Education Management Information System (EMIS) began to register pre-school enrollment, there has been a steady increase, as shown in Figure 4.

Figure 4.   Growth of pre-school enrollment, 2013 to 2018
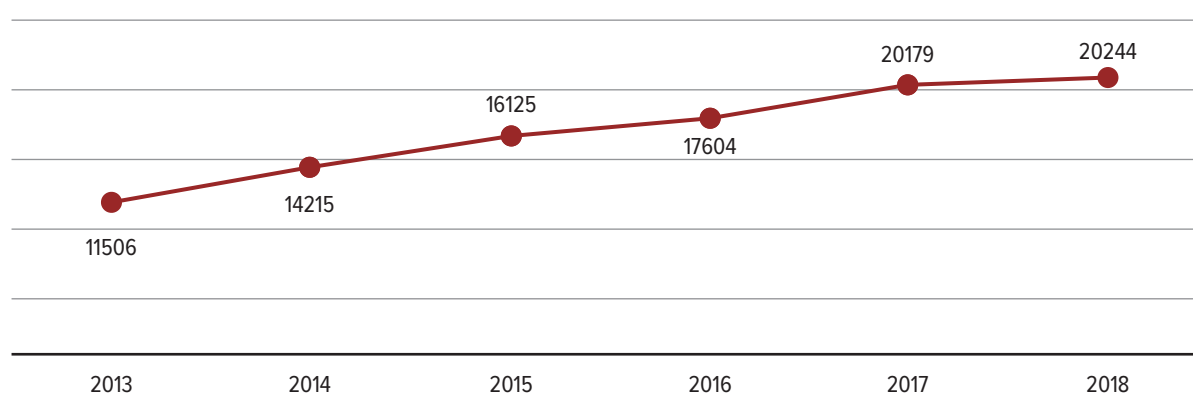
Source: EMIS, MEYS.

The total enrollment includes some children under 3 years of age, as well as some older children. Figures 8 and 9 show that there has been steady growth in the enrollment of the target population of children between the ages of 3 and 5, in type A pre-school classrooms designed to serve 3 to 4 year old children, and type B classrooms aimed at 5 year old children.

Figure 5.   Enrollment of 3 to 5 year-old children in type A preschools, 2013 to 2018
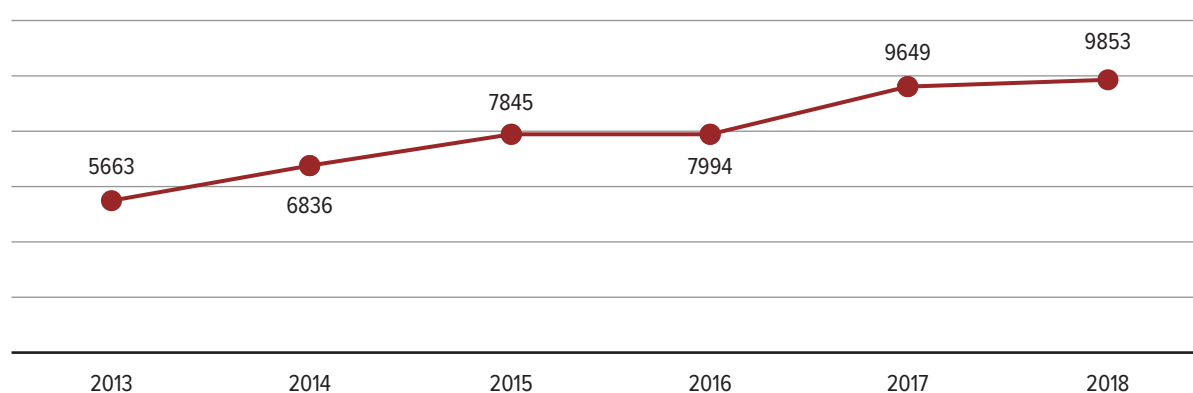
Source: EMIS, MEYS.

Figure 6. **Enrollment of 5-year-old children or under in type B preschools, 2013 to 2018**
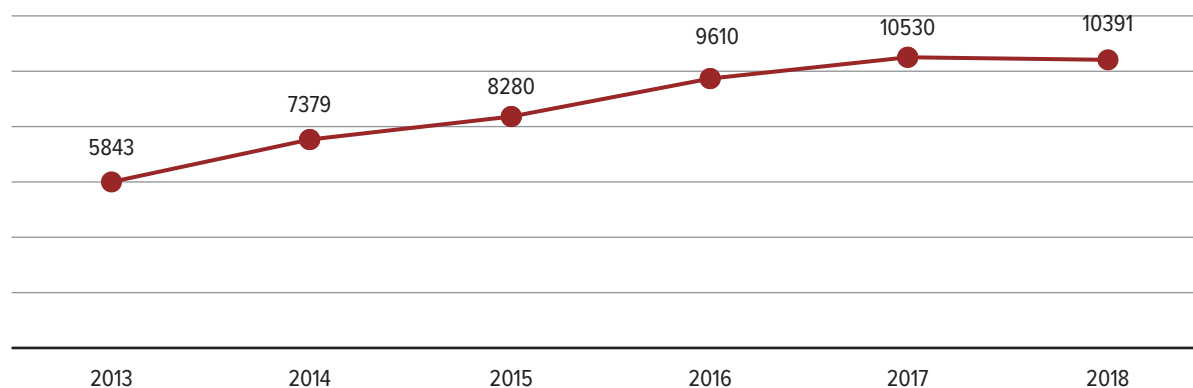
Source: EMIS, MEYS.

3.5.1 Critical Issue: Alternative Strategies for Pre-School Growth

Given the financial, physical, training and logistical difficulties of universalizing a new level of education for young children who cannot travel to class on their own, Timor-Leste faces a dilemma: what is the best method for increasing the rate of growth of pre-school?

One option, chosen in some countries, is to prioritize five-year old children and the third year of pre-school education. In this option, the primary goal would be to place at least one formal pre-school classroom in each basic education school to ensure at least one year of pre-school for as many children as possible.

A second option, incorporated in practise in Timor-Leste and given high priority in some countries, is to support lower-cost community pre-schools serving all 3, 4 and 5 year-old children in locations near their homes. In this option, there can be a focus on building alliances with community groups, parents and other family members. Infrastructure costs are reduced by using existing spaces in community buildings or even family homes. Teaching costs and teacher training times are reduced by providing short-term training to volunteer teachers able to work with small classes.

A third option is to pursue both strategies simultaneously. This requires well-organized local management to avoid duplication and ensure the integration of five-year-old children, and—where the opportunity exists, three and four year-old children—into fully-equipped pre-school classrooms wherever they exist or are created.

3.6   Initiatives Underway

The NESP 2020-2030 will be able to build on significant initiatives already underway in various areas in different levels of the school system. Table 12 summarizes some principal initiatives currently underway, recently completed, or lacking (pending) in the key areas of school infrastructure, curriculum reform, in-service teacher training, and pre-service teacher training. The table also indicates the presence of major development partner support.

Table 12. **Significant initiatives in keys areas at each level of the school system**

	School environment	Curriculum reform	Teacher training		Major DP support
			In-service	Pre-service	
Pre-school	In process; policy and investment needed	Completed	Various supervision processes and teacher working groups	Pending	New Zealand
Basic Education	Investment needed	Advanced	Mentoring; Teacher working groups	Pending	Australia Portugal
Secondary Education	Policy and investment needed	Pending	Pending	Pending	Limited
Inclusive Education	Investment needed	Policies adopted and clear; initial steps underway.	Pending		Technical Support, UNICEF

3.6.1   Critical Issue: Sustainability and Coverage of Effective In-Service Teacher Training

As reflected in Table 12, significant in-service teacher training initiatives are underway at both the pre-school and basic education levels. The supervision and monitoring process put in place in many pre-schools relies on young well-trained pre-school inspectors who work with the superintendents and more general school inspectors in the municipal education directorates. These inspectors are part of the pre-school support project, HANDS, financed by New Zealand development assistance slated to be renewed with a second phase that will last until 2024.

The mentoring system now operating in half the primary education schools in nine municipalities relies on a team of international and national mentors in each municipality as well as group of local young people. The school support mentors are part of MEYS's primary education support project, ALMA, partly financed by Australian development assistance under a 10 year bilateral agreement due to last until 2026.

Both of these in-service teacher training programs appear to be effective in improving teachers' classroom performance, but neither is comprehensive or long-term. Apart from some Peace Corps volunteers, the third cycle of basic education is not currently receiving any development partner support for teacher training. Nor is there are support for in service teacher training at the secondary level.

In order to cover all levels of the school system and ensure sustainability, it will be important to determine how best to incorporate the lessons learned from different approaches in-service teacher training such as those put in place by HANDS and ALMA, as well as the programs managed by INFORDEPE, into the design of a comprehensive, long-term, in-service teacher development program covering all levels of the school system using modalities that will best ensure more effective classroom teaching.

3.6.2   Critical Issue: School Infrastructure

The comparative enrollment rates (see Table 5 above) illustrate clearly that the emphasis in public investment in education in Timor-Leste, as in many other countries, has been in primary education. The effects of the expansion to grades 7 to 9 with their inclusion in basic education are now beginning to appear, as the gross enrollment in that level rises above 90%. This emphasis on basic education has left the government without the resources needed to serve the educational needs of young children and adolescents. Some private sector investment has complemented the meagre public resources that have been available for pre-school and secondary education (see Table 4 above), but the educational services provided at these levels are still very limited when compared to the demand.

The limitations are particularly acute in the evident lack of adequate school infrastructure. At the pre-school level, the growth in enrollment from about 8% of the population between 3 and 5 years old in 2010 to some 21% reflects the growth in the availability of public pre-schools: about 90 in 2010 and 239 in 2018. The number of public pre-schools has almost tripled, as has the percentage of 3 to 5-year old children enrolled. At the same time, a significant number of pre-school classrooms are under-used. Clearly the vision of quality pre-school education available for all will require optimization of the use of existing facilities as well as an increase in the number of pre-school facilities.

In basic education, school enrollment rose about 4%, from some 2900 children in 2010 to 302,477 in 2018. At this level, with high and relatively stable enrollment, the total number of public schools (1093 in 2019) has remained quite stable, but school rehabilitation is a primary concern and many new classrooms are also needed to relieve overcrowding, multiple school shifts, and shortened classroom hours.

In secondary education, there is a drastic need for more public investment just to keep up with demand. There has been an increase of almost 50% in the number of public schools (64 in 2010 and 94 in 2018) since the NESP 2011-2030 was prepared, but enrollment has risen by 150%, from about 270 students in 2010 to 66,234 in 2018. With ever more students, secondary schools have become particularly subject to intensive overcrowding and up to three multiple shifts per day. Investment is urgent, not just for new schools but also for rehabilitation of existing classrooms, and for the special facilities required for effective technical and vocation education.

Ongoing Reform and Development of the School System

Table 13 provides a summary of the long-term goals for the School System and how the MEYS will know if and when the results are being achieved.

Table 13. **Matrix of long-term goals and indicators for reform and development of the School System**

School Level	Long-term Goals (2030)	Indicators	Means of Verification	Assumptions
Pre-school Education	Parents and other caregivers throughout the country have access to good quality pre-school preparation at a reasonable distance from their home.	Number of preschool preparation opportunities available nationally, including: 1) Public preschool centres 2) Private preschool centres. 3) Community preschool centres. 4) Mixed public-private-community centres 5) Short term school readiness courses	i) School buildings: documents and geo-referencing; ii) Teachers: EMIS; iii) Equipment: inventory; iv) Curriculum: Document.	Financing for school buildings and educational environments; national licensing, accreditation, and planning to optimize classroom use; teachers available for reassignment; Family and community commitments to strengthen public-private alliances and cooperation with municipal governments.
	At least 80% of children aged 3 to 5 years have opportunities to receive quality preschool education near home before entering Basic Education.	i) Participation rate of children in preschool age (in 2030, 80% will be approximately 77,389 boys and girls from 3 to 5 years of age)	i) Students enrolled: EMIS; ii) Preschool aged population: Census; iii) Sufficient trained teachers: EMIS; iv) Teacher accompaniment of parents and caregivers: monitoring of parental education and preschool curriculum.	Family and community commitments to education of their young children; Teachers' commitment to the new focus of early childhood education; Government provision of teacher training and accompaniment.
Basic Education	98% of all children, boys and girls alike, have access to a full course of quality basic education.	Net enrollment rate by age in basic education	i) Students enrolled: EMIS; ii) School aged children: Census; iii) Enrollment monitoring (system for family follow-up); iv) Pertinent curriculum: document; v) School buildings: documents and geo-referencing.	National government and international cooperation financing for school buildings and educational environments; New teachers available for reassignment; Family and community commitment to participate in the school life of their children.
	The dropout rate is reduced to 0.5%.	i) Dropout rate in basic education ii) Pass rate in first cycle (100% in first and second grades; 95% in third and fourth.	i) Students enrolled: EMIS; ii) School aged children: Census; iii) School attendance monitoring: family follow-up; iv) Pertinent curriculum: document	Educational community commitment to adapt schools to the children and adolescents, their interests and needs; schools open to families and communities.

School Level	Long-term Goals (2030)	Indicators	Means of Verification	Assumptions
	All basic education graduates, boys and girls alike, are able to select and enrol in a high-quality, relevant, course of Secondary Education.	Net enrollment rate in secondary education	i) Students enrolled: EMIS; ii) School aged children: Census; iii) Enrollment monitoring (system for family follow-up); iv) Pertinent curriculum: document; v) School buildings: documents and geo-referencing.	National government and international cooperation financing for school buildings and educational environments; New teachers available for reassignment; Family and community commitment to participate in the school life of their children.
Secondary Education	Secondary education graduates have the necessary scientific-humanistic knowledge, skills, and professionalism to create their own business, enter employment or continue studies in higher education.	Percentage of secondary education graduates who have the necessary scientific-humanistic knowledge, skills, and professionalism to create their own business, enter employment or continue studies in higher education.	i) Students enrolled: EMIS; ii) School census: EMIS; iii) Monitoring of graduates (system for follow-up of graduates); iv) Pertinent and vocationally diverse curriculum: document; iv) Evaluation of graduates (evaluation campaign).	National government and international cooperation financing for equipping and stimulating innovative projects by graduates; Availability of tutors and supervisory accompaniment; Business commitments to offer practicums and placements to graduates.
Inclusive Education	75% of socially marginalized groups[8] access the same opportunities, rights and services as the mainstream of society.	Percentage of the marginalized population that participates in educational programs.	i) EMIS data about participants in education programs; ii) Data about scholarships, loans and other incentives for participants in educational programs.	National government and international cooperation financing for equipment, scholarships and other incentives to stimulate participation; Availability of tutors and supervisory accompaniment; Business commitments for public-private alliances.

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8   Those who are systematically denied access to entitlements and services because of their socio-economic condition, ethnicity, language, race, religion, age, gender, disability, HIV status, migrant status, or where they live.

Table 14 provides a summary of the medium-term goals for the School System and how the MEYS will know if and when the results are being achieved.

Table 14. **Matrix of medium-term goals and indicators for reform and development of the School System**

School Level	Medium-term Goals (2024)	Indicators	Means of Verification	Assumptions
Pre-school Education	At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school level education near home before entering Basic Education.	i) Participation rate of 5 year-old children (in 2024, approximately 31,822 boys and girls will be 5 years of age) ii) Participation rate of 3 and 4 year-old children (in 2024, 50% of the 3 and 4 year-olds will be approximately 32,458)	i) Students enrolled: EMIS; ii) School aged children: Census; iii) Enrollment monitoring (system for family follow-up); iv) Pertinent curriculum: document; v) School buildings: documents and geo-referencing.	National and international financing for schools and educational environments; teachers committed to ECE available for reassignment; Family and community commitments to education of young children and to strengthen public-private alliances and cooperation with municipalities. Government provision of teacher training and accompaniment.
Basic Education	95% of children 6 years and older complete the first and second cycles of quality basic education; 75% of children complete the third cycle, and at least 50% of them achieve a composite passing grade on competency-based national exams.	Net enrollment rate in each cycle of basic education	i) Students enrolled: EMIS & Census; ii) Enrollment monitoring: family and community follow-up; iii) Pertinent curriculum: document; v) School buildings: documents and geo-referencing. vi) Grade 9 national exam results.	National government and international cooperation financing for school buildings and educational environments; New teachers available for reassignment; Family and community commitment to participate in the school life of their children.
	The dropout rate is reduced to 2%.	i) Dropout rate in basic education ii) Pass rate in first cycle (100% in 1st and 2nd grades; 95% in third and fourth.)	i) Students enrolled: EMIS; ii) School aged children: Census; iii) School attendance monitoring: family follow-up; iv) Pertinent curriculum: document v) Specific materials in use for assistance to at-risk students	Educational community commitment to adapt schools to the children and adolescents, their interests and needs; schools open to families and communities.

School Level	Medium-term Goals (2024)	Indicators	Means of Verification	Assumptions
Secondary Education	Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.	Percentage of secondary education teachers who offer pertinent teaching for a growing number of basic education graduates.	i) Number of teachers trained in innovative approaches to teaching theory and practice. ii) Classroom observation (teacher accompaniment program) iii) Learning evaluations (knowledge and skill testing programs)	Readiness of MEYS and MHESC to coordinate teacher training strategy and learning evaluations. Alliances: public-private; National and municipal governments; Universities and secondary schools.
Inclusive Education	Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy. A cross-sector Inclusive Education Policy is finalised, incorporating current international standards to guide towards ensuring that socially marginalized groups access the same educational opportunities, rights and services as the mainstream of society.	Number of educational programs with social and cultural impact in which vulnerable populations participate	i) Education program data (EMIS) ii) Monitoring and evaluation reports (documents)	National and international financing for equipment, scholarships and other incentives to stimulate participation; Availability of tutors and supervisory accompaniment; Business commitments for public-private alliances.

The issues to be addressed and the strategies adopted in order to achieve the goals in each level of the school system and in the cross-cutting area of inclusive education are described in the subsequent sections of this chapter.

4.1   Pre-School

4.1.1   Goals for Pre-school Education

Table 15.   **Medium and long-term goals for reform and development of Pre-School Education**

GOALS
Medium-term (2024): At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school level education near home before entering Basic Education.
Long-term (2030): Parents and other caregivers throughout the country have access to good quality pre-school preparation at a reasonable distance from their home. At least 80% of children age 3 – 5 years have opportunities to receive quality preschool education before entering Basic Education.

4.1.2   Issues and Strategies for Pre-School Education

The NESP 2011-2030 identified five issues that needed to be addressed to expand and reform Pre-school Education:

- Expanding capacity in existing public schools
- Development of public purpose partnerships
- Pre-school management
- Monitoring and evaluation of pre-school standards
- Teacher supply and quality

Over the last decade, significant experience has been acquired by MEYS in providing specialized playgrounds, class inspections, teacher professional development, production of learning materials, and preschool clustering. Classroom equipment and sanitary facilities are also needed to ensure that expanded installations in existing public schools are appropriate for good quality pre-school education. It is clear, however, that the financial resources needed to provide fully equipped facilities for three years of pre-school in all basic education schools throughout the country exceed what is likely to be available in the national budget, or through public purpose partnerships with private organizations.

An alternative approach, undergoing evaluation with support from UNICEF, consists of providing furniture, developmental play equipment and learning materials to community pre-schools set up in existing buildings or, for smaller groups of children, private homes. Another alternative is to provide guidance on early childhood stimulation to caregivers of young children in traditional extended families and to complement this family child raising support with school readiness courses for five and six-year-old children in the months immediately preceding their enrollment in first grade.

Consequently, further study of the comparative costs and child development benefits of the alternative approaches is needed in order to define an appropriate policy for selecting the type of investment in urban and rural contexts in Timor-Leste most likely to optimize the benefits of the financial resources that are available for pre-school level education.

Innovations made in the last decade include development of a new pre-school curriculum and various supervisory practices based on classroom observation. These are major improvements that facilitate more effective pre-school management. Unfortunately, however, there is not yet a comprehensive supervisory system and the difficulties derived from the lack of sufficient facilities and teachers are compounded by badly organized teaching assignments and scheduling that often leave existing classrooms and teachers under-utilized. Improved national human resource policies and better municipal management of pre-school teaching assignments are needed to enable more children to receive the benefits of the new curriculum in the facilities that are available.

The supervisory and peer sharing system developed in the HANDS program provides a large number of teachers with ongoing support for implementation of the new curriculum and improved classroom teaching. The issue now is to consolidate linkages with pre-service training for the specialists in early childhood education who will be increasingly needed as enrollment in pre-school level education expands.

Building on the progress made to date, the strategies planned for the reform and development of pre-school level education can now be focused on three critical issues.

Table 16. **Critical issues and strategies for the reform and development of Pre-School Education**

ISSUES	STRATEGIES
1. More classrooms needed, and a policy to guide the best combination of preschool classrooms in filial schools, community pre-schools, and support for home-based early childhood stimulation coupled with school readiness courses.	Study the cost and child development implications of the alternative investment options for expansion of preschool level education.
	Identify and adopt the policy and regulatory changes needed to implement the investment option selected.
	Provide and implement a revised plan of government school buildings to ensure an early childhood classroom with a teacher, adequate facilities and teaching and learning materials in each existing school.
	Prepare and implement measures that stimulate community and private sector development of new preschool classrooms, especially in the most remote areas and for children who are at risk of being excluded from education opportunities.
	Where resources do not yet permit a full three-year pre-school, ensure a school readiness course for 5-year old children.
2. Need to improve national pre-school HR policies and municipal sub-system management to ensure that class schedules and teaching assignments make full use of existing classrooms and teachers.	Implement school licensing and accreditation policies and guidelines for all pre-schools.
	Ensure quality in the implementation of the national pre-school curriculum.
	Implement the staffing formula, staffing needs analysis and merit-based recruitment system to make sure pre-schools have the right number of qualified and trained teachers.
3. Need to consolidate the supervisory system: time to organize a coordinated national system of pre-service and in-service teaching training leading to a specialist qualification in early childhood education, with ongoing classroom observation and peer sharing.	Develop and implement a coordinated system of pre-service and in-service teaching training that allows new and existing teachers to gain a specialist pre-school teacher qualification
	Develop and implement an in-service professional development system for pre-school teachers to ensure compliance with the pre-school teachers competency framework currently under development;
	Develop and implement the National Policy for Early Childhood Development, ensuring, in particular coordination between the MEYS and the Ministry of Health

4.1.3   Activities and Expected Results for Pre-school Education

The activities associated with the strategies and the expected results are identified in Table 17.

Table 17 Expected results and activities for the reform and development of Pre-School Education

Medium-term goal	Expected results	Activities	
1. At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school level education near home before entering Basic Education.	1.1 A study of the cost and child development implications of the alternative investment options for preschool expansion.	1.1.1	Design and undertake a cost-benefit study of alternative approaches to pre-school level education in place Timor-Leste and in similar socio-cultural contexts.
		1.1.2	Identify the appropriate combination of investments consistent with the study results and adopt the policy and regulatory changes needed to implement the investment option selected.
	1.2 Implementation of a government school building plan ensuring an early childhood classroom with a teacher, adequate facilities and teaching and learning materials in each existing school.	1.2.1	Plan, design and construct public pre-school buildings with classrooms, toilets, water, kitchens, and playgrounds, including ramps and assistive bathroom facilities.
		1.2.2	Prepare and approve guide for pre-school conditioning.
		1.2.3	Conditioning of existing public pre-school classrooms.
		1.2.4	Provision of a pre-school grade for 5-year old children in filial schools where resources do not yet permit a full three-year pre-school.
	1.3 Measures prepared and implemented to stimulate community and private sector development of new preschool classrooms, especially in the most remote areas and for children who are at risk of being excluded from education opportunities.	1.3.1	Prepare and approve community pre-school model
		1.3.2	Assist communities in remote areas to develop community pre-schools.
	1.4 Implementation of school licensing, accreditation, enrolment and management policies and guidelines for all pre-schools.	1.4.1	Finalize and approve pre-school management policy
		1.4.2	Review applications and, where merited, license new pre-schools
		1.4.3	Inspect newly licensed pre-schools, and, where merited, issue accreditation at intermediate or excellence level.
	1.5 Improved application of the pre-school enrolment law	1.5.1	Update registry of permanent and contracted pre-school teachers
		1.5.2	Apply enrolment manual
	1.6 Quality ensured in the Implementation of the national pre-school curriculum.	1.6.1	Produce and distribute learning materials for national pre-school curriculum
		1.6.2	Prepare and apply school readiness assessment

Medium-term goal	Expected results	Activities	
	1.7 Staffing formula, staffing needs analysis and merit-based recruitment system ensure pre-schools have the right number of qualified and trained teachers.	1.7.1	Assess student/teacher ratios and teacher workloads in Dili and all other municipalities
		1.7.2	Develop and apply a human resource policy with incentives for relocation outside Dili
	1.8 A coordinated system of pre-service and in-service teaching training developed and implemented allowing new and existing teachers to gain a specialist pre-school teacher qualification.	1.8.1	Develop and implement a standardized pre-service pre-school teacher training program for obtaining a teaching license[9]
		1.8.2	Develop and implement a professional development system to ensure compliance with teacher competency frameworks
		1.8.3	Establish, formalize and strengthen pre-school teacher working groups in the preschool clusters in all municipalities
	1.9 The National Policy for Early Childhood Development finalized and implemented.	1.9.1	Finalize and implement the national ECD policy, ensuring coordination between the MEYS and the Ministry of Health.

4.2 Basic Education

4.2.1 Goals for Basic Education

Table 18. **Medium and long-term goals for reform and development of Basic Education**

	GOALS
Medium-term (2024):	95% of children 6 years and older complete the first and second cycles of quality basic education; 75% of children complete the third cycle, and at least 50% of them achieve a composite passing grade on competency based national exams.
	The dropout rate is reduced to 2%.
Long-term (2030):	98% of all children, boys and girls alike, have access to a full course of quality basic education.
	The dropout rate is reduced to 0.5%.

4.2.2 Issues and Strategies for Basic Education

The goals and strategies established for Basic Education in the NESP 2011-2030 are focused on the steps needed to achieve universal basic education for all children in Timor-Leste. Local school clusters, with a large base school providing management and administration for a group of small filial schools, are seen as the primary vehicle for implementation of the educational reforms needed. Both the overall goal of universal basic education and implementation through the school cluster model continue as presented in 2011.

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9 The degree program in Early Childhood Education established by the UNTL in 2018 could be used as a prototype for the training program.

Management of the clusters, however, is a complex task. The roles of principals, vice-principals, and filial school coordinators need more clarification and school leaders need focused training in education management to be able to assume their intended functions effectively.

In the last decade the Ministry of Education undertook a major renewal of the Basic Education curriculum for the first cycle of grades one through four, and the second cycle of grades five and six. This involved designing, piloting, printing and distributing teacher and student materials, and training teachers for their use. Introduction of the new curriculum in the third cycle of grades seven through nine in 2021 will complete the installation of a 21st century basic education program aimed at ensuring literacy in both national languages, basic mathematical and scientific knowledge, awareness of national values, history and culture, critical thinking skills and socio-emotional competencies, as well as the opportunity to acquire English as an additional language.

Challenges confronted during the efforts to implement the NESP program for Basic Education have facilitated the identification of issues that need to be addressed while continuing with the strategies identified in the NESP in 2011. A central challenge comes from the relatively poor learning outcomes evident in the 2017 mini-EGRA study, despite the national requirement to implement the new curriculum since 2015. An important issue is that many teachers are not wholeheartedly implementing the new curriculum, as shown by ongoing repetition in grade 1 in violation of the new rules.

Another critical issue is the complexity of early grade teaching where reading is the key skill and two thirds of the children have a mother tongue that is neither Tetum nor Portuguese. The 2016 Evaluation Study of the results of experimental pilot project *Mother Tongue Based Multilingual Education*, known as EMBLI, suggests that significant improvements could result from a strategy aimed at enabling teachers to teach in the children's first language throughout preschool and primary level up to the second grade. The 432 students who participated in the pilot scored dramatically better (2 to 300 times higher on all categories of reading Tetum, reading Portuguese, and performing mathematical operations) than the students in two control groups, one composed of students in regular public schools, and the other of students in the much more expensive CAFE schools located in the same municipalities[10].

At the core of the renewal needed in basic education is a transformation of the traditional pass/fail educational culture, aimed at memorization of content, into a collective effort to turn each basic education classroom into a learning space that encourages the intellectual and socio-affective development each child and in which evaluations are used to help teachers determine how best to help their students acquire skills for analytical thinking, problem solving, and the use of 20th century tools to access information. This is the intention of the new curriculum in use in the first two cycles and that will cover all nine years of basic education by 2021.

The transformation needed, however, requires more than new teacher and student materials and short courses to acquaint teachers with the curriculum guidelines. We all tend to teach as we were taught, reproducing the classroom environments with which we are familiar. Creating new environments, changing the furniture arrangements, encouraging children to work together, identifying their interests and topics

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10 This issue is important for Pre-school and Basic Education. It is addressed below in the Component on Inclusive Education (see, especially, "Strategies", p. 42, and "Expected Result 4.1.6", p. 44).

that motivate their curiosity, using evaluations as tools to identify ways to improve the classroom process: all these are new skills and learning them requires mentoring and reiterative coaching as well as concerted efforts by each teacher to learn through innovative practice and trial and error.

Renewal of pre-service teacher training is essential; also essential is ongoing in-service training in the application of the new curriculum. Both stages of teacher training are addressed below in Chapter 6, but it is critically important to recognize that in-service training needs to become an intrinsic part of all three cycles of basic education during the next five years.

The highly-regarded multi-faceted in-service training program carried out by the ALMA project in nine municipalities as part of the Australia-Timor-Leste Partnership for Human Development provides a platform for building an national program to ensure more effective application of the learner-centered curriculum in all three cycles of basic education throughout the country. Classroom observation with proven tools, mentoring, and peer learning groups among teachers, are some of the methods that need to be reviewed and enriched, with the lessons learned incorporated into ongoing support for all basic education teachers.

At the same time, there is a need to revise the requirements for teachers to demonstrate dominion of basic competences in Tetum and Portuguese, scientific and subject knowledge, pedagogical practice, and professionalism and ethics, as well as to develop tools that measure their mastery in each area. Clear standards are also needed to guide teacher recruitment and deployment, and to facilitate recognition of effective facilitation of learning in the classroom.

As indicated in Chapter 3, the basic education system lacks adequate school infrastructure. Many schools operate with overly large classes and two or three shifts. This limits the actual effective class time to less than three hours each day and makes it difficult to turn each classroom into a special space that houses and reflects the learning activities of each group of children. Table 19 presents the key issues and organizes the updated strategies in relation to them.

The transformational process will not be instantaneous; it will take time and may only be partially complete by 2024. Nevertheless, it can be expected that the quality of the basic education system will show improvement and the impact of the change will appear in the learning results achieved by Timorese children. The dropout rate should improve, almost all children should complete the first two cycles; at least three quarters should go on and complete the third cycle. Most importantly, each year more and more grade nine students should have acquired the learning skills targeted in the new curriculum. As a result, it can be expected that there will be a significant improvement in the percentage of students who achieve a composite passing grade on the national exams.

Table 19. Critical issues and strategies for the reform and development of Basic Education

ISSUES	STRATEGIES
Major need for new classrooms and improved school infrastructure	By 2024, build 1,181 classrooms based on ranked priorities: classrooms in the worst conditions; schools with ratios over 40 students per teacher; urban schools with more than 2 shifts; rural schools with more than 1 shift. This includes classrooms, administration office, library, laboratory, recreation facilities; furniture (one table and one chair per child, and furniture for teachers and the Directive Cabinet of EIEB); equipment.
	Provide adequate teaching infrastructural solutions for people living in distant and remote locations through: a) The construction of new filial schools, and/or b) School transportation.
Language and literacy: two thirds of children have a mother tongue that is not Tetum or Portuguese.	Evaluate learning outcomes with international comparative testing (EGRA, EGMA or others), and develop national assessment frameworks.
	Define and implement training programs of excellence, through a process of comparative study of the characteristics of schools with good learning results, to enhance access to quality practices in the neediest public schools.
	Implement the School Social Action Program, with sports activities, school health, pedagogical gardens, school transportation, the feeding program, and emergency assistance.
	Develop specific strategies for ensuring early grade literacy competencies for at-risk children, including those with a local primary language, as well as those in areas with the highest stunting rates and students from multigrade classrooms.
Many long-term teachers without required language, scientific and/or pedagogical competences. Frequent absenteeism. Need to enforce qualification requirements for teaching positions.	Consolidate practice of new management methodology, use performance evaluation process to recruit new Directors, and provide training to improve school management.
	Implement the bottom-up school development planning system at the level of each cluster to improve identification of real needs and implementation of local strategies to overcome impediments to enrollment and learning targets.
	Improve the teaching performance evaluation system.
	Recruit teachers with university level qualifications, ensure they pass a pedagogy course before they begin, develop a support/mentoring program during their first 2 years of teaching, and ensure that the program emphasizes the elements that are mostly closely correlated with successful student performance.
Frequent failure to implement new curriculum: (23 of 100 children still repeat grade 1). Time to organize a coordinated national system of pre-service and in-service training and consolidate mentoring with ongoing classroom observation and peer sharing.	Enforce Decree Law about the Basic Education Curriculum no. 4/2015 stating there is no repetition in the first grade and improve teaching quality to eliminate repetition.
	Complete and implement the new curriculum for the 3rd cycle (7th grade by 2021, 8th grade by 2022 and 9th grade by 2023), including reformulation of the current assessment system to measure competencies rather than memorization of content.
	Strengthen the national teacher training system by formally incorporating support strategies (such as classroom observation, ALMA's mentoring system, teacher working groups and e-learning opportunities) to reinforce the implementation of curriculum, covering all Basic Education schools by 2023.
	Improve printing and distribution systems for teaching and learning materials; ensure that books are distributed yearly so all students have their required books; ensure constant replenishment and enhancement of school libraries.
	Ensure that books are distributed yearly so that each student has his or her required books and school libraries are constantly replenished and enhanced. Make all learning materials available to everyone through an e-library, ensuring a MEYS copyright.

4.2.3   Activities and Expected Results for Basic Education

The activities associated with the strategies and the expected results are identified in Table 20.

Table 20. **Expected results and activities for the reform and development of Basic Education**

Medium-term goals	Expected results		Activities	
2.1 95% of children 6 years and older complete the first and second cycles of quality basic education; 75% of children complete the third cycle, and at least 50% of them achieve a composite passing grade on the national exams..	2.1.1	Procedures in place to prioritize adequate construction and ensure maintenance.	2.1.1.1	Develop minimum standards for educational infrastructures for each cycle of basic education, including classroom disability access, teacher and administration rooms, library, laboratory, WASH facilities, and recreation facilities.
			2.1.1.2	Carry out a school infrastructure census to map schools that are at environmental risk
			2.1.1.3	Rank schools in need of classroom construction or rehabilitation, giving priority to: Classrooms in worst conditions, with health hazards and/or at environmental risk; Schools with over 40 students per teacher; Urban schools with more than 2 shifts; Rural schools with more than 1 shift
			2.1.1.4	Develop a policy and strategy to ensure maintenance of educational infrastructures, including guidelines for grants.
	2.1.2	Classrooms and other needed facilities constructed or rehabilitated and maintained in all prioritized schools.	2.1.2.1	Update standards for classrooms and schools
			2.1.2.2	Develop construction and rehabilitation plans for prioritized schools
			2.1.2.3	Include ramps and assistive bathroom facilities in all new school construction & rehabilitation
			2.1.2.4	Facilitate and supervise community construction projects in each prioritized school
			2.1.2.5	Establish on-line school infrastructure management system with regularly updated data about each school
	2.1.3	An attractive environment promotes learning in all schools.	2.1.3.1	Ensure adequate furniture (one table and chair per child, furniture and equipment for the Directive Cabinet) in all basic schools.
			2.1.3.2	Ensure school beautification including furniture where needed for all schools.
	2.1.4	Children in remote communities have access to basic education	2.1.4.1	Construct new filial schools where numbers of children merit.
			2.1.4.2	Develop, pilot and establish school transportation options for children with disabilities or living in remote locations
	2.1.5	Solid and well-designed curricula are delivered and monitored in all cycles.	2.1.5.1	Extend the ALMA project type curriculum implementation support to all municipalities and consolidate ongoing mentoring to ensure curriculum application.
			2.1.5.2	Consolidate implementation of 1st and 2nd cycle curricula, including an emphasis on early grade literacy to ensure that the majority of second grade students can read
			2.1.5.3	Define and implement curriculum of the 3rd cycle to align with 21st century curriculum

Medium-term goals	Expected results		Activities	
			2.1.5.4	Develop digital versions of curricular materials for all cycles
			2.1.5.5	Ensure that book corners exist and are properly used in cycle 1 and 2 classrooms
			2.1.5.6	Monitor learning results nationally
			2.1.5.7	Print and distribute new early grade reader books, national exams, handbooks, score books, attendance sheets, and lesson plans, and develop a system to ensure that all schools have a core package of printed materials that include sets of core books distributed per student, as well annually replenished classroom libraries.
			2.1.5.8	Develop guides for tutoring at-risk students, and ensure use at least weekly, by teachers, paraprofessionals and volunteers, within and outside of the classroom
2.2 The dropout rate is reduced to 2%.	2.2.1	Bottom-up school development planning process implemented at the level of each cluster to improve response to real needs to achieve universal completion targets	2.2.1.1	Evaluate, select and train school directors based on performance evaluation process, as well as ensure continuous and effective training for school leaders.
			2.2.1.2	Ensure school managers are trained and applying an effective 21st century school management methodology
			2.2.1.3	Provide mentoring and coaching for new principals and school leaders
			2.2.1.4	Ensure teachers are registered and receiving ongoing pedagogical support within the cluster and their school
	2.2.2	School performance measured and registered nationally	2.2.2.1	Prohibit first grade repetition as required by Decree Law 4/2015
			2.2.2.2	Measure and report school repetition and dropout rates
			2.2.2.3	Accredit basic schools based on EMIS data
			2.2.2.4	Establish and train a national learning assessment team
			2.2.2.5	Conduct large sample learning assessments in language and mathematics in grades 2, 3 and 6 every third year using international comparative test instruments (EGRA, EGMA or others).
			2.2.2.6	Develop a public network system that allows timely distribution of school grants
	2.2.3	The School Social Action Program is implemented in all municipalities	2.2.3.1	Implement school sports activities
			2.2.3.2	Implement school health plan
			2.2.3.3	Implement school transportation program
			2.2.3.4	Implement pedagogical garden program
			2.2.3.5	Implement school feeding program
			2.2.3.6	Implement school emergency assistance program
	2.2.4	Programs of excellence defined and implemented through sharing to enhance quality practices.	2.2.4.1	Use public and private schools with successful learning results as a resource for extension of quality practices to other schools.
			2.2.4.2	Ensure principals and other school officials are trained and equipped to use proven classroom observation tools to monitor classroom processes and provide feedback to all teachers.

4.3 Secondary Education

4.3.1 Goals for Secondary Education

Table 21. **Medium and long-term goals for reform and development of Secondary Education**

	GOALS
Medium-term (2024):	Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.
Long-term (2030):	All basic education graduates, boys and girls alike, are able to select and enrol in a high-quality, relevant, course of Secondary Education.
	Secondary education graduates have the necessary scientific-humanistic knowledge, skills, and professionalism to create their own business, enter employment or continue studies in higher education.

4.3.2 Issues and Strategies for Secondary Education

A look at the recent trend in secondary enrolment reveals another critical issue. Although dropout rates remain high, each year more students have been finishing basic education and enrolling in secondary education.

In the coming decade, success in efforts to reduce repetition rates will improve the efficiency of basic education, reducing the time students spend in cycles 1 through 3, and continuing the increase in demand.

Figure 7. **Growth of secondary education enrollment, 2011 to 2018**

	2011	2012	2013	2014	2015	2016	2017	2018
Private	14,724	14,644	14,438	14,430	16,422	18,656	21,209	22,501
Public	30,133	33,684	33,111	34,278	35,000	37,342	40,724	43,733

■ Public   ■ Private

Source: EMIS, MEYS.

Table 22. **Yearly increase or decrease in the number of secondary school students**

Annual change in secondary school enrollment						
2012	2013	2014	2015	2016	2017	2018
+ 3,471	- 779	+ 1,159	+ 2,714	+ 4,576	+ 5,935	+ 4,301

Source: EMIS, MEYS.

Between 2015 and 2018, the enrollment in secondary education increased by 29%, with annual increments of more than 4000 additional students each year. Over the same period, the number of secondary school teachers increased by 22%.

Ongoing annual increases in student enrollment can be expected, especially if goals for basic education are met. Meeting increased demand will require ongoing annual increases in the numbers of trained secondary education teachers, the construction of new infrastructure, and acceleration of the structural and curricular changes needed to ensure that secondary education enhances the students' economic prospects.

In 2010 the SDP identified the need to develop a new national vocational training system. Progress has been made in this direction. Under the leadership of the State Secretariat for Professional Training and Employment Policy (SEPFOPE), national qualifications standards have been established for most major occupations and a number of vocational training centres (VTCs) have been recognized by the National Labour Force Development Unit (INDMO) as registered training organizations able to deliver nationally accredited qualifications in specific occupations at five levels of certification. VTCs registered to provide certification at levels three to five can be accredited as in the higher education sub-sector. Levels one and two are approximately parallel to secondary education, but without necessarily providing the general education required for university entrance.

Recognizing that most Timorese young people need and would welcome employment upon completing secondary school, without losing the option of university entrance, since 2014 the MEYS has adopted a policy of giving priority secondary technical education, increasing the number of secondary technical schools, even converting some general secondary schools into technical secondary schools.

Figure 8. **Relative increase in the number Secondary General and Technical Schools since 2014**
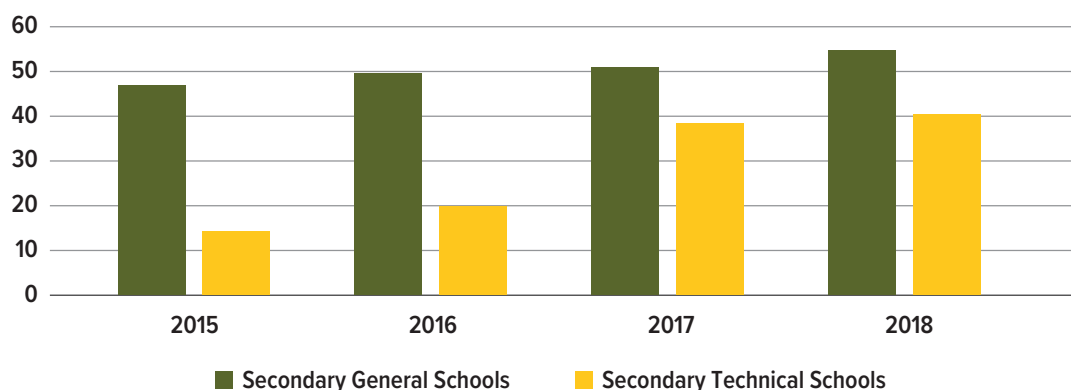
Source: EMIS, MEYS.

The response has been positive. After slowly declining from 2011 to 2015, the percentage of public secondary students who enroll in secondary technical education has been increasing rapidly.

Figure 9. **Relative increase in the number of Secondary Technical students since 2015**

Enrollment in Public Secondary Schools

Percentage of Public Secondary Students in Technical Schools
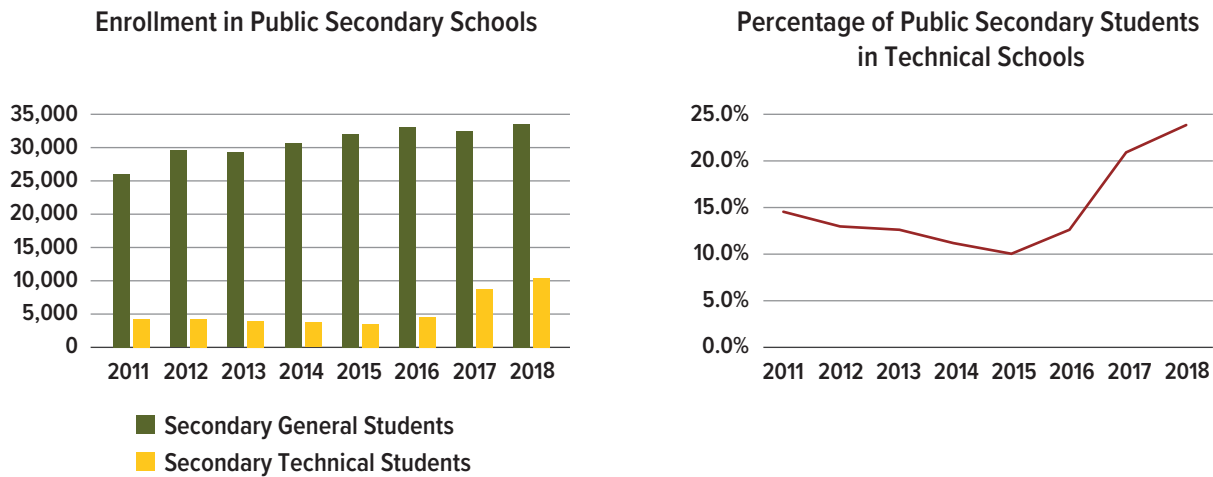
Source: EMIS, MEYS.

There are many problems, however. The secondary technical schools are not recognized by INDMO as registered training organizations and they are not empowered to nationally accredited qualifications recognized by employers who seek to hire skilled staff in specific occupations. They do not apply the nationally recognized curricula required for level one and level two certification. In most cases, beset by the general quality problems affecting the whole school system, they do not have the equipment, tools, trained teaching staff, and practical workplace experience needed to apply the curricula.

Problems are also faced in the secondary general schools. The curriculum needs to be updated to respond to 21st century conditions, with a focus on critical thinking and problems solving skills while making use of electronic access to unlimited amounts of information and developing an understanding of goals and strategies for sustainable development. Teaching quality should be monitored and internationally recognized testing of learning results introduced.

System management needs to be strengthened and ongoing communication established and maintained with the higher education and TVET sub-sectors as well as public and private sector employers, to ensure pertinent secondary education that responds to the expectations graduates will face, whether they seeks employment, go to university, or continue their studies in an accredited technical training program.

The list of specific issues that should be addressed is lengthy. It includes infrastructure development, including adequate installation and maintenance of high-speed internet. Ways are needed to provide vocational counseling to students and good communication with families so that young men and women can make informed choices about a general or technical program when they enter secondary education, and about employment, self-employment, and/or further studies when they leave.

The expanding demand for relevant secondary education can be expected to continue throughout the next decade. The immediate challenge is to ensure the national leadership, development partner support, inter-institutional coordination with SEPFOPE, INDMO and MHESC, and financial and technical resources needed to respond to the demand with the development and implementation of policies that give a clear direction for the transformation of the secondary school system, identifying the important role that secondary education should play in our country's economic and social development process and catalyzing the energies of school leaders, teachers and students for a lengthy process of continuous improvement.

A strategy for secondary education strategy is needed to ensure that technical secondary graduates receive nationally accredited qualifications for their chosen occupations, that general secondary graduates are also prepared for the job market and business development, and that all secondary graduates have access to higher education, if and when they so choose.

Table 23. **Critical issues and strategies for the reform and development of Secondary Education**

ISSUES	STRATEGIES
The dramatic increase in demand for secondary education can be expected to continue.	Implement a detailed personnel and HR plan to ensure that the teaching capacity is available as required.
	Implement a comprehensive plan for infrastructural development (including furniture and equipment) for both secondary general and Technical-vocational schools.
	Improve the management of general and technical-vocational secondary education schools, including HR, scheduling.
	Implement extracurricular activities for students in both general and technical secondary schools (including student councils, scouts, cooperatives, competitions, and clubs catering to a variety of sport, academic, artistic and social interests).
A secondary education strategy, pertinent to the national socio-economic development process, is needed to guide the preparation of new secondary education curricula and both pre-service and in-service secondary school teacher training.	Improve the formal linkages of secondary education with industry and the marketplace to provide direct experience of the workplace nationally and internationally.
	Revise the general secondary curriculum in line with 21st century international standards, contextualized to our national reality, for implementation before 2024.
	Revise the organization and curricula of secondary technical education to ensure students receive nationally accredited TVET qualifications.
	Optimize the use of available resources to meet the specific needs of high quality technical and vocational training.
	Improve pre-service and in-service teaching training for general and technical secondary education placing special emphasis on using pedagogy and teaching content necessary to implement the new curriculum, solid classroom management practices, as well as practical workplace experience for TVET teachers.
	Conduct information sessions to the community about the technical-vocational schools in order to increase understanding of the opportunities and requirements of students who choose that option.

4.3.3   Activities and Expected Results for Secondary Education

The activities associated with the strategies and the expected results are identified in Table 24.

Table 24.   **Expected results and activities for the reform and development of Secondary Education**

Medium-term goal	Expected results		Activities	
3. Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.	3.1 Trained teachers are available as required for both general and technical secondary school courses.	3.1.1	Develop a detailed human resource plan based on best available estimates of the number of students expected in each stream of general and technical secondary.	
		3.1.2	Ensure pre-service training for new university graduates and experienced professionals interested in becoming secondary education teachers.	
	3.2 Procedures in place to prioritize adequate construction and ensure maintenance of needed classrooms and other facilities in general and technical secondary schools.	3.2.1	Develop minimum infrastructure standards for general and technical secondary education.	
		3.2.2	Carry out a study to map schools that are at environmental risk	
		3.2.3	Rank schools in need of classroom construction or rehabilitation, giving priority to classrooms in terrible condition or at environmental risk and schools with more than 2 shifts	
		3.2.4	Develop a policy and strategy to ensure maintenance of educational infrastructures, including guidelines for grants.	
	3.3 Classrooms and other needed facilities constructed or rehabilitated in all prioritized general and technical secondary schools.	3.3.1	Develop construction/rehabilitation plans for each prioritized secondary school	
		3.3.2	Include ramps and assistive bathroom facilities in all new school construction & rehabilitation	
		3.3.3	Facilitate and supervise community construction projects in each prioritized secondary school	
		3.3.4	Strengthen public-private partnerships to increase access to quality technical secondary education	

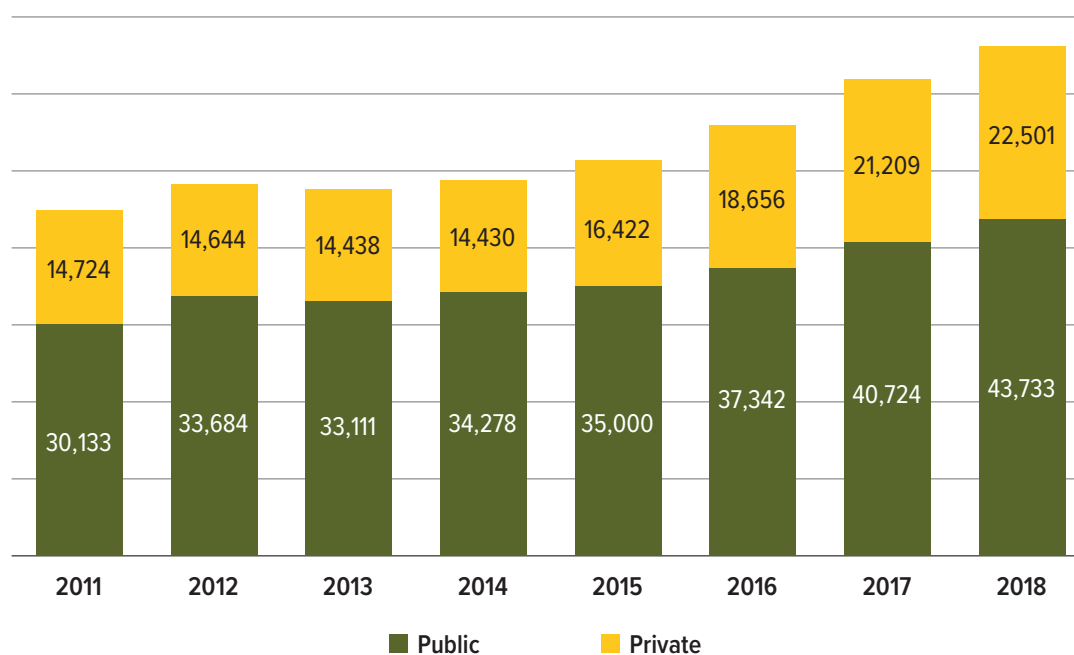| Medium-term goal	Expected results		Activities
3. Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.	3.4 Improve the management of all secondary schools, including HR, scheduling.	3.4.1	Consult, finalize, and/or socialize pertinent laws and regulations regarding secondary school management
		3.4.2	Ensure regular coordination of general and technical secondary education
		3.4.3	Ensure coordinated planning and ongoing monitoring of general and technical secondary education in each municipality
		3.4.4	Train school executive cabinet members in school administration and management, classroom observation, and extracurricular activities
		3.4.5	Digitalize secondary school administration, management and pedagogical support systems
		3.4.6	Ensure school grants for general and technical secondary schools
		3.4.7	License and accredit secondary schools
	3.5 Implement extracurricular activities for secondary education	3.5.1	Promote, facilitate and monitor extracurricular activities in all secondary schools
	3.6 Formal linkages with industry and commerce provide direct experience of the workplace nationally and internationally.	3.6.1	Consult industry in formulation of curricula, for both general and technical secondary education.
		3.6.2	Include internships in 11th grade.
		3.6.3	Develop work orientation program with SEPFOPE for 12th grade students.
	3.7 Secondary general education students develop 21st century skills	3.7.1	Reform the secondary general education curriculum to optimize computer literacy, develop analytic and problem solving skills, and ensure understanding of sustainable development issues, especially in relation to the strategic social and economic development of Timor-Leste.
	3.8 Secondary technical students graduate with a nationally accredited TVET qualification in their occupation specialty as well as a secondary school diploma.	3.8.1	Select a pathway for ensuring joint INDMO and MEYS recognition of learning results achieved by students in technical secondary schools.
		3.8.2	Reform the technical secondary curricula to ensure that all students complete the requirements for level 2 TVET qualification in an occupational specialty.

Medium-term goal	Expected results	Activities	
3. Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.	3.9 Quality in secondary technical education is enhanced by effective management support and efficient use of available resources.	3.9.1	Ensure that each technical secondary school has either nationally qualified TVET instructors, appropriate installations and equipment, and work placement opportunities, or a partnership with an accredited VTC.
		3.9.2	Develop specific pre-service and in-service teacher training programs for technical secondary teachers, including pedagogy and skills development as well as industry training and experience in specialist disciplines
		3.9.3	Consolidate technical secondary schools located in the same municipality to share workshops, training equipment, ICT infrastructure, computing equipment and broad-band internet access.
		3.9.4	Develop a technical secondary students registry linked to INDMO SEFOPE requirements
		3.9.5	Develop a national quality control system to monitor all secondary technical school programs.
		3.9.6	Develop an on-line vocational guidance and job placement website.
	3.10 Pre-service and in-service teacher training adapted to new secondary education curricula.	3.10.1	Develop specific training programs for technical secondary teachers, including pedagogy and skills development as well as industry training and experience in specialist disciplines
		3.10.2	Place special emphasis on the pedagogy and teaching content necessary to implement the new curricula
		3.10.3	Incorporate training in solid classroom management practices.
		3.10.4	Develop specific competency framework and evaluation system for secondary teachers to meet minimum criteria.
	3.11 Promote community awareness of the nature and opportunities of technical secondary education.	3.11.1	Conduct information sessions in communities throughout the country about technical-vocational secondary schools in order to increase understanding of the opportunities and requirements of students who choose that option.

4.4   Inclusive Education

4.4.1   Goals for Inclusive Education

Table 25. **Medium and long-term goals for reform and development of Inclusive Education**

GOALS	
Medium-term (2024):	Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy.
	A cross-sector Inclusive Education Policy is finalised, incorporating current international standards to guide towards ensuring that socially marginalized groups access the same educational opportunities, rights and services as the mainstream of society.
Long-term (2030):	75% of socially marginalized groups (those which are systematically denied access to entitlements and services because of their socio-economic condition, ethnicity, language, race, religion, age, gender, disability, HIV status, migrant status, or where they live) access the same opportunities, rights and services as the mainstream of society.

4.4.2   Issues and Strategies for Inclusive Education

The NESP 2011-2030 includes a comprehensive program to help ensure equity in access to education for females, children with disabilities, displaced populations, and children in poverty-stricken families. Displaced populations have now been reintegrated. School feeding programs designed to facilitate attendance by children from poor families have been mainstreamed into the preschool and basic education annual action plans. The need for measures to ensure equal educational opportunities for females and for children with disabilities persists, however, and it is now clear that strategies are also needed to ensure equal opportunities for the two thirds of children whose first language is neither Portuguese nor Tetum.

The approval of the Inclusive Education Policy in 2017 constitutes a significant change in the national context. The Policy calls for an end to the exclusion of children with disabilities from mainstream classrooms. This is a fundamental change in the approach to which most schools, school leaders, teachers, and parents are accustomed; it is not a surprise that few concrete measures have yet been put in place to implement the changes needed. Consequently, there is a critical need for strategies that ensure steady, consistent, well-planned, adequately financed, and closely monitored measures to incorporate children with disabilities into mainstream classrooms.

Planning, of course, will not be effective without support from school leaders and classroom teachers, as well as parents and local community leaders. Efforts are needed to assist in understanding that attention to special needs is merely an extension of the basic concepts needed to implement the learner-centered curricula developed for pre-school and the three cycles of basic education. In this regard, initiating pre-school and early basic education in the first languages of children who are not fluent in Tetum is another extension of learner-centered teaching strategies to the needs of specific groups of children. For effective attention to first language communication as well as to other special needs, it will also be necessary to educate and enlist the support of parents and local communities.

The international process of identifying the full scope of the changes needed to ensure educational equity and inclusivity for all has continued to evolve, and some important concepts, such as universal design for learning and assessment, and sensitive approaches to disability, gender and child protection have yet to be incorporated into the national Inclusive Education Policy.

Without delaying the introduction of concrete measures that should be included in national strategies for implementation of the current national policy during the upcoming decades, it will also be important to incorporate the latest understanding of the issues involved in moving toward full inclusivity into both the national policy itself and into school and classroom practice.

Recognizing the critical role of teachers in ensuring changes in classroom practice, and the need for both the new generation of teachers and teachers currently in service to adopt a pedagogical vision that embraces full inclusivity, the focus of a strategy for updating national policy needs to be an effort to embed the spirit of expanding understanding of inclusive education into pedagogical training in both pre-service and in-service teacher training programs.

Table 26 relates the major strategies proposed for the reform and development of Inclusive Education to the critical issues discussed here.

Table 26. **Critical issues and strategies for the reform and development of Inclusive Education**

ISSUES	Strategies
Despite approval in 2017, few concrete actions have been taken to apply the various aspects of the national Inclusive Education Policy.	Implement a staged action plan of the Inclusive Education Policy with equitable finance allocation.
	Monitor the implementation of the inclusive education action plan with Sustainable Development Goal (SDG) indicators and cross sector and civil society collaboration.
	Develop and implement internal scholarships and other mechanisms to facilitate the equitable participation in all levels of education and in the workforce (students, teachers and other personnel) of women, persons with disabilities and those from marginalised groups.
To apply the Policy effectively, school leaders and teachers need to learn to recognize differences and to incorporate everyone into learner-centred education.	Align inclusive education policy planning with quality education planning and strengthen the capacity of National and Municipal Directorates to implement inclusive education policy systems and processes.
	Conduct a final evaluation of the EMBLI Mother Tongue Education Program and depending upon the results, integrate it into the Pre-School and Basic Education programmes to ensure that children in pre-school and early grades are being taught through their mother tongues transitioning to Tetum and Portuguese.
	Develop a training and advocacy program for community participation and awareness in inclusive education and introduce it across all municipalities.
The Policy itself does not yet incorporate the latest international understanding of the steps needed to achieve full inclusivity.	Embed inclusive education principles (including Universal Design for Learning and Assessment, disability, gender and child protection sensitive approaches) in all pre-service and in-service teacher training and development programmes.

4.4.3   Activities and Expected Results for Inclusive Education

The activities associated with the strategies and the expected results are identified in Table 27.

Table 27.   **Expected results and activities for the reform and development of Inclusive Education**

Medium-term goals	Expected results	Activities	
4.1 Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy.	4.1.1 Effective monitoring of inclusive education with Sustainable Development Goal (SDG) indicators, comprehensive data on the situation of children with special educational needs, and cross sector civil society collaboration.	4.1.1.1	Using available international instruments, develop tools with EMIS questions to be asked of parents about special needs of children 0-5 years old, and about special needs of children 6-17 years old.
		4.1.1.2	Train school coordinators to train teachers in the use of the tools developed to identify children with disabilities.
		4.1.1.3	Develop EMIS reports with data about students with special needs identified through parent responses and by teachers in their classrooms.
		4.1.1.4	Compare and consolidate EMIS data about children with disabilities with the national census and data obtained from the Ministry of Health and other agencies.
	4.1.2 Current activities that provide educational opportunities to differently abled children enhanced.	4.1.2.1	Include ramps and assistive bathroom facilities in all new school construction & rehabilitation
		4.1.2.2	In each municipality, incorporate a nearby inclusive resource center into a school to form a 'resourced school', changing a segregated model to an integrated one.
		4.1.2.3	Partner with specialized schools already in place and other organizations supporting differently-abled persons to provide training to teachers and support to other schools.
		4.1.2.4	Use tablets as a communication tool to enable resourced schools or a centralized municipal office to support remote schools.
		4.1.2.5	Place trained learning assistants in some classrooms where many children are stunted and EGRA results are particularly low.
		4.1.2.6	Educate about safe ear care, test children for hearing and sight, and provide support for relevant children.
	4.1.3 Inclusive education policy planning is aligned with quality education planning; the capacity of National and Municipal Directorates to implement inclusive education policy, systems and processes is strengthened.	4.1.3.1	Embed inclusive education principles (universal design for learning and assessment, disability, gender, child protection sensitivity) in pre-service and in-service teacher training and development programmes, to ensure child centered pedagogy enables differentiation and includes all learners.
		4.1.3.2	Establish national teams to assist municipal support for inclusive education in preschool, basic and secondary schools.
		4.1.3.3	Send some teachers overseas to get trained in education of children with disabilities.
		4.1.3.4	Begin providing technology supports (braille and other manipulative materials, as well as IT tools such as audio-books, use of AI, etc.) to help teachers improve inclusion for children with various special educational needs.

Medium-term goals	Expected results	Activities	
4.1 Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy.		4.1.3.5	Develop and implement internal scholarships, loans and other mechanisms to facilitate the equitable participation in all levels of education and in the workforce (students, teachers and other personnel) of women, persons with disabilities and those from marginalised groups.
		4.1.3.6	Assess and revise the school grants policy to ensure fair distribution of financial support to all schools and students, according to individual needs as well as particular school needs, especially for rural schools
	4.1.4 Improved capacity in the education system to address mental health issues.	4.1.4.1	Incorporate practical and relevant units on mental health in the 3rd cycle of basic education and secondary curriculum revision, including strategies that students can use to regulate their emotions.
		4.1.4.2	Contract a specialist training partner to design and implement a training program for teachers to identify signs of child abuse and of trauma/mental health issues, with basic information on what to do as first responders.
		4.1.4.3	Ensure municipal-level coordination and information so schools know where to refer children with mental health needs and other disabilities.
		4.1.4.4	Establish partnerships with MSS, civil society organizations, religious institutions and others, to be a resource and a referral for students identified as having mental health issues
	4.1.5 A comprehensive program for progress toward gender equality is developed and initial activities for gender equity are in place	4.1.5.1	Establish a ministry-wide gender equality task force.
		4.1.5.2	Ensure all WASH facilities are girl-friendly
		4.1.5.3	Based on the 'Connect with Respect' model, support and extend an educational program for school officials, students and community members to prevent gender-based violence.
		4.1.5.4	Develop a reproduction and healthy relationships program for basic and secondary education
		4.1.5.5	Develop and implement a specific program to ensure that adolescent mothers continue to have access to education on an equal footing
		4.1.5.6	Implement strategies to increase the percentage of women participants in training programs for educational leadership positions.
		4.1.5.7	Increase the percentage of women in teaching and in management and leadership positions in educational institutions in all municipalities by at least 15%

Medium-term goals	Expected results	Activities	
	4.1.6 Pre-School and early grade programs ensure that children are taught in their first languages and transition to Tetum and Portuguese.	4.1.6.1	Do a final evaluation of EMBLI program to decide if and how to expand.
		4.1.6.2	Provide classroom libraries with early grade reading materials in a variety of local languages
		4.1.6.3	Develop a program of recreational and entertainment activities to help young children learn the two official languages
		4.1.6.4	Provide early grade literacy and bridging training for teachers with large numbers of children with a different mother tongue.
	4.1.7 A detailed multi-year action plan to implement the Inclusive Education Policy adopted and funded.	4.1.7.1	Establish a joint Ministry-Development Partner task force to develop a detailed multi-year costed action plan based on a careful review the 2017 policy statement, the data available about children with disabilities in and out of school, the activities included in the ESP, and the evidence available about effective actions and their costs.
4.2. A cross-sector Inclusive Education Policy is finalised, incorporating current international standards to guide towards ensuring that socially marginalized groups access the same educational opportunities, rights and services as the mainstream of society.	4.2.1 A cross sector Inclusive Education Policy is finalized, fully compliant with the General Comment 4 for UNCRPD.	4.2.1.1	Review and finalise the cross-sector Inclusive Education Policy, incorporating current international standards.
	4.2.2 Public is increasingly aware of the right to equal educational opportunities and increased community support for inclusive education	4.2.2.1	Develop an advocacy program for community participation and awareness of inclusive education and introduce it across all municipalities.

School System Management

5.1   Goals for School System Management

Table 28. **Short-term and medium-term goals for improving School System Management**

GOALS	
Short-term (2021):	General and national directorates in the MEYS have the support they need to initiate the implementation of the strategies in the updated NESP.
Medium-term (2024):	General management functions are strengthened to provide the capacity to manage the strategic and administrative processes necessary to achieve the outcomes of the strategic plan.
	All current HR systems and procedures are reviewed, and new systems and procedures required for effective Human Resources Management developed and implemented and improve the quality of education service delivery.
	The Municipal Education Directorates, their organizational systems and human resources are capable of implementing the actions required by the strategic plan.
	The Ministry uses information technologies and integrated digital management information systems for management at the national, municipal and school cluster levels.
	The Ministry will be capable of producing quality plans based on real evidence and precise information which will be integrated in transparent and well-defined budgets by programs that will sustain the process of management by results.

5.2   Issues and Strategies for Improving School System Management

The NESP 2011-2030 identified multiple improvements in Ministerial organization, procedures, and management capabilities that were deemed necessary for effective implementation of the priority programmes for reform of the education system. Many of the legal, policy, and organizational changes identified were carried out, and annual action plans are now formally prepared within the structural framework of the NESP. Unfortunately, however, an effective monitoring framework was never prepared for the NESP 2011-2030 and, to date, efforts to implement the NESP have not been accompanied by development of managerial capacities and practices that ensure action plans are carried out, evaluated and adjusted in a manner that optimizes advance towards strategic goals.

Consequently, to enhance the potential for effective implementation of the updated NESP 2020-2030, intensive support for the MEYS Planning Directorate is urgently needed to:

- ensure that initial implementation of all the strategies is effectively monitored,
- identify performance requirements that must be met by general and national directors, heads of departments, and key technical staff to ensure effective NESP implementation,
- update the 2012 analysis of the capacity needs of the MEYS national directorates, and
- design in-service training programmes as needed for ministry staff to optimize advance toward the strategic goals established in the NESP.

The in-service training programs should be designed to ensure that the national and municipal directorates of the MEYS acquire the capacity needed for strategic plan implementation and, by 2024 to lead a five-year review of the strategic plan and update the NESP 2020-2030.

Table 29. **Critical issues and strategies for improving School System Management**

ISSUES	STRATEGIES
Strategic plan implementation requires continuous managerial monitoring that ensures effective preparation, implementation and evaluation of strategically aligned annual action plans.	Provide intensive support to the National Directorate of Planning in the MEYS ensure effective monitoring of action plan implementation, identification of managerial performance standards and capacity needs, and the design of training opportunities to meet capacity gaps.
Results-based management requires information management coordination with communication among data systems: Census, EMIS, INFORDEPE, Human Resources, municipal directorates, schools, finance and planning.	Develop management by results systems to allow the Ministry to correctly monitor the implementation of the Strategic Plan
	Make appropriate use of information technologies and integrated management information systems at the national, municipal and school management levels.
Results-based management requires senior managers trained in data analysis and inter-departmental decision-making.	Develop and implement a capacity building program to ensure that national directorates can implement the NESP.
Quality classroom teaching requires meaningful performance evaluation and merit-based personnel management, retention and promotion of skilled staff and removal of incompetent teachers, support staff and managers.	Establish the personnel management capacities required to ensure quality classroom teaching
Quality classroom teaching requires municipal and school cluster level planning, with effective assignment of teaching staff and targeted use of monitoring and training resources.	Ensure that municipal education directorates have the systems and human resources needed to implement the NESP.

5.3　Activities and Expected Results for Improving School System Management

The activities associated with the strategies and the expected results are identified in Table 30.

Table 30. **Expected results and activities for improving School System Management**

Goal		Expected results		Activities
5.1	All directorates in the MEYS initiate implementation of the strategies in the updated NESP	5.1.1	The national planning directorate in MEYS has the support needed to assist the other general and national directorates in initiating the implementation of the NESP 2020-2030	5.1.1.1　Prepare a detailed checklist of all activities required to initiate implementation of the NESP 2020-2030
				5.1.1.2　Undertake an internal monitoring process to accompany and ensure completion of all activities required to initiate implementation of the NESP 2020-2030

Goal	Expected results	Activities	
5 .2.All MEYS directorates and departments at national and municipal levels have the skills and resources needed to implement and monitor the strategies in the NESP 2020-2030.	5.2.1 A capacity building program ensures that national directorates can implement the NESP.	5.2.1.1	Update the 2012 organisational review of the capacity needs of the national directorates
		5.2.1.2	Develop a Ministerial Order to define the terms of reference for heads of department in each directorate of the ministry.
		5.2.1.3	Implement a general and personnel management training program for all national directors and key technical staff, including on-the-job mentoring.
	5.2.2 Management by results systems allow the Ministry to correctly monitor the implementation of the Strategic Plan	5.2.2.1	Develop quality-controlled data gathering and input services to ensure that EMIS data is appropriately digitalised and available for the decision-making process.
		5.2.2.2	Provide the National Directorate of Planning and Inclusion and municipal education planning officials with specialized training in planning and monitoring
		5.2.2.3	Ensure that the budget preparation and management system respond to the Ministry's planning process.
		5.2.2.4	Create an online platform in the Ministry enabling updates in each area of management, from the local up to the Ministerial level.
		5.2.2.5	Continue implementation of a system of "bottom-up" planning at the basic school clusters to effectively respond to the real issues and needs of the population.
		5.2.2.6	Prepare high-quality municipal plans for each of the educational areas.
		5.2.2.7	Strengthen the inspection, monitoring and auditing systems and ensure periodic reports are submitted to the highest level.
	5.2.3 Municipal education directorates have the systems and human resources needed to implement the NESP.	5.2.3.1	Perform an organisational review of the capacity needs of the municipal directorates
		5.2.3.2	Align the structure of the municipal education directorates to facilitate the general management of the plans, strategies, programs and activities in the NESP
		5.2.3.3	Prepare high-quality municipal plans for each of the educational areas, which will be later plotted onto maps that can be used to facilitate their implementation.
		5.2.3.4	Develop a monitoring and evaluation policy framework and design appropriate monitoring systems to enable the national directorates to control the quality of the regional execution of the programs and their budgets.
	5.2.4 Personnel management policies and procedures help ensure quality classroom teaching	5.2.4.1	Review municipal and national directorates' performance evaluation and personnel management systems to ensure the identification, retention and promotion of skilled staff and removal of incompetent teachers, support staff and managers.
		5.2.4.2	Require targeted use of monitoring and training resources and effective assignment of teaching staff in municipal and school cluster planning.

Goal	Expected results	Activities	
	5.2.5 Information technologies and integrated management information systems are coordinated and used in decision making at the national, municipal and school management levels.	5.2.5.1	Set up an integrated framework and a detailed development plan for using ICTs to support the management, policy, planning, professional training, and other aspects of the education process.
		5.2.5.2	Equip the MEYS's national and municipal offices with the technology infrastructure and personnel training needed to support education administration and management using ICT and MIS.
		5.2.5.3	Provide the school cluster management centers with the equipment and training needed to monitor NESP and AAP implementation and share data with municipal and national directorates.
		5.2.5.4	Carry out a participatory review of the EMIS using a verification census with sample surveys to ensure the reliability and quality of the data provided.
		5.2.5.5	Revise all human resource, financial, infrastructural, and other data bases in the MEYS to ensure effective coordination of data with the EMIS and the availability of all pertinent data for decision-makers.
	5.2.6 The Infrastructure Directorate equipped for a large-scale infrastructure program	5.2.6.1	Acquisition of vehicles and computer equipment for the National Directorate of Infrastructure in MEYS
		5.2.6.2	Contracting of a team of architects and civil engineers to design and supervise the construction of new school infrastructure

Teaching Quality

6.1 Goals for improving Teaching Quality

Table 31. **Medium and long-term goals for improving Teaching Quality**

	GOALS
Medium-term (2024):	The Ministry of Education has systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education has substantially improved.
Long-term (2030):	All students in Pre-school, Basic and Secondary Education receive quality education and are taught by an adequate number of teachers who fulfil the competencies required by the revised demands of the Ministry of Education, in response to the 21st century education standards.

6.2 Issues and Strategies for Improving Teaching Quality

EMIS reports that currently there are 12,108 teachers working in public schools in Timor-Leste and 2,333 teachers in private schools. Table 32 portrays these teaching staffs by age and sex.

Table 32. **Percentage of public and private school teachers in each age group and gender**

Total number of teachers	Public Schools		Private Schools	
	12,108		2,333	
Percentage of total number of teachers in public and private schools who are:				
Age group/gender	Men	Women	Men	Women
Up to 25 years of age	0.1%	0.2%	0.1%	0.2%
25-30 years of age	2.3%	3.6%	2.0%	3.4%
30-35 years of age	8.4%	10.2%	10.2%	14.2%
35-40 years of age	7.7%	5.7%	6.9%	6.7%
40-45 years of age	10.0%	6.1%	7.2%	7.2%
45-50 years of age	11.1%	5.6%	7.8%	6.9%
50-55 years of age	10.0%	3.8%	7.5%	5.1%
55-60 years of age	6.0%	3.0%	4.2%	3.6%
Over 60 years of age	4.1%	1.7%	3.5%	2.9%
All age groups	59.7%	39.9%	49.3%	50.2%

This is not a young teaching staff. 61.9% of all teachers in public schools and 55.9% in private schools are over 40 years of age. The majority of the older teachers are male. There are slightly more women than men teaching in private schools, while in public schools almost 60% of all teachers are men. Teachers under 36 years of age are more likely to be women in both public and private schools.

The strategic plan for educational reform in Timor-Leste aims at a learner-centered school system *that recognizes each child's uniqueness and encourages active learning*, as stated in the Vision for Education that orients the updated NESP 2020-2030. In order to implement the new preschool and basic education curricula effectively, the teachers at the heart of the school system need to dedicate their attention to each child in their classrooms in order discover how best to stimulate his or her unique learning process.

For many teachers, especially those who were schooled in a teacher-centered system and have spent years reproducing methodologies that assume children must repeat accurately what they were taught when examined or else repeat a grade until they do, the adoption of a learner-centred pedagogy can be difficult or even traumatic. Consequently, the improvement of teaching quality is the most complex and difficult task in the education reform process, at the same time as it is the most important.

6.2.1 Competencies

Currently there are four categories in which teachers in Timor Leste are officially required to meet minimum competencies: official languages, technical-scientific knowledge, pedagogical techniques, and professional ethics. These are currently being revised to ensure alignment with SEAMEO standards as well as practical evaluation indicators. Based on the current standards, ensuring quality is a challenge in each category.

OFFICIAL LANGUAGES

For many teachers, as for the majority of the population, Tetum is not their mother tongue, and few are fluent in Portuguese. There is a clear need to increase efforts to ensure teacher competence in Tetum, since in addition to its status as an official national language, it is the dominant vehicle for national communications. Providing training in Portuguese is already a major focus of government resources. In the 2019 budget of the MEYS, for example, more than 25% of the 21 million dollars available after paying salaries was assigned to teacher training courses in Portuguese (7%) and to the CAFE School Training and Learning Centers (18%) established in each municipality where teachers from Portugal are expected to provide a model and build capacities for local teachers. The results are not impressive; as indicated in section 3.4.2 above, 79% of the teachers tested in Portuguese were graded at an elementary level. Since Tetum is the first language of almost 35% of the population, and also the language into which children are expected to transition during the first cycle of basic education where they acquire the critical literacy and numeracy skills that form the basis for all further academic learning, it will be important to shift priorities and focus resources on teacher language training in Tetum.

TECHNICAL-SCIENTIFIC KNOWLEDGE

Over 60% of the teachers working in basic education were hired without university degrees. An equivalence program established through an agreement between INFODEPE and UNTL is upgrading their official qualifications. In 2020 and 2021, 2656 teachers who are still completing the program are expected to graduate and obtain bachelor's diplomas. At the same time, all teachers, including those who have completed equivalence degrees or who graduated from a university, will need access to continuing education opportunities, both within formal academic institutions and through other vehicles now becoming available electronically throughout the country.

In secondary education, almost 80% of the teaching staff has a university degree, either bachelor's or licentiate. However, as the curriculum shifts from a focus on disciplinary subject knowledge to a focus on analytic capacities and interdisciplinary projects, teachers will need to expand their areas of knowledge and, particularly, to develop their own skills and capacities for learning in order to accompany students who are learning to make use of the internet to obtain information about the latest technical and scientific developments in any area pertinent to their interests.

PEDAGOGICAL SKILLS

As mentioned above, a shift from a teaching focus, aimed at transmitting specific information to a class audience, to a focus on facilitation of each child's own learning process is essential for successful renewal of the curriculum at each level of the school system. The introduction of new curricula in the pre-school level, and in the first and second cycles of basic education was accompanied, in each case, by training classes for teachers. Data showing ongoing high rates of early grade repetition, however, suggest that many teachers have difficulty understanding, accepting and/or implementing the change in focus.

As discussed in chapters 4.1 and 4.2 above, various in-service training initiatives have been undertaken by the pre-school and basic education directorates with the support of development partners. Practices now underway in a significant number of pre-school and basic education clusters include regular monitoring with systematic classroom observation, teacher working groups, professional mentoring, and training for school leaders in providing pedagogical support. These initiatives are well regarded and are reported to be improving classroom performs and learning outcomes. Interchange among school leaders, comparative studies, and review of similar experiences in other countries, should enable consolidation of a sustainable national in-service professional development system for all teachers.

PROFESSIONAL ETHICS

Reports of ongoing use of corporal punishment and teacher absenteeism indicate a need to ensure capacity development in classroom management and to avoid teacher training activities that pull teachers out of the classroom, leaving students without classes. Principals, coordinators, directors and other leaders at the school, cluster, municipal and national directorate levels also need support in development of supervisory skills and in finding ways to link classroom observations not only with mentoring activities but also with personnel management decisions.

6.2.2 *Institutional Coordination*

For <u>pre-service teacher training</u>, close coordination is needed among the institutions of higher education that prepare students for teaching positions, the MHESC that manages the higher education sub-sector, the national directorates of MEYS that determine the curricula for each level of the school system, and the municipal education directorates that should identify the anticipated number of new teachers needed in urban and rural areas in each part of the country.

An inter-ministerial task force is needed to ensure such coordination by developing mechanisms to:
- Ensure university education faculties align their academic programs with the curricula future teachers will need to implement in the school level of their specialization,
- Orient the selection of students in education faculties in accordance with estimates of upcoming yearly needs for new teachers in each type of school in the 13 municipalities with their respective vernacular languages,
- Provide opportunities for classroom practice for university students as part of the preparation for education degrees,
- Identify topics on which university research projects are likely to contribute to school system development.

The preparation of the strategic plan for the higher education sub-sector should provide an opportunity to initiate the design of these and other coordination mechanisms and to identify ways to link this task with the proposal to turn the faculty of education of UNTL into a national center of excellence for pre-service teacher training.

For <u>in-service professional development</u>, the development of a sustainable and locally effective national system will require close coordination among the national pre-school, basic education, and secondary directorates; the development partners that support mentoring, monitoring, supervisory, classroom observation, and teacher working group activities; the curriculum and human resources department of MEYS; INFORDEPE; and the municipal education directorates. A central piece in the national system needs to be the adoption and ongoing use of standardized tools for measuring teaching performance in the classroom. Acquisition of the key competencies is important, but a teacher's competences only improve the education system when they translate into effective classroom performance, combining language skills and technical-scientific knowledge with professional ethics and pedagogical skills that facilitate the learning process of the students, catalyzing their curiosity, intellectual energy, and creativity.

Institutionalization of the system will require a substantial redesign of INFORDEPE to enable the decentralization of professional development activities and ensure they do not interrupt the daily teaching activities they are designed to support. A small task group supported by the various development partners engaged in professional development of teachers should be established to work with INFORDEPE on the system design and the institutional redesign needed to ensure its sustainability.

While the institutional in-service professional development system design is underway, immediate steps can be taken to integrate data bases about school system teachers and enhance coordination of existing in-service training opportunities. It will also be important to enhance existing initiatives with training activities that respond to immediate priorities, such as the upcoming introduction of a new curriculum for the third cycle of basic education, and the preparation of teachers for inclusive education of children with disabilities.

Institutional strengthening in the area of human resource management will be needed to ensure that teaching assignments, promotions, financial incentives and other benefits, and, where necessary, removal from teaching positions, are informed by classroom observations and guided by competency verifications and performance evaluations that contribute to each teacher's professional development. Advances in the development of incentives for good teaching performance are particularly important since they will affect the ability of the school system over the longer term to attract talented and motivated young people to the teaching profession. Some of the incentives to be considered include:

- awards for best teachers,
- media campaigns about teaching success stories,
- opportunities for further academic education,
- public recognition of effective teacher working and learning groups,
- facilitation of provision of accommodation by local residents for teachers in remote locations,
- medical support for members of the teaching profession.

The critical issues identified in this discussion of the challenges faced in Timor-Leste as the various actors in the education system endeavour to improve teaching quality are summarized in Table 33. The table also summarizes the strategies proposed to address each of the critical issues.

Table 33. **Critical issues and strategies for improving Teaching Quality**

ISSUES	STRATEGIES
Pre-service teacher training in higher education institutions needs to be aligned with school system curricula and anticipated needs for new teachers	Develop an integrated national system for pre-service teacher training and educational research, appropriate to the national curricula and estimated future needs for new teachers, incorporating internationally validated pedagogical practices
	Finalize the university equivalence program for contracted teachers.
	Incorporate degree programs for basic education and pre-school level education teachers into the integrated national system for pre-service teacher training.
	Ensure university graduates and experienced professionals interested in secondary school teaching positions have pedagogical training and practical teaching experience.

ISSUES	STRATEGIES
To ensure continuous improvement in classroom practice, a sustainable national system is needed to provide teachers with ongoing professional development at all levels of the school system throughout the country.	Revise and further develop core teacher competency requirements, to align with SEAMEO standards and to include a focus on learner-centered pedagogy and proper use of the Tetum language, complete with performance indicators and assessment strategies to help development of targeted training strategies and concrete guidance for performance evaluations.
	Prepare a comprehensive menu of in-service training opportunities offered to pre-school, basic and secondary teachers.
	Develop a multiyear strategic plan for optimizing the impact of in-service training on teaching quality by, among other initiatives: • Expanding in-service training capacity at the municipal, cluster and school management levels. • Increasing the amount of in-service training modalities and expanding access to mentoring/ co-teaching, school based trainings, training by various service providers, blended and online/ digital learning opportunities, and a database of teaching and learning materials. • Formalizing and promoting participation in teacher working and learning groups in all municipalities. • Ensuring that teachers from rural schools have equal opportunity and access to training programs without the need to abandon classes.
	Restructure and rehabilitate INFORDEPE in order to strengthen INFORDEPE's capacity to support local professional development activities outside class hours during the school year and to provide pertinent training and mentoring throughout the country focusing on priority needs for ESP implementation at each school level.
Human resource management practices should incentivize high quality classroom teaching at all levels of the school system.	Examine, prioritize and adopt alternatives to make the teaching profession more valued and attractive, for example: • awards for best teachers, • media campaigns about teaching success stories, • opportunities for further academic education, • public recognition of effective teacher working and learning groups, • facilitation of provision of accommodation by local residents for teachers in remote locations, • medical support for members of the teaching profession.
	Develop a clear system for crediting teacher trainings and ensuring its use in performance evaluations
	Develop a national system for monitoring classroom performance and identifying competences and in-service training needs of teachers.
	Develop teacher licensing standards and require teachers to have competency certification relevant to their level of the school system and periodic competency evaluation in order to maintain licensing.
	Develop an integrated registry of all teachers with their work locations, academic qualifications, supervisors, in-service training, and classroom performance evaluations.
	Create and support the development of a National Tetum Institute, which will assist in teacher training of Tetum language, as well as ensure development of Tetum curricular and teacher training materials, including on-line dictionaries

6.3   Activities and Expected Results for Improving Teaching Quality

The activities associated with the strategies and the expected results are identified in Table 34.

Table 34. **Expected results and activities for improving Teaching Quality**

Goal	Expected results		Activities	
6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.1	An integrated national system for pre-service teacher training and educational research, appropriate to the national curricula and estimated future needs for new teachers, incorporating internationally validated pedagogical practices.	6.1.1	Establish a national working group for education research and teacher training, led by MEYS and MHESC, with opportunities for participation by university education faculties and municipal education directorates
			6.1.2	Ensure university education faculties align their academic programs and exit profiles with the approved curriculum in the school level of each student's specialization
			6.1.3	Orient the selection of students in education faculties in accordance with estimates of upcoming yearly needs for new teachers in each type of school in the 13 municipalities with their respective vernacular languages
			6.1.4	Provide opportunities for classroom practice by university students as part of the preparation for education degrees
			6.1.5	Identify topics on which university research projects are likely to contribute to school system development
			6.1.6	Support the development of the Faculty of Education in UNTL as a centre of excellence for educational research and teacher training.
	6.2	Completion of the university equivalence program for contracted teachers.	6.2.1	Finalize the special INFORDEPE/UNTL program of academic preparation of contracted teachers in 2021.
	6.3	Degree programs for pre-school and basic education teachers form part of the integrated national system for pre-service teacher training	6.3.1	Review the academic programs and exit profiles of accredited basic education and pre-school teacher training programs
			6.3.2	Establish and enforce deadlines for alignment with approved school curricula and practice teaching requirements
	6.4	New secondary school teachers have pedagogical training and practical classroom experience.	6.4.1	Provide induction courses with practical teaching experience for new university graduates and experienced professionals interested in secondary school teaching positions
			6.4.2	Establish and apply criteria for accreditation of university programs for secondary school teachers

Goal	Expected results	Activities	
6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.5 A comprehensive menu of in-service professional development and training opportunities offered to pre-school, basic and secondary teachers.	6.5.1	Consolidate information from INFORDEPE, national directorates and development partners about all in-service training, monitoring, and coaching opportunities offered to pre-school, basic and secondary teachers, with the location, purpose, modality, intensity and timing.
		6.5.2	Make pertinent information available to teachers at the national, municipal, school cluster and/or individual school levels.
	6.6 A detailed multi-year plan for optimizing the impact of in-service training on teaching quality	6.6.1	Develop and use a teacher training evaluation tool to document the design and implementation of in-service professional development programs in place, including those supported by INFORDEPE, by national and municipal directorates, by development partners, by the CAFÉ schools, by national and international NGOs, and by independent service providers.
		6.6.2	Organize an annual workshop with staff in charge of all identified in-service training opportunities to share reports and analysis of the inputs, activities and results of each experience.
		6.6.3	Obtain comprehensive and systematic information on the effectiveness of teacher training programs, identifying, as possible, correlations between participation in in-service training and classroom performance monitoring reports as well as national and international evaluations of student learning.
	6.6 A detailed multi-year plan for optimizing the impact of in-service training on teaching quality	6.6.4	Compare available information about the results of professional development initiatives underway in the country with information about international good practice.
		6.6.5	Select a menu of professional development activities for application in pre-school, basic and secondary education at the municipal, cluster and school levels.
		6.6.6	Program annual activities to enhance in-service training capacity at the municipal, cluster and school management levels.
		6.6.7	Ensure access to online/digital learning opportunities and a database of teaching and learning material in all municipalities
		6.6.8	Formalize and promote participation in teacher working and learning groups in all municipalities.
		6.6.9	Identify opportunities for mentoring/co-teaching initiatives in all municipalities.
		6.6.10	Identify opportunities for training by various service providers that are available to teachers throughout the country.
		6.6.11	Ensure initial in-service mentoring for new university graduates and other new teachers.
		6.6.12	Ensure that teachers from rural schools have equal opportunity and access to training programs without the need to abandon classes.

Goal	Expected results	Activities	
6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.7 INFORDEPE provides effective support for local professional development activities outside class hours during the school year and provides pertinent presential training throughout the country during school holidays, focusing on priority needs for ESP implementation at each school level.	6.7.1	Complete the diagnostic and reform of INFORDEPE, focusing on developing the institute's capacity to stimulate, support and oversee in-service professional development activities at the municipal, cluster and school level., in various effective modalities.
		6.7.2	Conclude training activities that that require teachers to be absent from class on school days.
		6.7.3	Provide targeted training on foundational literacy and numeracy for first cycle basic education teachers, including bridging from first language to Tetum, and the use of extra support to at-risk students.
		6.7.4	Give special support and training to rural teachers teaching multigrade classes, including the provision of special curriculum guides, training and mentoring.
		6.7.5	Provide training on how best to implement the new 3rd cycle curriculum.
		6.7.6	Provide training to ensure child-centred pedagogy enables differentiation, includes all learners, tracks individual student learning, and leaves no child behind.
		6.7.7	Provide training on effective non-violent discipline and classroom management methods.
		6.7.8	Create and support the development of a National Tetum Institute, which will assist in teacher training of Tetum language, as well as ensure development of Tetum curricular and teacher training materials, including on-line dictionaries
	6.8 Initiatives adopted to make the teaching profession more valued and attractive.	6.8.1	Review and determine the measures needed to establish: • awards for best teachers, • media campaigns about teaching success stories, • opportunities for further academic education, • public recognition of effective teacher working and learning groups, • facilitation of provision of accommodation by local residents for teachers in remote locations, • medical support for members of the teaching profession, other measures that could make the teaching profession more valued and attractive.
		6.8.2	Incorporate the establishment of as many measures as possible in the successive Annual Action Plans.
	6.9 A revised teacher competency framework.	6.9.1	Complete the revision of the teacher competency framework.
		6.9.2	Ensure a focus on capacities for learner-centered pedagogy that enables differentiation, includes all learners, tracks individual student learning, and leaves no child behind.
		6.9.3	Ensure a focus on capacity for proper use of the Tetum language

Goal	Expected results	Activities	
6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.10 Develop teacher licensing standards and require teachers to have competency certification relevant to their level of the school system and periodic competency evaluation in order to maintain licensing.	6.10.1	Establish a working group with representation of national directorates of human resources, pre-school, basic education, secondary education, and INFORDEPE to develop a proposal for teacher licensing standards appropriate to learner-centered pedagogy, as well as procedures for their application.
		6.10.2	Consult the proposal with municipal directorates and teacher organizations.
		6.10.3	Adopt the licensing standards for each level of the school system, ensuring periodic competency evaluation is required in order to maintain licensing.
	6.11 A national system for monitoring classroom performance and identifying competences and in-service training needs of teachers.	6.11.1	Establish an inter-directorate classroom observation task group.
		6.11.2	Review internationally validated classroom observation tools and the national experience of pre-school and basic education classroom observation.
		6.11.3	Incorporate classroom observation into management training for municipal directorate and superintendence staff as well as school principals and other school cabinet members.
		6.11.4	Design, initiate and periodically review a national classroom observation and reporting system.
		6.11.5	Ensure evaluation of teaching competencies and classroom performance nationwide.
	6.12 An integrated registry of teachers with their work locations, academic qualifications, supervisors, in-service training, and classroom performance evaluations.	6.12.1	Establish a joint EMIS-INFORDEPE-HR task force to consolidate an integrated public school teacher registry.
		6.12.2	Revise instruments used by HR, national and municipal directorates, EMIS, INFORDEPE and all pertinent development partner funded programs (HANDS, ALMA, Peace Corps, World Bank, UNICEF) to register teachers as well as their qualifications, work assignments, and supervisors; their participation in training, monitoring, and coaching activities; and their performance evaluations.
		6.12.3	Design and implement a personnel management training program for all national and municipal directors, focused on ensuring participation by all teachers in ongoing professional development and regular certification of classroom competencies.

Organization and Development of Higher Education

7.1 Goals for the Organization and Development of Higher Education

Table 35. **Medium and long-term goals for organization and development of Higher Education**

GOALS	
Medium-term (2024):	Establishment of a comprehensive, integrated system of higher education that: (i) is regulated by rigorous quality standards for the operation of public and private institutions; (ii) provides relevant technical and university education and (iii) develops solid links and partnerships with the private sector.
Long-term (2030):	Graduates of the higher education system have the advanced skills and knowledge to analyse, design, build and maintain the social and economic infrastructure of Timor-Leste, to apply technical solutions to practical problems, and to enter the global labour market.

7.2 Issues and Strategies for Organization and Development of Higher Education

Since the NESP 2011-2030 was prepared, the establishment of the National Qualification Framework (NQF) and the National Agency for Academic Assessment and Accreditation (ANAAA) and the subsequent accreditation of the 14 institutions that now constitute the Higher Education System, form the foundation on which the newly created Ministry of Higher Education, Science and Culture can stand while choosing which of the many challenges in the sub-sector will be priorities.

Further elaboration of the formal legal and policy structure of the sub-system is likely to be one of the priorities. This could involve review of the Base Law of Education and reformulation of the National System of Qualifications, since the six different levels of diplomas and degrees[11] currently in place are not compatible with international practice and there is no consistent national definition of the powers granted by each degree. Any reformulation of degree standards will lead to a need for minimum curriculum standards for each type of degree available in each academic discipline and for the exercise of each profession.

Another issue is that of communication between different diploma and degree programs. Should a student who graduates from a polytechnical institute with the D2 diploma have to start at the beginning if she chooses to enrol in an engineering program, just as she would have prior to completing two years of post-secondary education? If inter-program communication is established, what are the rules? Who will decide how much, and in what subjects, is credit given for prior studies in another program? How will such decision making be made consistent throughout the higher education sub-system?

Since each accredited institution is formally independent and exercises academic autonomy, should the Council of Rectors ensure effective inter-institutional communication and consensual decision-making? If so, how will the Council relate to the Minister of Higher Education and to technical staff in the Ministry?

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11   D1, D2, Bachelors, Licentiate, Masters and Doctorate

While these formal policy and legal issues are awaiting resolution, and after they are resolved, the whole sub-system will have to continue to face an ongoing annual increase in enrolment, and the attendant demand for more facilities and qualified teaching staff. Ensuring that classes are conducted in one of the two official languages can be a major problem in some specialities where most qualified professionals completed their own studies in Bahasa or English, and few updated textbooks are available in Tetum or Portuguese.

Even when there are sufficient professors and texts available for classes in one or both of the official languages, other difficulties arise when many of the students are motivated primarily by a need to be occupied since they are unable to obtain meaningful employment following secondary graduation. Should unprepared students who are barely motivated be rejected, should they be offered propaedeutic courses prior to entering regular first year classes, or should they be accepted and then failed if they are unable to meet first year completion standards?

The lack of effective preparation of secondary students for entrepreneurial endeavors or for employment is also an issue for higher education. How effective are the links between the newly polytechnical institutes and national industry and commerce? How well integrated are their curricula with the curricula in secondary technical and vocation programs? How can post-secondary studies be made more pertinent for the national socio-economic system, as national development strategies unfold?

While these questions need to be addressed by each institution, a framework should be established to ensure consistency throughout the higher education system.

The frequent complaint that secondary education graduates are not well prepared for post-secondary studies leads to the issue of university studies for school system teachers. Should each faculty of education in an accredited institution be responsible for establishing its own links with the evolving national curricula in the school system, and for ensuring that the university curriculum targets the exit profile required for school system reform and development? Should there be council of deans or directors of education faculties that coordinates with the Ministry of Education, Youth and Sports? Should the Government establish a Centre of Excellence and take the lead in efforts to move toward a learner-centred results-based school system?

This proliferation of currently unanswered questions demonstrates that one of the top priorities in the next decade should be the elaboration of a sub-sector strategic plan. Within the framework of the NESP 2020-2030, there is certainly room for the timely preparation of an institutional strategy for the MHESC and a detailed strategic plan for the sub-sector, focusing on quality in higher education.

Table 36 presents an approximate schematic correlation of major issues with strategies that have been in place or are now being proposed. More detailed activities and expected results must await the definition of priorities in the sub-sector and, preferably, the elaboration of a strategic plan to guide the organization and development of Higher Education in the coming decade.

Table 36. **Major issues and strategies for organization and development of Higher Education**

ISSUES	STRATEGIES	
7.1 Need to solidify the legal and policy foundation for higher education	7.1.1	Review the Base Law for Education, including identification of necessary supporting legislation at the Government and ministerial levels
	7.1.2	Reformulate the National System of Qualifications and review the Minimum Curriculum Standards
	7.1.3	Establish mechanisms for communication between different diploma and degree programs
	7.1.4	Ensure regular meetings of the Council of Rectors
7.2 Ongoing demand fed by lack of employment for secondary school graduates	7.2.1	Study the creation of a "year zero" to strengthen language skills and serve as a reinforcement of basic scientific knowledge.
	7.2.2	Examine alternatives for expanded national facilities, including the plans developed for a branch of the UNTL in Hera and the current proposal to create a University City in the Municipality of Aileu.
7.3 Need to apply the national official language policy while retaining capacities in Bahasa and English.	7.3.1	Ensure the quality and relevance of the National Institute of Linguistics, and further resources for the strengthening of the official Tetum language and other national languages, including participation of top national academic expertise in the New Tetum Institute.
	7.3.2	Ensure the effective use of official languages as the primary languages of training and education across all higher education institutions, as well as improve the teaching of other relevant languages (English, Indonesian, etc.) according to each degree's needs.
7.4 Need to strengthen technical education through expansion in strategic areas for the national economy.	7.4.1	Support the establishment of the Higher Polytechnic Institute of Hospitality and Tourism, Lospalos, and the Manatuto Academy of Fisheries and Marine Studies.
	7.4.2	Improve the infrastructure, management and teaching conditions at the Polytechnic Institute of Betano.
	7.4.3	Develop mechanisms to strengthen the link between Technical-Vocational Secondary Education and Technical Higher Education, as well as training offered through SEPFOPE.
7.5 Need for sector-wide coordination and leadership in teacher training	7.5.1	Continue to strengthen the quality of teaching at Timor Lorosa'e National University, including the training of new teachers in the Faculty of Education, Arts and Humanities.
	7.5.2	Prepare a national project proposal for a Centre of Excellence to revitalize pre-service teacher training for all components of the national education system, as well as education research.
7.6 Need for a specific strategic plan for the sub-sector and for the Ministry of Higher Education.	7.6.1	Promote the link between accredited higher education institutions, public and private, with qualified national companies with the objective of ensuring alignment between educational offerings and market needs.
	7.6.2	Conduct a study to evaluate the possibility of a Student Loans Fund, with the aim of promoting greater equity and gender equality in access to higher education to students from all over the country.
	7.6.3	Continue strengthening the scholarship program through the Human Capital Development Fund (FDCH), ensuring that it responds to the country's strategic areas for development and guarantees access based on merit and specific social programs.

Revision of Recurrent Education and Development of Lifelong Learning

8.1   Goals for Revision and Development of Recurrent Education

Table 37.   **Medium and long-term goals for revision and development of Recurrent Education**

GOALS	
Medium-term (2024):	Eradicate 60% of illiteracy (based on Census 2015 data) in the population over the age of 15 and continue the National Equivalence Program to allow accelerated completion of basic education for all graduates of literacy programs and other adults.
	Initiate development of accessible opportunities for lifelong learning by youth and adults of all ages.
Long-term (2030):	Gradual ongoing development of accessible opportunities for lifelong learning by citizens of all ages.

8.2   Topics and Strategies for Revision and Development of Recurrent Education

The NESP 2011-2030 articulates a vision of the future in which *"the quality of the formal education system will be such that literacy and second-chance education programmes will be unnecessary for youth and adults."* In its description of methodologies for achieving universal literacy and providing equivalence for basic education, however, the NESP document calls for *"the creation of Community Education Centres"* that *"will not only provide Basic Education, but other relevant skills that will help people in their everyday life and support government targets for promoting employment and health."*

The NESP called for Community Learning Centres (CLCs), as they were later named, to be established in each administrative post. In this vein, Article 7 of Decree-Law 9/2018 assigns municipalities the responsibility of promoting the establishment of CLCs.

Expansion of the number and activity of the CLCs is an important step toward the intention identified in the Program of the Eighth Constitutional Government to "contribute to reducing unemployment through lifelong learning and, essentially, break the vicious cycle of intergenerational poverty". The Government Program elaborates on this idea with a declaration that it will "strengthen opportunities for those who want to study and deepen their knowledge, especially the most vulnerable, and those facing the greatest challenges, through attractive and flexible educational programs based on quality methodology for adult education."

The Second Chance Education Project, carried out between 2011 and 2016 with financing from the World Bank, established 9 Community Learning Centres[12] and supported the development of flexible methodologies for effective facilitation of learning at the local level[13]. One of the lessons learned is that programs relying on classroom teaching are often not appropriate for reaching the youth and adults who

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12   Rather than 65, as originally planned.
13   The importance of locally-led development was highlighted in the observation that *"communities now feel a sense of ownership of the CLCs and the CLC programs because of their role in developing them. Moreover, some districts now view these CLCs as incubators for young entrepreneurs."* World Bank, Second Chance Education Project, Implementation Completion and Results Report, 2017. Paragraph 54, p.19.

are in need of recurrent education. Alternative strategies, including self-directed use of distance learning materials, individual tutoring sessions, and local community learning groups proved useful.

With the lessons learned to date, there appears to be potential to tailor the current literacy and equivalence programs to specific local needs, and to evolve toward a program of lifelong learning. To this end, a national strategy is needed to support the development of specific municipal plans.

To address literacy and basic education equivalence, municipal education directorates should be encouraged to use available EMIS data about basic education dropouts as well as local sources of information about the location and characteristics of the population over 15 years of age without basic education. An appropriate combination of presential and distance learning methodologies should be designed to optimize participation.

Special attention should be given to vulnerable groups, with appropriate strategies designed for their needs. Young women who dropped out of school because of pregnancy, for example, could be offered equivalence tutoring sessions at locations where they take their children to attend preschool or basic education classes. Adults who need audio books, training in the use of braille materials, or training in sign language should be identified.

In order to identify and reach all youth and adults who lack basic education, the municipal education directorates should seek the support of locally active NGOs and other civic organizations, church groups, municipal governments, municipal science centres, suco leaders, health clinics, and staff of relevant government programs such as the National Program for Village Development (PNDS). The national Directorate of Recurrent Education will provide guidance about presential and distance methodologies for delivering literacy and basic education equivalence programs. It will also develop and provide materials in national languages for each type of methodology.

In addition to planning and delivering literacy and basic education equivalence programs, the municipal education directorates and their local organizations will be encouraged to identify areas of high potential interest for youth and adult non-formal learning opportunities. Particular attention should be given to local economic development plans and skills needed for increased employment and/or self-employment of local residents.

The Directorate of Recurrent Education will endeavor to identify physical, human and financial resources to support the initiation of non-formal learning opportunities identified and prioritized by municipal education directorates with the support of local organizations. It will also organize opportunities for inter-municipal interchange about such initial lifelong learning opportunities, as well as ensure the technical support needed to use the experiences undertaken to begin to build a national strategy to ensure the identification and development of accessible opportunities for locally pertinent lifelong learning experiences.

It is anticipated that by 2024 the recurrent education program in each municipality will have taken initial steps toward the long term vision of *"local opportunities"* for Timorese of all ages *"to acquire skills and knowledge that contribute to their personal, social and economic wellbeing as well as to share their own knowledge and skills with others."*

This vision provides the framework for the topics and strategies outlined in Table 38.

Table 38. Topics and strategies for revision and development of Recurrent Education

Topics	Strategies
Development of a municipally specific national strategy for recurrent education, with implementation guided by specialized staff in municipal education directorates.	Preparation of a national strategy to ensure development of municipal plans for recurrent education.
	Ensure participation of local community groups in the preparation and Implementation of municipal plans for recurrent education.
	Development of guidelines and materials for presential and distance methodologies selected to optimize participation of youth and adults.
High incidence of illiteracy and incomplete schooling among rural women and people with special needs.	Ensure activities designed to serve the educational needs of women who left school due to pregnancy, youth and adults with visual and auditory difficulties, and other vulnerable groups, including integration of childcare/preschool, and other facilities that would enable community participation into suco-level or lower local recurrent education sites.
Development of a strengthened National Equivalence Program that accredits technical skills acquired through practical experience and enables graduates to continue in the formal secondary education sub-system.	Provide training and certification for recurrent education facilitators in municipal directorates and local community organizations.
	Strengthen the National Equivalence Program with alternative strategies, including ICT and distance learning strategies and accreditation of experiential learning, while ensuring opportunities to mainstream into the formal education system.
Preparation and implementation of a strategy for developing lifelong learning opportunities for all Timorese.	Expand the coverage and scope of Community Learning Centres with occupational and entrepreneurial skills development activities.
	Ensure implementation, analysis and interchange about non-formal learning opportunities included in municipal recurrent education plans.

8.3 Activities and Expected Results for Revision and Development of Recurrent Education

The activities associated with the strategies and the expected results are identified in Table 39.

Table 39. **Expected results and activities for revision and development of Recurrent Education**

Goal	Expected results		Activities	
8.1 Eradicate 60% of illiteracy (based on Census 2015 data) in the population over the age of 15 and continue the National Equivalence Program to allow accelerated completion of basic education for all graduates of literacy programs and other adults.	8.1.1 A municipally specific national strategy for recurrent education.	8.1.1.1	Identify number of basic education dropouts in each municipality since 2012.
		8.1.1.2	Identify communities with a high percentage of population over 15 years of age without basic education
		8.1.1.3	In each municipality, work with local NGOs and other groups to determine linkages between community goals and educational needs and choose appropriate delivery methods for literacy and basic education equivalency
	8.1.2 Municipal recurrent education strategies implemented with national coordination.	8.1.2.1	Establish municipal recurrent education teams to implement municipal strategies with participation of non-governmental and community organizations and community learning centres
		8.1.2.2	Establish a national coordination team with representation from municipalities
		8.1.2.3	Organize intermunicipal interchanges to compare methods and analyze results
	8.1.3 Municipal strategies for literacy supported with learning materials and monitoring.	8.1.3.1	Review "Hakat ba Oin e Iha Dalan" materials, reprint teacher and student manuals and updated learning materials
		8.1.3.2	Identify or develop and print alternative teaching and learning resources (audio-visual materials, e-learning, ICT materials, self-directed learning modules, facilitation guides, etc.) for distance education delivery of literacy and basic education equivalency
		8.1.3.3	Train literacy tutors in use of print and ICT resources
		8.1.3.4	Monitor literacy classes and distance tutoring activities
	8.1.4 Support the development and continuous improvement of educational activities designed to reach rural women and people with special needs.	8.1.4.1	Encourage dialogue among rural preschools, rural basic education schools, and municipal recurrent education teams to arrange learning opportunities for rural women and other family members who are illiterate and/or lack basic education, including integration of multi-function facilities at the suco or aldeia level where appropriate..
		8.1.4.2	Develop braille, audio-materials, and sign language training programs to support municipal recurrent education programs that target people with special needs.

Goal	Expected results	Activities	
8.1 Eradicate 60% of illiteracy (based on Census 2015 data) in the population over the age of 15 and continue the National Equivalence Program to allow accelerated completion of basic education for all graduates of literacy programs and other adults.	8.1.5 Recurrent education teachers in municipal directorates and local community organizations trained and certified.	8.1.5.1	Develop and implement an in-service training program for recurrent education teachers, with performance standards, monitoring and certification.
		8.1.5.2	Support the establishment of professionally certified recurrent education leadership teams in municipal education directorates
	8.1.6 National Equivalence Program strengthened with ICT and experiential learning methodologies, and mechanisms for graduates to enter formal Secondary Education.	8.1.6.1	Identify and build a common core curriculum and compatible examination specifications between the National Equivalence Program and formal Basic Education.
		8.1.6.2	Revise and reprint the Equivalence Program Manual, as well as books for Levels I, II and III to guarantee their alignment with National Base Education curricula
		8.1.6.3	Develop a methodology for accreditation of skills and knowledge acquired through non-formal experiential learning.
		8.1.6.4	Support implementation of Equivalence Programs in all three cycles of Basic Education
		8.1.6.5	Provide management training for CLC members and municipal education directorate recurrent education leadership teams.
		8.1.6.6	Develop implementation strategies for the expansion of the Equivalence program to secondary education for adult students
		8.1.6.7	Facilitate the entrance of graduates of recurrent education into technical-vocational training opportunities and formal secondary education.
8.2 Gradual ongoing development of accessible opportunities for lifelong learning by citizens of all ages.	8.2.1 Expand the coverage and scope of Community Learning Centres with occupational and entrepreneurial skills development activities.	8.2.1.1	Implement a capacity building programme for the National Directorate for Recurrent Education.
		8.2.1.2	Analyse results of municipal strategies with CLCs that implement the life skills program to promote critical thinking and citizenship and respond to community needs.
		8.2.1.3	Initiate dialogue with SEPFOPE, INDMO and PNDS about certification of skill learning opportunities related to local economic and community development needs.
		8.2.1.4	Support the inclusion of occupational and entrepreneurial skills development activities in CLC programming and municipal lifelong learning strategies.
	8.2.2. Ensure implementation, analysis and interchange about non-formal learning opportunities included in municipal recurrent education plans.	8.2.2.1	Organize and facilitate inter-municipal exchanges for analysis of the design, implementation and results of locally-determined learning opportunities in CLC programming and municipal lifelong learning strategies

Infrastructure

This chapter repeats, and consolidates in one place, the various activities related to infrastructure included in the chapters covering the school system, higher education, and recurrent education. The urgency of infrastructure improvement is reflected in an additional goal to ensure that ongoing rehabilitation, construction, and maintenance are well underway by 2021.

9.1 Goal for Infrastructure

Table 40. **Goal for Infrastructure**

GOAL	
Short-term (2021):	Ongoing infrastructure rehabilitation, construction and maintenance underway at all levels of the school system.

9.2 School System Needs

As indicated in Chapter 4, there is a pressing need for infrastructure rehabilitation and construction at all levels of the school system. The expansion of pre-school education requires new classrooms and playgrounds, as well as habilitation of appropriate spaces for community pre-schools. Some basic education schools are operating with three shifts and many have two shifts of students each day. The number of classroom hours available for each shift is severely limited. Secondary schools are also overcrowded and operating in shifts at the same time as the demand for enrolment in secondary education is increasing by thousands every year.

Many schools at all levels not only need more classrooms but also improved, gender-sensitive and disability-friendly toilet facilities as well as general rehabilitation of existing structures. Basic education schools often need ramps, libraries, office space, assembly rooms, and laboratories, as do secondary schools along with specialized equipment for technical and vocation education. In all cases, there is a need to make adequate provision for students with special needs. Classrooms and toilet facilities need to be accessible in order to ensure inclusivity.

The large scale of the urgent need for infrastructure construction and rehabilitation poses significant organizational and managerial challenges. A precedent for rapid infrastructure investment throughout the country was a government program for rehabilitation of schools and clinics carried out in 2014, using a modality of local community contracting. The current intention is to make use of the same community contracting modality to initiate a widespread process of infrastructure improvement in 2020.

This will require national policies for prioritization of infrastructure investments, covering new construction, rehabilitation, modernization, inclusivity, beautification, and maintenance. Some criteria for development of these policies have been identified during the process of updating the NESP. There is also a need for national, municipal, and local coordination to and manage the community contracting of capital investments and to ensure effective supervision of the works, in compliance with appropriate designs.

9.3   Community Learning Centres

The plan to establish community learning centres in administrative posts throughout the country will require appropriate investments by municipal governments to adapt, condition and equip available spaces in local infrastructure to provide environments that are conducive not only to classroom instruction for literacy and basic education equivalence, but also for support services for distance education programs and for other learning and skills acquisition activities chosen in accordance with local economic development opportunities and citizen interests. This is a new activity for many municipalities and, as it extends throughout the country, the preparation of appropriate environments will require national planning as well as inter-municipal exchanges.

9.4   Infrastructure for Higher Education

While much infrastructure for higher education can be expected to be developed by private institutions, there are various investments under consideration that would require significant public investment in infrastructure.

Plans exist to expand the National University of Timor-Leste in Hera and to build a branch in Betano have existed; land has been identified and secured; and an implementation plan prepared. Currently, the Eighth Government Program calls for construction of a "university city" in Alieu. In addition, it has been decided to include establishment of a national "Centre of Excellence" for pre-service secondary school teacher training and educational research as part of the proposed Compact between the Government of Timor-Leste and the Millennium Challenge Corporation.

9.5   Activities and Potential or Expected Results for Infrastructure

Table 41 reproduces the expected results and activities of infrastructure-related strategies included in the plans for the various education levels of the school system. It complements them with activities needed to manage the school system infrastructure investments. It also includes an estimate of the activities and potential results associated with the infrastructure investments that may be undertaken by municipalities in Community Learning Centres and by the MHESC and the UNTL in campus expansion and development of a Centre of Excellence for Educational Studies.

Table 41. **Infrastructure-related activities and their potential or expected results**

	Expected or potential results		Activities
1.1	Implementation of a government school building plan ensuring an early childhood classroom with a teacher, adequate facilities and teaching and learning materials in each existing school.	1.1.1	Plan, design and construct public pre-school buildings with classrooms, toilets, water, kitchens, and playgrounds, including ramps and assistive bathroom facilities.
		1.1.2	Prepare and approve guide for pre-school conditioning.
		1.1.3	Conditioning of existing public pre-school classrooms.
		1.1.4	Provision of a pre-school grade for 5-year old children in filial schools where resources do not yet permit a full three-year pre-school.
2.1.1	Procedures in place to prioritize adequate construction and ensure maintenance.	2.1.1.1	Develop minimum standards for educational infrastructures for each cycle of basic education, including classroom disability access, teacher and administration rooms, library, laboratory, toilets or latrines, and recreation facilities.
		2.1.1.2	Carry out a school infrastructure census to map schools that are at environmental risk
		2.1.1.3	Rank schools in need of classroom construction or rehabilitation, giving priority to: Classrooms in worst conditions and/or at environmental risk; Schools with over 40 students per teacher; Urban schools with more than 2 shifts; Rural schools with more than 1 shift
		2.1.1.4	Develop a policy and strategy to ensure maintenance of educational infrastructures, including guidelines for grants.
2.1.2	Classrooms and other needed facilities constructed or rehabilitated in all prioritized schools.	2.1.2.1	Update standards for classrooms and schools
		2.1.2.2	Develop construction and rehabilitation plans for prioritized schools
		2.1.2.3	Include ramps and assistive bathroom facilities in all new school construction & rehabilitation
		2.1.2.4	Facilitate and supervise community construction projects in each prioritized school
		2.1.2.5	Establish on-line school infrastructure management system with regularly updated data about each school
2.1.3	An attractive environment promotes learning in all schools.	2.1.3.1	Ensure adequate furniture (one table and chair per child, furniture and equipment for the Directive Cabinet) in all basic schools.
		2.1.3.2	Ensure school beautification including furniture where needed for all schools.
3.2	Procedures in place to prioritize adequate construction and ensure maintenance of needed classrooms and other facilities in general and technical secondary schools.	3.2.1	Develop minimum infrastructure standards for general and technical secondary education.
		3.2.2	Carry out a study to map schools that are at environmental risk
		3.2.3	Rank schools in need of classroom construction or rehabilitation, giving priority to: Classrooms in terrible conditions and/or at environmental risk; schools with more than 40 students per teacher; schools with more than 2 shifts
		3.2.4	Develop guidelines for grants to ensure maintenance of educational infrastructures

Expected or potential results		Activities	
3.3	Classrooms and other needed facilities constructed or rehabilitated in all prioritized general and technical secondary schools.	3.3.1	Develop construction/rehabilitation plans for each prioritized secondary school
		3.3.2	Include ramps and assistive bathroom facilities in all new school construction & rehabilitation
		3.3.3	Facilitate and supervise community construction projects in each prioritized secondary school
		3.3.4	Strengthen public-private partnerships to increase access to quality technical secondary education
4.1.2	Current activities that provide educational opportunities to differently abled children enhanced.	4.1.2.1	Include ramps and assistive bathroom facilities in all new school construction & rehabilitation
5.2.6	The National Directorate of Infrastructure equipped to plan and supervise a large-scale infrastructure program implemented through community contracting	5.2.6.1	Acquisition of vehicles and computer equipment for the National Directorate of Infrastructure in MEYS
		5.2.6.2	Contracting of a team of architects and civil engineers to design and supervise the construction of new school infrastructure
6.1	An integrated national system for pre-service teacher training and educational research, appropriate to the national curricula and estimated future needs for new teachers, incorporating internationally validated pedagogical practices.	6.1.6	Support the development of the Faculty of Education in UNTL as a centre of excellence for educational research and teacher training.
	Physical expansion plans for the UNTL finalized and implemented	7.2.2	Examine alternatives for expanded national facilities, including the plans developed for a branch of the UNTL in Hera and the current proposal to create a University City in the Municipality of Aileu.
		7.5.2	Prepare a national project proposal for a Centre of Excellence to revitalize pre-service teacher training for all components of the national education system, as well as education research.

Development Partnerships

10.1   Goal for Development Partnerships

Table 42. **Goal for Development Partnerships**

GOAL	
Short-term (2020):	The Ministries of Education and Higher Education coordinate the support of all development partners to facilitate the achievement of the targets of the Education Sector Plan and ensure the sustainability of all programs and strategies.

10.2   Strategies and Specific Topics for Development Partnerships

The strategies for donor coordination proposed in the NESP 2011-2030 call for ongoing mechanisms for strategic and technical coordination to enhance the potential for achievement of the strategic goals. The establishment of the ACETL (Joint Action for Education, *Ação Conjunta para a Educação*) under the leadership of the Minister of Education provides the *"joint system of simultaneous high-level, sector wide and programme-level ongoing coordination groups to monitor the effectiveness of international cooperation"* described in one of the strategies and facilitates implementation of the others.

In the upcoming decade, the ACETL will need to ensure the active participation of the Ministry of Higher Education, Science and Culture and other institutional actors such as the AAANA involved in higher education in order to maintain a sector-wide approach. Also, taking into account the expanding educational responsibilities of municipalities, it will be increasingly important to ensure that the Municipal Education Directors are prepared to convene effective quarterly coordination meetings at the local level, as established in the of ACETL's Terms of Reference.

Current efforts by the Ministry of Finance, with World Bank support, to operationalize an effective Medium-Term Expenditure Framework (MTEF) should help ACETL's technical level *"facilitate discussion of key implementation issues"*, as recommended in another existing NESP strategy. A technical issue pending review and completion is the establishment, and use of *"standardized practices and procedures for hiring technical assistants and international experts"*. Timor-Leste's active participation the Southeast Asian Ministers of Education Association (SEAMEO) facilitates implementation of the strategy calling for interchange with other Ministries of Education.

In addition to renewed implementation of existing strategies, the process of updating the NESP identified specific topics that should be addressed with development partners to enhance Timor-Leste's capacity to address three critical issues faced by the education system. The critical issues in question are the need to:
- develop and implement a strategy for secondary education,
- ensure the sustainability of in-service professional development for pre-school and basic education teachers, and
- catalyse a qualitative improvement in preservice training of teachers to ensure effective implementation of learner-centred curricula at all levels of the school system.

The specific topics requiring development partnership are listed in Table 43.

Table 43. **Specific topics for Development Partnerships**

SPECIFIC TOPICS
1. Identification of financial and technical assistance for development and implementation of a comprehensive and pertinent secondary education strategy.
2. Institutionalization of effective innovations introduced through donor-financed projects and programs.
3. Preparation of a national project proposal to revitalize pre-service teacher training for all components of the national education system, as well as education research.

All of these topics can be addressed as activities within one of the existing strategies.

10.3 Activities and Expected Results for Development Partnerships

The activities associated with the revised strategies and the expected results are identified in Table 44.

Table 44. **Expected results and activities for Development Partnerships**

Goal	Expected results		Activities
10. The Ministries of Education and Higher Education coordinate the support of all development partners to facilitate the achievement of the targets of the Education Sector Plan and ensure the sustainability of all programs and strategies.	10.1 Main cooperation programmes reviewed in 2020 and aligned with the programs and strategies in the NESP 2020-2030. Opportunities identified for expanding the scope and volume of present cooperation agreements.	10.1.1	Ensure extension of the HANDS program for preschool education to 2024.
		10.1.2	Ensure extension of the ALMA program for basic education to 2024.
		10.1.3	Establish an ad-hoc technical working group in ACETL to identify in-service teacher training, coaching, mentoring, and supervision methods that have proven effective in the HANDS and ALMA programs and then develop and oversee a strategy to ensure their incorporation into ongoing MEYS management and in-service professional development programs.
		10.1.4	Identify and recommend mechanisms to ensure the institutionalization of effective innovations introduced through donor financed programs.
	10.2 All potential partners identified and engaged to ensure the technical assistance required to implement the NESP 2020-2030	10.2.1	Survey development partners to identify potential interest in providing technical and/or financial assistance to support development and implementation of a comprehensive and pertinent secondary education strategy.
		10.2.2	Establish a technical working group in ACETL to identify and pursue opportunities for development partner support to catalyse a qualitative improvement in preservice training of teachers to ensure effective implementation of learner-centred curricula at all levels of the school system.

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Goal	Expected results	Activities	
	10.3 Cooperation framework agreements with other Ministries of Education to interchange experiences and identify potential sources of expertise.	10.3.1	Continue active participation in SEAMEO meetings and workshops
		10.3.2	Identify experiences of education system development in neighbouring countries that are pertinent to the NESP 2020-2030.
		10.3.4	Propose framework agreements for interchange and identification of sources of pertinent expertise to assist in NESP implementation.
	10.4 A joint system of simultaneous high-level, sector wide and programme-level ongoing coordination groups monitors the effectiveness of international cooperation in the execution of the NESP.	10.4.1	Continue the Government's active leadership of ACETL
		10.4.2	Revise the ToR of ACETL to include MHESC as a joint chair.
		10.4.3	Prepare all Municipal Education Directors to convene and chair quarterly ACETL meetings at the local level to review and enhance NESP implementation.
	10.5 Appropriate technical reference frameworks[14] enhanced and used to facilitate the discussion of key implementation issues.	10.5.1	Establish a technical working group in ACETL to monitor the work undertaken by the Ministry of Finance and the World Bank to operationalize the MTEF and ensure collaborative planning that enhances NESP implementation.

14 Such as the medium-term expenditure framework (MTEF) and a performance assessment framework (PAF).

Theory of Change

This Education Sector Plan (ESP) covers ongoing activities as well as planned new activities in all the components of the Education System in Timor Leste. There are ten components: four that compose the school system[15], two that address the staff who provide and manage the school system services[16], two covering services for those who have left or graduated from the school system[17], one that summarizes the proposed infrastructure investments, and one that outlines the external support expected from Timor-Leste's development partners. In some degree, every strategy and every activity included in each of the 10 components is aimed at improving the education system's efficiency and capacity to enable students to achieve learning outcomes, and/or enhancing the equity of the educational services offered to the diverse groups of the population including those that are often marginalized. None of the strategies and activities is superfluous, and all have a role to play in the overall improvement of the educational services provided to the Timorese people.

Nevertheless, there are some strategies and activities within the ESP that explicitly and directly address the fundamental challenge of educational quality and the related critical issues currently faced by the education sector in Timor Leste. Effective implementation of those elements will generate the qualitative changes needed to ensure the success of the plan. This chapter is dedicated to highlighting those key strategies and activities, with the intention of ensuring that they are given the priority attention they deserve in each of the five years from 2020 to 2024.

Although almost all children in Timor Leste now have access to basic education, there is much to be done to ensure quality in the education system they enter. Intertwined difficulties in the three dimensions of efficiency, equity and learning outcomes are apparent in the widespread failure of the system to ensure that children acquire good reading skills in the early grades. This failure is a critical issue that leads to high rates of repetition in each succeeding level and thereby reduces the efficiency of the education system as a whole.

It is important to admit that the system is structurally inequitable in the way it teaches reading in the early grades. Only one third of the children are taught to read in a language they speak. The curriculum is designed in accordance with the constitutional establishment of two official languages and teachers in general have not been prepared to teach reading in the languages understood by the two thirds of Timorese children who enter the system speaking neither Tetum nor Portuguese. The education system must follow the constitution; it needs to continue to teach all students in the official languages. At the same time, however, over the next five years we must give a first priority to improvements in teaching quality in the early grades, improvements that enable all children to learn to read in Tetum, or in their first language and then transition to Tetum.

In order to address the fundamental challenge of educational quality, along with the central critical issue of early grade learning outcomes and the closely related critical issues of measuring teaching quality and learning outcomes and teacher training, the ESP includes inter-related strategies in six components: Basic Education, Teaching Quality, Inclusive Education, Pre-school, School System Management, and Higher Education. While some of these components appear closely aligned with one dimension or another (e.g. Inclusive Education to Equity, and School System Management to Efficiency) it is important to emphasize

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15 Pre-school, Basic Education, Secondary Education, and Inclusive Education.
16 Teaching Quality and School System Management
17 Higher Education and Recurrent Education and Lifelong Learning

that the three dimensions are intertwined in reality, and any strategy that is effectively implemented will necessarily have an impact on all three dimensions.

The component of expanding and enriching pre-school level education is a case in point. The critical issue of expanding the rate of enrollment in pre-school education is directly linked to issue of early grade learning outcomes. At present, there is a higher concentration of pre-school facilities and teachers in urban areas. Exploration of alternatives for expanding the system to ensure that children in villages and remote rural areas also have access to pre-school level education will be an important contribution both to equity and to improving learning outcomes in the early grades throughout the country. Consequently, it can be expected to contribute to the efficiency of the education system as a whole.

The following three-part table (Table 45) starts with the fundamental challenge of education quality and the key critical issue of widespread failure to ensure that children acquire good reading skills in the early grades, leading to subsequent difficulties throughout the education system, followed by the other critical issues that are directly linked to that challenge. The next section identifies the six components that include strategies which address the challenge, along with the 2024 goal of each component. The third section of the table lists the key activities included in the key strategies and the results expected once the activities are fully implemented.

The most important message in this theory of change is that the activities needed to tackle the fundamental challenge are found in six components and their implementation will require coordinated prioritization of efforts by the MHESC, all the municipal education directorates, and almost all the national directorates and departments in the MEYS.

This is not to say that the activities in the other four components are not important. It must be recognized, however, that unless the learning outcomes in the first cycle of Basic Education improve significantly: Secondary Education will face insurmountable difficulties in achieving its goals for 2030; Recurrent Education will continue to have an ongoing remedial role teaching literacy to primary school dropouts and will not be able to focus on the development of lifelong learning activities; the new and rehabilitated school buildings achieved in the Infrastructure component will not house quality education; and Development Partners will be frustrated by the failure of their support to achieve the expected learning outcomes.

The major efforts undertaken since the adoption of the National Education Strategic Plan 2011-2030 have enabled Timor Leste to offer nine years of basic education to children throughout the country, with updated curricula in the first two cycles and a updated curriculum to be introduced in 2021 in the third cycle. These efforts were not accompanied by effective teacher management that ensure teachers are assigned in accordance with student populations, that the best teachers are assigned to the critical first cycle, that classroom observation informs teacher evaluations pedagogical supervision, that school leaders are prepared to guide peer-working group and mentoring systems that enable teachers to overcome classroom performance difficulties, and that incentives attract capable and highly motivated young people to the teaching profession.

It is time to prioritize implementation of the activities needed to detect, measure, and continuously improve teaching quality and learning outcomes in basic education, so that the entire education system can efficiently and equitably make its expected contribution to national goals.

Table 45. **Activities and strategies that are key to the change needed to achieve education quality**

Fundamental challenge	Critical Issues	Component	Goal	Expected Results of Key Strategies	Key Activities
Low Educational Quality, fed by widespread failure to facilitate early grade reading comprehension, with consequences throughout the education system	Measuring teaching quality and learning outcomes	Basic Education	95% of children 6 years and older complete the first and second cycles of quality basic education; 75% of children complete the third cycle, and at least 50% of them achieve a composite passing grade on competency-based national exams. The dropout rate is reduced to 2%.	2.2.2 School performance measured and registered nationally	2.2.2.5 Establish and train a national learning assessment team
					2.2.2.6 Conduct large sample learning assessments in language and mathematics in grades 2, 3 and 6 every third year using international comparative test instruments (EGRA, EGMA or others).
				2.2.4 Programs of excellence defined and implemented through sharing to enhance quality practices.	2.2.4.1 Use public and private schools with successful learning results as a resource for extension of quality practices to other schools
					2.2.4.2 Ensure principals and other school officials are trained and equipped to use proven classroom observation tools to monitor classroom processes and provide feedback to all teachers.
		Inclusive Education	4.1 Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy.	4.1.6 Pre-School and early grade programs ensure that children are taught in their first languages and transition to Tetum and Portuguese.	4.1.6.1 Do a final evaluation of EMBLI program to decide if and how to expand.
					4.1.6.2 Provide classroom libraries with early grade reading materials in a variety of local languages.
					4.1.6.3 Develop a program of recreational and entertainment activities to help young children learn the two official languages.
					4.1.6.4 Provide early grade literacy and bridging training for teachers with large numbers of children with a different mother tongue.
		School System Management	5.2. All (national and municipal) directorates ... have the skills and resources needed to implement and monitor the strategies....	5.2.4 Personnel management policies and procedures help ensure quality classroom teaching.	5.2.4.1 Review municipal and national directorates' performance evaluation and personnel management systems to ensure the identification, retention and promotion of skilled staff and removal of incompetent teachers, support staff and managers.
					5.2.4.2 Require targeted use of monitoring and training resources and effective assignment of teaching staff in municipal and school cluster planning.

Fundamental challenge	Critical Issues	Component	Goal	Expected Results of Key Strategies	Key Activities
Low Educational Quality, fed by widespread failure to facilitate early grade reading comprehension, with consequences throughout the education system	Measuring teaching quality and learning outcomes	Teaching Quality	6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.9 A revised teacher competency framework	6.9.1 Complete the revision of the teacher competency framework.
					6.9.2 Ensure a focus on capacities for learner-centered pedagogy that enables differentiation, includes all learners, tracks individual student learning, and leaves no child behind.
					6.9.3 Ensure a focus on capacity for proper use of the Tetum language
				6.10 Well-developed teacher licensing standards and requirements for teachers to have competency certification relevant to their level of the school system and periodic competency evaluation in order to maintain licensing	6.10.1 Establish a working group with representation of national directorates of human resources, pre-school, basic education, secondary education, and INFORDEPE to develop a proposal for teacher licensing standards appropriate to learner-centered pedagogy, as well as procedures for their application.
					6.10.2 Consult the proposal with municipal directorates and teacher organizations.
					6.10.3 Adopt the licensing standards for each level ... ensuring periodic competency evaluation is required in order to maintain licensing.
				6.11 A national system for monitoring classroom performance and identifying competences and in-service training needs of teachers	6.11.1 Establish an inter-directorate classroom observation task group.
					6.11.2 Review internationally validated classroom observation tools and the national experience of ... classroom observation.
					6.11.3 Incorporate classroom observation into management training for municipal directorate and superintendence staff as well as school principals and other school cabinet members.
					6.11.4 Design, initiate and periodically review a national classroom observation and reporting system.
					6.11.5 Ensure evaluation of teaching competencies and classroom performance nationwide.

Fundamental challenge	Critical Issues	Component	Goal	Expected Results of Key Strategies	Key Activities	
				6.12 An integrated registry of teachers with their work locations, academic qualifications, supervisors, in-service training, and classroom performance evaluations.	6.12.1	Establish a joint EMIS-INFORDEPE-HR task force to consolidate an integrated public school teacher registry.
					6.12.1	Revise instruments used by HR, national and municipal directorates, EMIS, INFORDEPE and all pertinent development partner programs ... to register teachers as well as their qualifications, work assignments, and supervisors; their participation in training, monitoring, and coaching activities; and their performance evaluations.
					6.12.1	Design and implement a personnel management training program for all national and municipal directors, focused on ensuring participation by all teachers in ongoing professional development and regular certification of classroom competencies.
Low Educational Quality, fed by widespread failure to facilitate early grade reading comprehension, with consequences throughout the education system	Coordinated pre-service teacher training	Higher Education	Establishment of a comprehensive, integrated system of higher education ... regulated by rigorous quality standards...	7.5 Sector-wide coordination and leadership in teacher training	7.5.1	Continue to strengthen the quality of teaching at Timor Lorosa'e National University, including the training of new teachers in the Faculty of Education, Arts and Humanities
					7.5.2	Prepare a national project proposal for a Centre of Excellence to revitalize pre-service teacher training for all components of the national education system, as well as education research.
		Teaching Quality	6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.1 An integrated national system for pre-service teacher training and educational research, appropriate to the national curricula and estimated future needs for new teachers, incorporating internationally validated pedagogical practices.	6.1.1	Establish a national working group for education research and teacher training, led by MEYS and MHESC, with opportunities for participation by university education faculties and municipal education directorates
					6.1.2	Ensure university education faculties align their academic programs and exit profiles with the approved curriculum in the school level of each student's specialization
					6.1.3	Orient the selection of students in education faculties in accordance with estimates of upcoming yearly needs for new teachers in each type of school in the 13 municipalities with their respective vernacular languages
					6.1.4	Provide opportunities for classroom practice by university students as part of the preparation for education degrees
					6.1.6	Support the development of the Faculty of Education in UNTL as a centre of excellence for educational research and teacher training.

Fundamental challenge	Critical Issues	Component	Goal	Expected Results of Key Strategies	Key Activities
				6.3 Degree programs for pre-school and basic education teachers (in the pre-service teacher training system)	6.3.1 Review the academic programs and exit profiles of accredited basic education and pre-school teacher training programs
					6.3.2 Establish and enforce deadlines for alignment with approved school curricula and practice teaching requirements
Low Educational Quality, fed by widespread failure to facilitate early grade reading comprehension, with consequences throughout the education system	Ensuring effective in-service training	Teaching Quality	6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.6 A detailed multi-year plan for optimizing the impact of in-service training on teaching quality	6.6.1 Develop and use a teacher training evaluation tool to document the design and implementation of in-service professional development programs in place...
					6.6.2 Organize an annual workshop with focal points in charge of all identified in-service training opportunities to share reports and analysis ... of each experience.
					6.6.3 Obtain ... information on the effectiveness of teacher training programs, identifying... correlations between participation in-service training and classroom performance monitoring ... as well as ... evaluations of student learning.
					6.6.4 Compare available information about the results of professional development initiatives underway in the country with information about international good practice.
					6.6.5 Select a menu of professional development activities for application in pre-school, basic and secondary education at the municipal, cluster and school levels.
					6.6.6 ...enhance in-service training capacity at the municipal, cluster and school management levels.
					6.6.7 Ensure access to online/digital learning opportunities and a database of teaching and learning material ...
					6.6.8 Formalize and promote participation in teacher working and learning groups in all municipalities.
					6.6.9 Identify opportunities for mentoring/co-teaching initiatives in all municipalities.

Fundamental challenge	Critical Issues	Component	Goal	Expected Results of Key Strategies	Key Activities
					6.6.10 Identify opportunities for training by… service providers that are available to teachers throughout the country.
					6.6.11 Ensure initial in-service mentoring for new university graduates and other new teachers.
					6.6.12 Ensure that teachers from rural schools have equal opportunity and access to training programs without the need to abandon classes.
Low Educational Quality, fed by widespread failure to facilitate early grade reading comprehension, with consequences throughout the education system				6.7 INFORDEPE provides effective support for local professional development activities outside class hours… and provides pertinent presential training throughout… holidays, focusing on priority needs for ESP implementation at each school level.	6.7.3 Provide targeted training on foundational literacy and numeracy for first cycle basic education teachers, including bridging from first language to Tetum, and the use of extra support to at-risk students.
					6.7.4 Give special support and training to rural teachers teaching multi-grade classes, including the provision of special curriculum guides, training and mentoring.
					6.7.6 Provide training to ensure child-centred pedagogy enables differentiation, includes all learners, tracks individual student learning, and leaves no child behind.
	Increasing the rate of pre-school growth	Pre-School	At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school level education near home before entering Basic Education.	1.1 A study of the cost and child development implications of the alternative investment options for preschool expansion.	1.1.1 Design and undertake a cost-benefit study of alternative approaches to pre-school level education in place Timor-Leste and in similar socio-cultural contexts.
					1.1.2 Identify the appropriate combination of investments consistent with the study results and adopt the policy and regulatory changes needed to implement the investment option selected.
				1.3 Measures prepared and implemented to stimulate community and private sector development of new preschool classrooms, especially in the most remote areas and for children who are at risk of being excluded from education opportunities.	1.3.1 Prepare and approve community pre-school model
					1.3.2 Increase the number of 3 to 5 year-old children attending community pre-schools.

Fundamental challenge	Critical Issues	Component	Goal	Expected Results of Key Strategies	Key Activities
				1.6 Quality ensured in the Implementation of the national pre-school curriculum.	1.6.1 Produce and distribute learning materials for national pre-school curriculum
					1.6.2 Prepare and apply school readiness assessment
Low Educational Quality, fed by widespread failure to facilitate early grade reading comprehension, with consequences throughout the education system				1.7 Staffing formula, staffing needs analysis and merit-based recruitment system ensure pre-schools have the right number of qualified and trained teachers.	Assess student/teacher ratios and teacher workloads in Dili and all other municipalities
					Develop and apply a human resource policy with incentives for relocation outside Dili
				1.8 A coordinated system of pre-service and in-service teaching training developed and implemented allowing new and existing teachers to gain a specialist pre-school teacher qualification	1.8.1 Develop and implement a standardized pre-service pre-school teacher training program for obtaining a teaching license
					1.8.2 Develop and implement a professional development system to ensure compliance with teacher competency frameworks
					1.8.3 Establish, formalize and strengthen pre-school teacher working groups in the preschool clusters in all municipalities

Financing the Plan

12.1   Current and Historical Context

In order to achieve the results defined in the Education Sector Plan 2020-2024, it will be necessary to have sufficient financing and human resources available. This chapter describes the estimates of the principal costs and the current information about the government and external financing available for the period 2020-2023. This makes it possible to identify the additional financing that will be needed in order to implement the ESP.

The VIII Constitutional Government of Timor-Leste has defined three priority sectors for its mandate: Social Capital, Economic Development and National Connectivity. The Social Capital sector includes: Education and Training, Health, Water and Basic Health Services, Sanitation. This safeguards the priority of investment in education to 2023.

According to the estimates of the Ministry of Finance, 29% of the government budget for 2020 will be allocated to the Ministries and Agencies of the Social Capital Sector: 10% for Education, 13% for Social Protection, and 5% for Health. The Institutions and Ministries that are part of the Social Sector will receive US $ 304,565,872 in the year 2020. 30.7% of these resources will go to the MEYS and MHESC.

Although education spending as a percentage of GDP in the Timor-Leste continues to be lower than international recommendations, significant progress has been made following the approval of the NESP 2011-2030. The size of the effort to make possible the implementation of the education strategy can be seen when the expenditures for the period from 2008 to 2014 are compared with those for a group of other countries in the region.

Figure 10. **Education expenditure increases as percentages of GDP in South East Asian countries, 2008-2014**
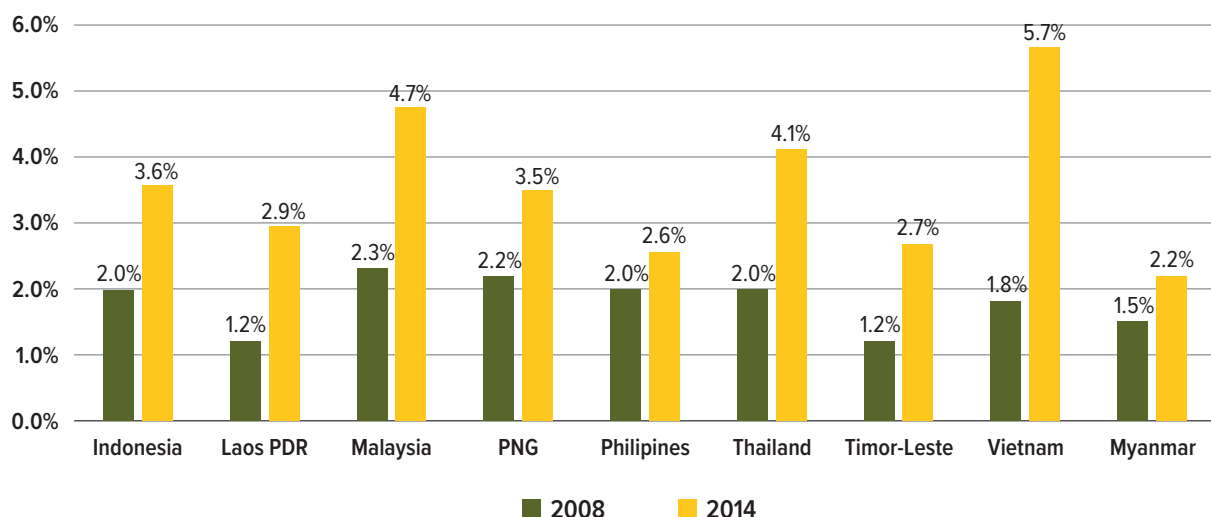
Source: UNESCO.

All the countries included in Figure 10, including Timor-Leste, increased their investment in education in the interval between 2008 and 2014. The largest relative increase was recorded in Vietnam. The third place in this ranking of increased investment in education corresponds to Timor-Leste with growth that more than doubled its educational expenditure, as shown in Figure 11.

Figure 11. Percentage increase in portion of GDP dedicated to educational expenditures
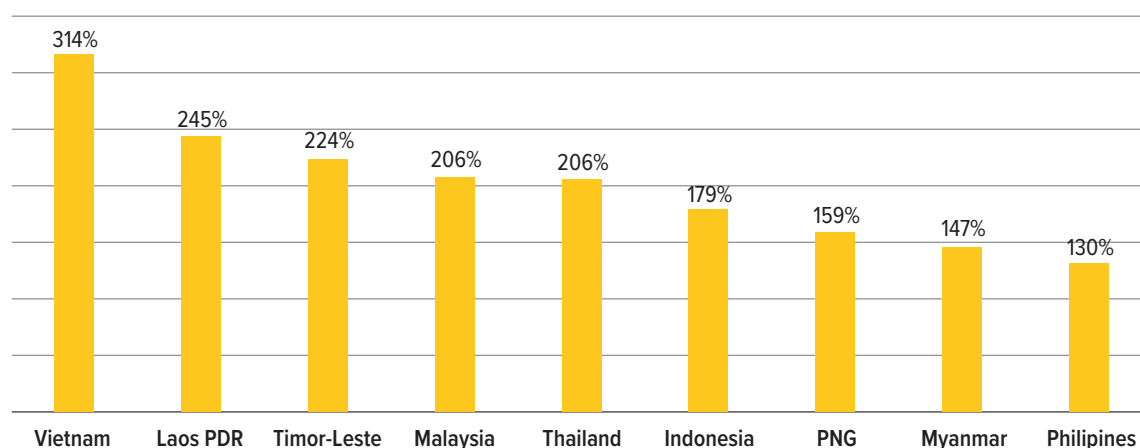
Source: UNESCO.

In the year 2020, the Government of Timor-Leste will allocate 11% of the government budget to the MEYS and MHSEC.

The projections of the Ministry of Finance include a substantial increase in investment in education for the MEYS and MHSEC from 2020 to 2023. The increase will help make it possible to implement the ESP, and thereby enable the education system to increase its capacity to execute additional resources effectively and offer quality education.

12.2 Expected Allocation of Public Resources to Education

The implementation of the updated NESP 2020-2030 will require a substantial increase in national and international financing for education. This is in line with the national Strategic Development Plan (SDP) which has set ambitious goals for the country's long-term development. The objective is to become a high-middle-income country by 2030 and for that it is necessary to have a significant increase in investment in the development of human capital.

The projected education sector budget for 2023 is $ 140,0430. An increase of 42.6% is expected in the five-year period between 2018 and 2023. This increase represents an annual cumulative increase of 7.36%. In absolute values the budget will have grown $ 41.86 million.

Table 46. **Budget projections for public institutions in the Education Sector**

Organism/Agency	2020	2021	2022	2023
Ministry of Education	85,3380	88,7510	92,3020	95,9950
Ministry of Higher Education	7,4090	7,7070	8,0140	8,3360
UNTL	17,3150	1880	18,7280	19,4780
SENAI	4980	5190	5380	5610
ACCREDITATION AGENCY	3700	3840	4000	4160
Center for Vocational Training	1,5640	1,6260	1,6920	1,7590
Municipal Education Budgets	1200	12,4800	12,9790	13,4980
TOTAL EDUCATION BUDGET	124,4940	129,4750	134,6530	140,0430

Source: Ministry of Finance.

Throughout the 2020-2023 period, the proportional expenditure ratio is expected to be maintained: 74% in salaries, 23.5% in goods and services, 2% in transfers and only half a percentage point in capital expenditures. In terms of percentages, the budget projection in the five main categories will be relatively constant over the years.

According to budget evolution projections, the share of current primary education spending will remain almost constant, varying only between 45.66% and 45.58% over the next 4 years.

Figure 12. **Recurrent costs of Primary Education as share of total Education Expenditures**
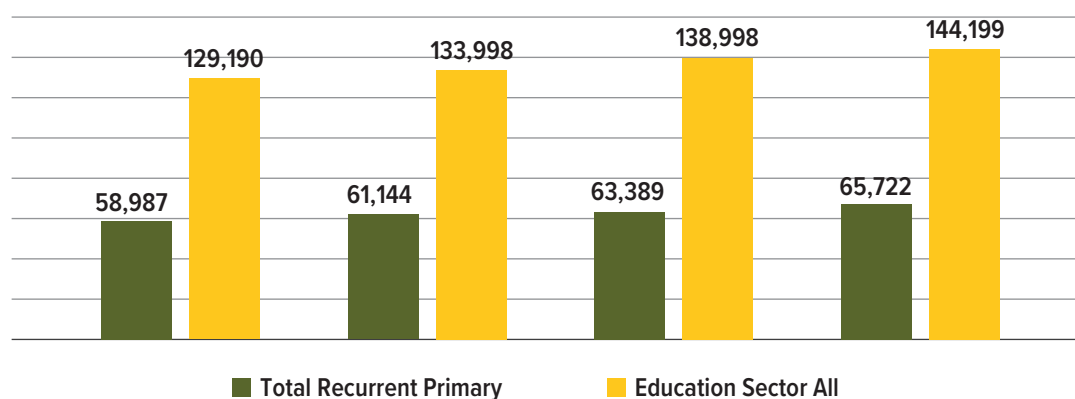
Source: Ministry of Finance.

12.3   Cost of Implementing the ESP from 2020 through 2023

In order to implement the strategies included in the ESP, additional resources will be needed. The costs associated with implementation of the strategies included in the Plan have been calculated for the years from 2020 to 2023, the period covered by Ministry of Finance projections. Management coefficients, average salary values, class size and student to teacher ratios were used in the calculations, as well as assumptions about population. The population estimates are critical for determining the investment needed in basic and secondary education. In the case of pre-school education, it was also necessary to make an assumption about the types of service that will be provided.

12.3.1   Population estimates and pre-school service assumptions

Timor-Leste's population has more than doubled in the last 35 years, but the growth rate is slowing as shown in Table 47.

Table 47.   **Timor-Leste national population growth rates**

Period	Five year growth	Annual rate
2004-2009	15.5%	2.4%
2010-2015	9.46%	1.81%

Source: United Nations, Population Division, Department of Social and Economic Affairs.2019

The population of Timor-Leste is expected to grow by 280 in 2019 and reach 1,3810 by 2020. Migration (including immigration and emigration) decreases the population by 101 people annually. On average, there are 46,025 births and 7,096 deaths in Timor-Leste per year. The natural increase rate is approximately 2.88 percent per year but the net growth stands at 1.81% cumulative annually (taking into account the migratory processes). This rate has been used to calculate the potential demand for basic education and secondary services between 2020 and 2023.

For pre-school the cost estimates are derived from a more detailed simulation model prepared by MEYS and UNICEF, Timor-Leste. Table 48 shows the enrollment estimates for each municipality.

Table 48. **Municipal pre-school enrollment estimates**

Municipalities	Projected 3-5 Year Population 2024	Children Enrolled in Preschools			Number of Children that Need to be Enrolled by 2024 to Reach 50% targeted		
		3-5 y.o.	4-5 y.o.	5 years	3-5 y.o.	4-5 y.o.	5 years
Dili	23,290	5,368	4,641	2,099	6,277	2,933	1,624
Ermera	12,548	1,472	1,140	553	4,802	2,940	1,453
Baucau	11,037	957	797	640	4,562	2,792	1,424
Bobonaro	8,682	2,427	1,897	860	1,914	926	528
Viqueque	6,761	1,851	1,535	737	1,529	663	344
Liquica	6,464	1,503	1,089	500	1,729	1,013	533
Oecusse	6,895	995	800	441	2,452	1,442	661
Ainaro	6,263	873	739	413	2,259	1,298	588
Cova Lima	5,103	13	774	336	1,549	886	480
Lautem	5,953	1,627	1,275	605	1,350	661	347
Manufahi	4,500	1,436	1,209	566	814	254	153
Aileu	3,876	1,101	855	378	837	405	242
Manatuto	4,061	786	648	354	1,244	673	295
TOTAL	**105,435**	**21,399**	**17,399**	**8,182**	**31,318**	**16,886**	**8,670**

Source: UNICEF Timor-Leste. 2019

Table 49 provides the estimates of the different types of pre-school spaces likely to be used to accommodate this enrollment.

Table 49. **Projected new pre-school spaces by type**

School Model	2020	2021	2022	2023
Large formal	5,280	6,880	8,480	10,080
Standard formal	15,912	17,472	19,136	20,904
Community-based	2,646	5,292	7,380	10,368
Home-based	3,360	6,680	9,960	13,240
Total number of spaces	27,198	36,324	45,406	54,592
Target number of spaces	111,413 to enroll the estimated population from 3 to 5 years			
Number of spaces as % of target	24%	33%	42%	49%

Source: UNICEF Timor-Leste. 2019

12.3.2 Additional investment for ESP implementation

The resulting estimate is that an additional investment of approximately 150.8 million dollars will be needed in the next four years.

This investment includes the increase in salaries made necessary by the increase in schooling in preschool and secondary education. In the case of preschool education, where the goal is enrollment of 50% of all children aged 3 to 5 in the year 2024, an average annual cumulative growth of 17% was used to calculate the annual cost increases. In secondary education, where the system needs to expand to meet an ongoing increase in demand, an annual cumulative rate of increase of 8% was used, to approximate the annual increase in enrollment registered in recent years. At this rate the number of students in public secondary education will rise by almost 60%, growing from 43,733 students in 2018 to almost 700 in 2024.

In the case of secondary education, where the number of students per class is very high, the cost calculations include a decrease from 60 students per classroom, to 45 students per classroom in 2024. Table 50 presents the annual additional expenditures needed in the next four years in order to implement the strategies included in each component of the ESP. Ongoing current expenses, including salaries for the current number of teachers and other school system and ministry staff, are not included. Expenditure estimates are based on MEYS and UNICEF unit cost estimates.

Table 50. **Time frame of additional investments needed for ESP implementation**

Components	Time Frame				Total Cost	%
	2020	2021	2022	2023		
1 Pre School	4,436,809	4,582,453	4,761,947	4,950,813	18,732,022	12.42%
2 Basic Education	18,521,678	9,331,980	7,654,789	7,634,545	43,142,992	28.61%
3 Secondary Education	6,424,074	4,965,355	5,371,232	6,926,971	23,687,632	15.71%
4 Inclusive Education	1,880,480	2,160,138	2,146,332	2,929,508	9,116,458	6.05%
5 School System Management	5,088,591	3,095,255	2,382,010	2,879,280	13,445,136	8.92%
6 Teaching Quality	6,653,767	4,113,053	3,381,421	4,549,579	18,697,820	12.40%
7 Higher Education	7,311,885	3,078,619	3,338,684	2,501,639	16,230,827	10.76%
8 Recurrent Education	2,559,425	1,959,954	1,570,853	1,640,342	7,730,574	5.13%
Total ESP 2020-2023	52,876,709	33,286,807	30,607,268	34,012,677	150,783,461	100.00%

Source: ESP Implementation cost calculations

The attribution of costs is the product of analysis using standard unit costs (average salaries of teaching and administrative staff, infrastructure, equipment, texts, training, technical assistance, etc.) combined with technical coefficients (students by grade, teachers by grade, students by teachers, students per square metre of classroom space, etc.) in order to apply common cost criteria to activities with similar characteristics associated with the various strategies in the ESP.

The strategies for Basic Education represent 28.61% of the total additional investment required to finance ESP implementation until 2023, while those for School System Management and Teaching Quality represent 8.92% and 12.40%, respectively, of the additional investments.

Figure 13 and Table 51 show more clearly the estimated distribution of the financing necessary to set the stage of achievement of the goals established in the ESP for 2024.

Figure 13. **Budget increases needed for each set of strategies**
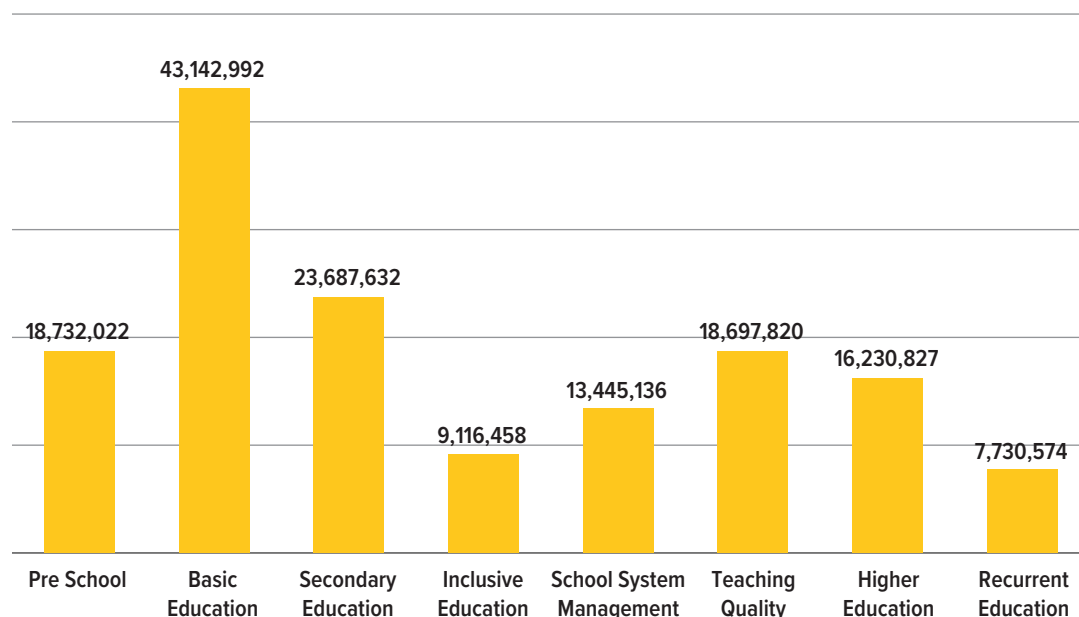
Source: ESP Implementation cost calculations

Table 51. **Time frame of increases in each type of expenditure**

Type of Cost	Time Frame				Total Cost	%
	2020	2021	2022	2023		
Infrastructure	26,597,252	15,025,400	12,454,600	12,529,164	66,606,416	44.17%
Enrollment growing in preschool and Secondary Education	6,358,252	5,755,110	4,570,257	5,826,809	22,510,428	14.93%
Teacher Training	8,654,556	6,180,300	6,900,351	7,900,120	29,635,327	19.65%
Equipment and didactic materials	6,837,609	3,513,400	3,894,560	4,511,584	18,757,153	12.44%
Other Expenditures (transportation, vehicles, food, grants students, etc.)	4,429,040	2,812,597	2,787,500	3,2450	13,274,137	8.80%
Total ESP 2020-2023	52,876,709	33,266,807	30,607,268	34,012,677	150,783,461	100.00%

Source: ESP Implementation cost calculations

It is important to note the way the interventions in the ESP have been prioritized financially. Infrastructure investments will demand 44.17% of the total additional resources, and Teacher Training, 19.65%. Figure 14 illustrates the relative allocations for each type of investment.

Figure 14. **Allocation of budget by type of investment**

66,606,416	Infrastructure
22,510,428	Enrollment Growing
29,635,327	Teacher Training
18,757,153	Equipment and Didactic Materials
13,274,137	Other Expenditures
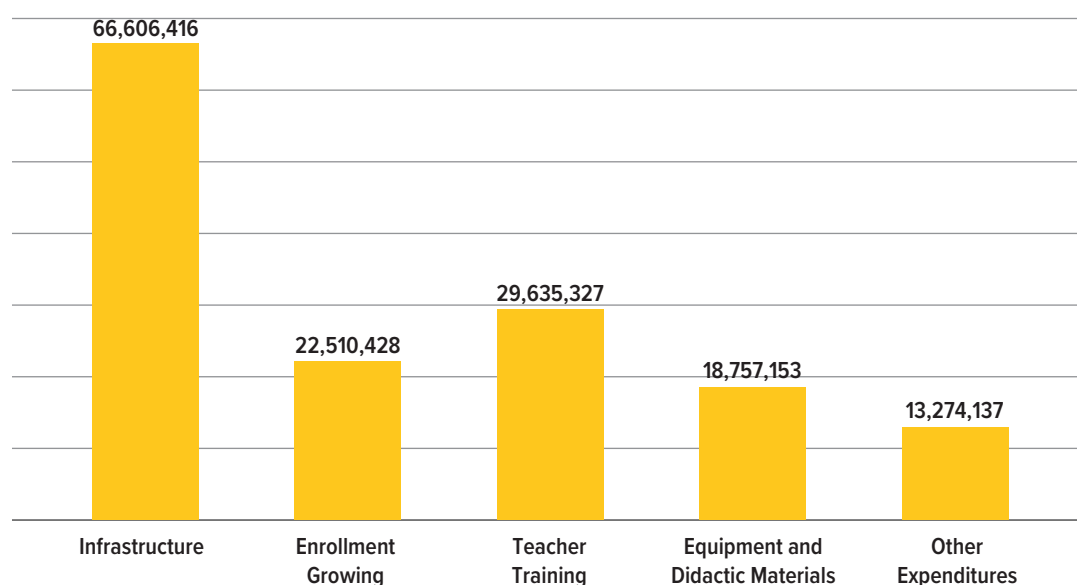
Source: ESP Implementation cost calculations

Figure 15 shows the expected temporal distribution of resources over the period from 2020 to 2023. The highest proportion of resources is allocated to 2020. This is due to a government decision to allocate an important budget item, an investment of approximately US $ 28.3 million, to finance infrastructure works in the first year of ESP implementation.

Figure 15. **Temporal distribution of increased expenditures**

52,876,709	2020
33,286,807	2021
30,607,268	2022
34,012,677	2023
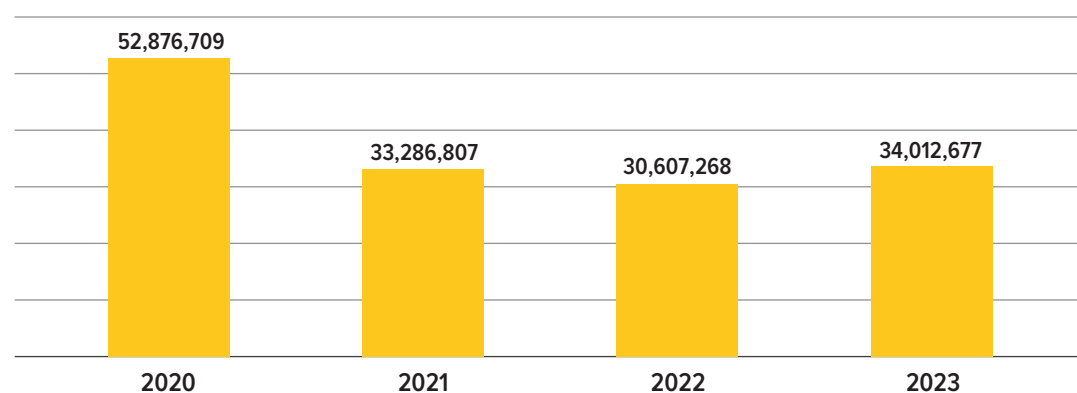
Source: ESP Implementation cost calculations

12.4   Total Education Expenditures with the ESP Included

The implementation of the activities included in the ESP will require an additional investment of 150.8 million dollars over the next 4 years.

It is expected that the portion of the additional 150.8 million required to carry out the activities in the ESP between 2020 and 2024 that are not contemplated in the government budget projections, will be financed in part with funds corresponding to budget increases with national sources (government infrastructure fund) and in part with funds from donors and external funders.

The operating budget projected by the Ministry of Finance for the Education Sector over the same period amounts to 528.6 million dollars. When the costs corresponding to the usual operation of the ministries and other agencies in the education sector are considered together with the additional investment needed for ESP implementation, the total reaches 679.5 million dollars over the four-year period, and it is apparent that the ESP accounts for 15.6% that total.

Table 52. **Total Education costs, 2020-2023, including ESP implementation**

Organism/Agency	2020	2021	2022	2023	TOTAL	%
Ministry of Education	85,3380	88,7510	92,3020	95,9950	362,3860	55.1%
Ministry of Higher Education	7,4090	7,7070	8,0140	8,3360	31,4660	4.8%
UNTL	17,3150	1880	18,7280	19,4780	104,9950	16.0%
SENAI	4980	5190	5380	5610	2,1160	0.3%
Accreditation Agency	3700	3840	4000	4160	1,5700	0.2%
Center for Vocational Training	1,5640	1,6260	1,6920	1,7590	6,6410	1.0%
Municipal Education Budgets	1200	12,4800	12,9790	13,4980	50,9570	7.7%
Projected operational budget for Education	124,4940	129,4750	134,6530	140,0430	528,665.000	84.4%
Additional investment for ESP implementation	52,876,709	33,286,807	30,607,268	34,012,677	150,783,461	15,6 %
TOTAL BUDGET NEEDS	177,370,709	162,761,807	165,260,268	174,055,677	679,448,461	100%

Source: Ministry of Finance published projections and MEYS and UNICEF unit cost estimates for ESP Implementation costs

Figure 16. **Projected operational budget compared to additional investment for ESP implementation**
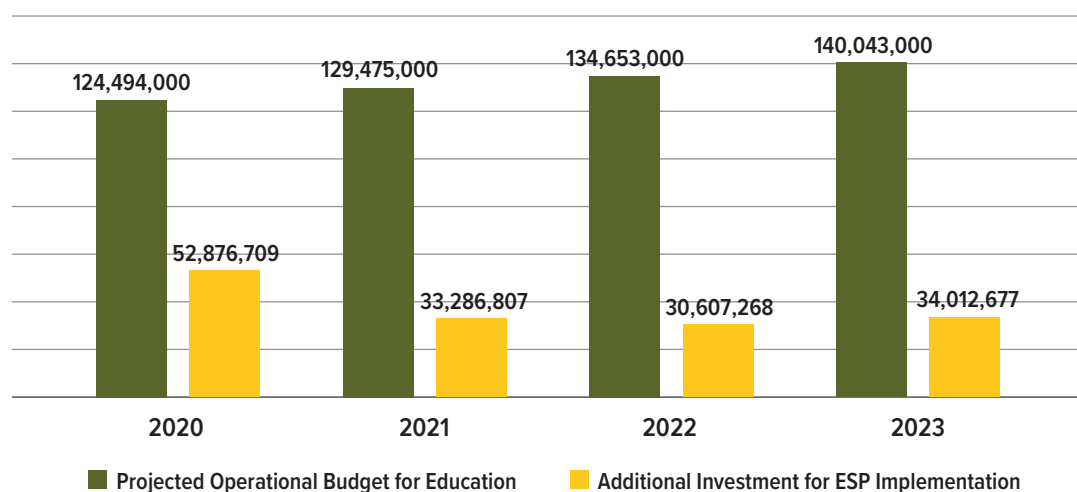
Source: Ministry of Finance and ESP Implementation costs

12.5   Available Financing and Additional Requirements

Part of the financing needed to implement the ESP can be obtained from the 30 million dollars from the Infrastructure Fund that the government intends to allocate to the Education Sector. In addition, the Ministry of Finance of the Government of Timor Leste has recorded intended contributions from major cooperation partners to the education sector that are estimated to amount to 52.87 million in the next four years. The distribution of these intended contributions is as follows:

Table 53.   **Registered intended annual contributions to the Education Sector by development partners**

External Sources	2020	2021	2022	2023	TOTAL
Development Partners	18,3940	16,4770	900	900	52,8710

Source: Ministry of Finance.

These estimates include both grants and money to be spent on technical assistance. In 2020, 53% of the total planned disbursement, US$ 9.75 million in absolute terms, consists of grants, while 47% is technical assistance (US$ 8.65 million).

The external donors with registered intentions to contribute financial resources and technical assistance are: Portugal (36%), JICA(22%), Australia (15%), China (8%), UNICEF(5%), New Zealand (5%), Camoes (4%), UNFPA (2%), USA (2%), and Germany (1%).

Taking these sources of financing into consideration, it is estimated that the gap for the period over the next four years will amount to $ 67.91 million.

During the year 2020 this financing gap is 10.48 million dollars, on the assumption that it will be possible to execute $24 million in school construction and rehabilitation in the first year. If the planning process and the organizational developments needed to carry out the school infrastructure program make it necessary to reallocate financing from the Infrastructure Fund to later years, it will be necessary to adjust the timetable for ESP implementation not just for school construction and rehabilitation, but also for school equipment.

After the first year, the funding gap increases steadily, reaching $25.57 million in 2023.

Table 54. **Yearly resource needs compared with estimated contributions from confirmed sources**

	2020	2021	2022	2023	TOTAL
1. Total Budget needs (including ESP Activities)	177,370,709	162,761,807	165,260,268	174,055,677	679,448,461
2. Projected Operational Budget (Ministry of Finance)	124,4940	129,4750	134,6530	140,0430	528,6650
3. Government Infrastructure Fund	2400	3,825,400	1,736,842	437,758	3000
4. Planned contributions by major development partners	18,3940	16,4770	900	900	52,8710
5. Available Funds	166,8880	149,777,400	145,389,842	149,480,758	622,5360
Estimated Financing Gap	-10,482,709	-12,984,407	-19,870,426	-25,574,919	-67,912,461

Source: Ministry of Finance and ESP Implementation costs

The funding gap (US$ 67,912,461) is equivalent to 45.03% of the expected additional expenditures for ESP implementation, or close to 12,8% of the Ministry of Finance's projected operational budget for the education sector. The Ministry's projections include the expectation that development partners will contribute US$52,8710 over the period. Also, the government expects that expenditures will be higher during the first years of the ESP due to large investments in infrastructure development throughout the country.

Although the financial figures provided in the ESP may raise questions about the viability of the plan during the period, a deficit of 12.8% over the traditional operation of educational services constitutes a margin that can be absorbed with modifications (adjustments to real availabilities of funds) that will take place during the preparation of annual operating budgets. In making such adjustments as may be necessary, it will be important to consider that the investments in infrastructure are determining factors for other activities such as the expansion of enrollment rates in preschool and secondary education.

The calculation model used to determine the financial gap corresponds exclusively to the costs that will be required to carry out the new activities included in the ESP 2020-2024 and that were not considered in the annual budgets projected by the Ministry of Finance for the 2020-2023 period. For the purposes of this exercise, it has been assumed that there is no financial gap for the continuation of the usual functions in the education sector. In effect, the budgetary projections made by the Ministry of Finance considered an annual increase based on the growth of students (net and gross enrollment rates) keeping constant the same pedagogical management relationships (students per teacher), school organization (students per classroom) and internal efficiency (repetition and dropout rates).

Finally, it is important to mention that some of the additional resources needed to cover the gap have been identified. Specifically, following approval of this ESP, contributions totaling 9.1 million dollars are expected from the Global Partnership for Education, together with a concessionary loan of $15 million dollars from the World Bank, focusing on the key strategies in the areas of Basic Education and Teaching Quality. This leaves a gap of 43.8 million dollars, as well as a need for technical assistance in the areas of Secondary Technical Education and teacher training for Secondary Education. Discussions that the Government is currently undertaking with the Asian Development Bank and the Millennium Challenge Corporation may lead to donor and/or loan support for implementation of these important elements of the ESP.

Implementation

13.1   Improvements in the Conditions for Implementation

The NESP 2011-2030 has a lengthy chapter on implementation of the plan. The numerous recommendations include new organizational arrangements inside the MEYS, realignment of the Ministry structure to correspond to the priority programs in the NESP, the establishment of specific priority program implementation teams, and new management responsibilities to be assumed by the Minister, the directorates responsible for planning and finance, the Ministry legal advisors, and the local group of development partners. The chapter called for some of the organizational changes to the place during a pre-implementation phase, and others to be completed in a start-up phase estimated to occupy the first year of NESP implementation.

Timor-Leste's readiness for strategic education sector plan implementation has improved significantly. Some of the most important factors that can be expected to contribute to effective implementation of the updated NESP 2020-2030 are:

- the development of a Policy and Legal framework including the Basic Education Organic Law, and the consequent series of decrees and regulations,
- approval of the Law for the Establishment of the Higher Education System;
- improvements in MEYS management capacities, partially due to:
  - The Education Sector Support Project in place during the NESP preparation process and continuing until 2014. This project helped ensure:
    - annual production of AAPs and budgets that are generally in line with the NESP;
    - a preschool education policy;
    - strengthening of the Inclusive Education Office;
    - preparation of a Teacher Policy Framework, along with the Competency Framework and a Career Regime.
  - A GPE Management Strengthening Project, carried out between 2013 and 2015. This project targeted NESP implementation capacities in key units in MEYS, following the 2013 recommendations and assessment mechanisms of the Secretary of State for Institutional Strengthening. The project provided equipment for the EMIS and trained and supported EMIS staff, centralized all recruitments in the National Directorate of Human Resources, and improved the procurement procedures and and printing and delivery practices for school learning materials.
- establishment of the ACETL, providing a formal and consistent mechanism for development partner and civil organization coordination with the MEYS.

The alignment of the MEYS annual action plans and budgets with the structure of the NESP, including action plan projections for a three-year period is particularly important. This improvement greatly facilitated the process of updating the NESP and preparing the ESP 2020-2024 and the costed Action Plan 2020-2022. Annual updating of three year projections can be expected to facilitate ongoing alignment of detailed operational planning with strategic planning and early identification of any need to review and adjust the ESP 2020-2024 and the updated NESP 2020-2030.

13.2   Challenges to be Addressed

Despite the new legal foundation, formal alignment of annual planning with the NESP, and the improvements MEYS's institutional capacities, there are still significant challenges that will need to be addressed to effective implementation of the strategies in the updated NESP.

While the MEYS depends less on international consultants than it did during the preparation and first years of implementation of the NESP, the Ministry still relies on national consultants for many of its managerial functions. This is a common characteristic of the national government structures in Timor-Leste that can lead to high rates of rotation and the loss of trained staff[18].

Reform of the Civil Service, improvement of salaries for permanent positions and empowerment of national and municipal directors and general directors, are government-wide issues, however. Although they could significantly strengthen national capacities for effective NESP implementation, they are beyond the scope of sector plan update.

Two other challenges can and should be addressed much better than has been the case to date in NESP implementation.

a) **National communication of the strategic plan**. Despite its straight-forward clarity, the NESP 2011-2030 was not disseminated to the thousands of teachers and education sector managers who are the only persons actually able to implement the education system improvements it prescribes, let alone to the families of all the students in the education system. The distribution and communication procedures outlined were perhaps overly ambitious and the document itself too long.

The updated NESP 2020-2030 is a much shorter document. The Vision provided in Chapter 2 should be distributed and visibly posted in all schools in the country. The goals and strategies approved for each level of the school system should be shared with all teachers and education managers involved in that level. The full document should be posted, along with the NESP 2011-2030 on the websites of all the responsible government bodies: municipalities, MHESC, and ANAAA, as well as MEYS.

b) **Consistent and timely monitoring and evaluation**. The lack of a reliable EMIS and a technically equipped Planning Directorate required the NESP to propose general principles for monitoring and evaluation, rather than an actual M&E framework. The specific recommendation of a "five-year review" following the 2015 census was not carried out as such and the 2017 Education Sector Analysis had too broad a scope and too little time to serve as an adequate substitute. The recommendation for development of a Performance Assessment Framework (PAF) was not implemented.

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18 Many units in the MEYS are currently understaffed following the termination of contracts for national consultants. For example, the strengthening of the Inclusive Education office, cited as an achievement of the Education Sector Support Project, is currently threatened by the departure of the trained consultants who composed the majority of the staff.

A separate chapter (Chapter 14) on Monitoring and Evaluation is provided in the updated NESP 2020-2030. The consistent and timely use of the framework it provides to measure progress towards the NESP goals, and to identify any potential need for updates will help ensure that a five-year review in 2024 will be feasible in a reasonable amount of time and for a reasonable cost.

13.3   Sector-Wide Coordination

An additional challenge for sector plan implementation is the addition of the newly created Ministry of Higher Education, Science and Culture and the newly empowered municipalities as institutions that are responsible for some aspects of the national education system.

The ACETL, under the leadership of the Minister of Education, Youth and Sport, already has a mandate for sector-wide coordination of government agencies, development partners, and civil society organizations interested in education. Consequently, rather than create a new inter-agency sector coordination body, the ACETL provides a simple and appropriate solution for ensuring collaboration in NESP 2020-2030 implementation.

ACETL should establish a technical working group, with permanent institutional representatives of MEYS and MHESC, with the specific task of ensuring effective NESP implementation, including ongoing collaboration in monitoring and evaluation.

In addition, the Minister should invite the heads of all municipal governments to collaborate in priority implementation of NESP 2020-2030 activity 10.4.1 "Prepare all Municipal Education Directors to convene and chair quarterly ACETL meetings at the local level to review and enhance NESP implementation." The reports of the quarterly meetings should be received and reviewed by the members of the ACETL technical working group in charge of ensuring effective NESP implementation.

13.4   Territorial Coordination

Successful implementation of the ESP will require not only good management and effective coordination at the national level, but also the willing and dedicated commitment of the thousands of classroom teachers and hundreds of principals and school leaders, as well as the 13 municipal education directors and their staff in the municipal education offices. Each year the goals and strategies contained in this plan have to be translated into actions carried out not just in the MEYS and the MHESC but, above all, in the 1811 schools located in the 452 sucos in the country. That will be made possible when each school cluster and each municipal directorate prepares its own Annual Action Plans with an awareness of the needs of the local schools and the population, followed by a prioritization and focus of available resources on those goals, strategies and results expected in the plan that coincide with the local needs.

The municipal workshops held as part of the preparation of this ESP were a step towards the development of municipal and school cluster action plans that tailor the ESP to the local needs and priorities. The results of the workshops, reflected in Annexes 3 and 4, provide an initial identification of the achievements and problems of the local education system (Annex3) as well as an initial identification of the goals and strategies in the ESP that are at the top and bottom of the priorities in each municipality (Annex 4).

Table 55, on the following pages, provides a brief summary of goals and strategies that were selected as the highest priorities in each of the 13 municipalities, both for ongoing reform and development of the school system, teaching quality, and recurrent education, and also for education system management. The high level of coincidence among the municipalities in the selection of certain priorities is particularly noteworthy and it provides initial guidance about the selection of areas most likely to catalyze the energies of students, teachers, principals and other personnel in the education system throughout the country.

Table 55. Municipal working group selection of priority goals and strategies

	National proposals identified as municipal priorities				Local priorities
	Education Goals and Strategies[19]		Management Goals and Strategies		
Aileu	improve the quality of education by substantially increasing the quality of teaching in Pre-school, Basic, Secondary and Recurrent education, and the Ministry has systems in place to measure improvements in teacher performance.	Recruit teachers with university level qualifications, and ensure their abilities to effectively teach by ensuring they go through a pedagogy course before they begin their teaching, and develop a support/ mentoring program for teachers during their first 2 years of teaching	All systems and procedures required for effective Human Resources Management are developed and implemented by 2024 and improve the quality of education service delivery.	By 2020 the Ministry will fully coordinate the support of all development partners to facilitate the achievement of all targets of the Education Sector Plan and ensure the sustainability of the priority programs.	
Ainaro	By 2030 100% of the children, boys and girls alike, have access to a full course of quality basic education.	Develop and implement internal scholarships, loans and other mechanisms to facilitate the equitable participation in all levels of education and in the workforce (students, teachers and other personnel) of women, persons with disabilities and those from marginalised groups.	All systems and procedures required for effective Human Resources Management are developed and implemented by 2024 and improve the quality of education service delivery.	Provide a comprehensive capacity building plan to ensure that the Municipal Education Directorate Offices can effectively implement their part of the different programmes that have been specified in the strategic plan.	Dormitories for teachers living in remote areas.

19 The wording of the goals and strategies recorded here is what was shared with the municipal working groups after being prepared by the national thematic working groups. In some cases it is slightly different than what appears in the tables found throughout the ESP since the wording used for all the goals and strategies was later reviewed and sometimes revised by the Ministries of MEYS and MHESC.

	National proposals identified as municipal priorities				Local priorities
	Education Goals and Strategies[19]		Management Goals and Strategies		
Baukau	By 2030, all students in Pre-school, Basic and Secondary Education will receive quality education and are taught by an adequate number of teachers who fulfil the competences required by the Ministry of Education.	Implement the School Social Action: • Sports activities • School Health • Pedagogical Garden • School Transportation • Feeding program • Emergency assistance	Ensure that, by 2024 the general management functions are strengthened to provide the capacity to manage the strategic and administrative processes necessary to achieve the outcomes of the strategic plan.	Design and implement a General Management training program for all National, Municipal and school Directors.	Deepen coordination by MoE from National level to Municipal, especially for ESP implementation
Bobonaro	By 2024, improve the quality of education by substantially increasing the quality of teaching in Pre-school, Basic, Secondary and Recurrent education, and the Ministry	Specific teacher training about leadership and intellectual issues as well as Portuguese and Tetum	All systems and procedures required for effective Human Resources Management are developed and implemented by 2024 and improve the quality of education service delivery.	Develop management by results systems to allow the Minister and the Municipal Education Directors to correctly monitor the implementation of the Strategic Plan.	Teacher recruitment based on literacy skill Establish preschools in all villages
Covalima	At least half of all children between 3 and 5 years old will have opportunities to receive quality pre-school education before entering Basic Education near their home.	Increase teaching capacity	By 2020 the Ministry will fully coordinate the support of all development partners to facilitate the achievement of all targets of the Education Sector Plan and ensure the sustainability of the priority programs.	Need build house for teachers in rural area	More attention to children's rights

National proposals identified as municipal priorities				Local priorities
Education Goals and Strategies[70]		Management Goals and Strategies		
Dili At least half of all children between 3 and 5 years old will have opportunities to receive quality pre-school education before entering Basic Education near their home.	Implement the School Social Action: • Sports activities • School Health • Pedagogical Garden • School Transportation • Feeding program • Emergency assistance	Ensure that, by 2024 the general management functions are strengthened to provide the capacity to manage the strategic and administrative processes necessary to achieve the outcomes of the strategic plan.	Update the 2012 organisational review of the capacity needs of the National and Municipal Directorates and implement a fast-paced accelerated capacity building support scheme to ensure that they can deliver the desired results as and when required.	Need to reinforce coordination from Municipal level of Education and National MoE
Emera At least half of all children between 3 and 5 years old will have opportunities to receive quality pre-school education before entering Basic Education near their home.	Increase the quality of the pre-service teacher training programmes with a reviewed curriculum, more practical experience in the training, following adequate standards for all teachers from all sub-sectors. Require teachers to have competency certification from INFORDEPE relevant to their sub-sector before being allowed to start teaching.	Ensure that the Municipal Education Directorates, their organizational systems and human resources are capable of implementing the actions required by the Strategic Plan.	Develop management by results systems to allow the Minister and the Municipal Education Directors to correctly monitor the implementation of the Strategic Plan.	Develop reccurent education at the community level. Support teacher training at the municipal level.
Lauteín At least half of all children between 3 and 5 years old will have opportunities to receive quality pre-school education before entering Basic Education near their home.	Evaluate learning outcomes with international comparative testing (EGRA, EGMA or others).	All systems and procedures required for effective Human Resources Management are developed and implemented by 2024 and improve the quality of education service delivery.	Develop management by results systems to allow the Minister and the Municipal Education Directors to correctly monitor the implementation of the Strategic Plan.	Eliminate tolerance for errors. Managers and teachers who commit the mistakes should be punished or be fired.

	National proposals identified as municipal priorities				Local priorities
	Education Goals and Strategies[?]		Management Goals and Strategies		
Liquisa	By 2024, improve the quality of education by substantially increasing the quality of teaching in Pre-school, Basic, Secondary and Recurrent education, and the Ministry has systems in place to measure improvements in teacher performance.	Review the in-service and pre-service curriculum to cover all sub-sectors ensuring that training delivery strategies are based on teaching best practice and with active, practical pedagogy.	Ensure that, by 2024 the general management functions are strengthened to provide the capacity to manage the strategic and administrative processes necessary to achieve the outcomes of the strategic plan.	Equip the school management clusters with technology infrastructure and connect them with national and municipal levels.	Continue ongoing discussion between technical staff and teachers at municipal level and national directorates.
Manatuto	By 2024, improve the quality of education by substantially increasing the quality of teaching in Pre-school, Basic, Secondary and Recurrent education, and the Ministry has systems in place to measure improvements in teacher performance.	Increase the quality of the pre-service teacher training programmes with a reviewed curriculum, more practical experience in the training, following adequate standards for all teachers from all sub-sectors. Require teachers to have competency certification from INFORDEPE relevant to their sub-sector before being allowed to start teaching.	All systems and procedures required for effective Human Resources Management are developed and implemented by 2024 and improve the quality of education service delivery.	Align the structure of Municipal Education Directorates with the key educational areas to facilitate the general management of the priority programmes. Build the administrative capacity of the Municipal Education Directorates and gradually transfer pertinent responsibility from central Dili to the municipalities.	

	National proposals identified as municipal priorities				Local priorities
	Education Goals and Strategies[19]		Management Goals and Strategies		
Manufahi	By 2024, improve the quality of education by substantially increasing the quality of teaching in Pre-school, Basic, Secondary and Recurrent education, and the Ministry has systems in place to measure improvements in teacher performance.	Promote the link between accredited higher education institutions, public and private, with qualified national companies with the objective of ensuring alignment between educational offerings and market needs	All systems and procedures required for effective Human Resources Management are developed and implemented by 2024 and improve the quality of education service delivery.	Design and implement General Management training program for all National, Municipal and school Directors.	
Raeoa	By 2024, improve the quality of education by substantially increasing the quality of teaching in Pre-school, Basic, Secondary and Recurrent education, and the Ministry has systems in place to measure improvements in teacher performance.	Develop and implement new packages for in-service teaching training for recurrent education.	By 2020 the Ministry will fully coordinate the support of all development partners to facilitate the achievement of all targets of the Education Sector Plan and ensure the sustainability of the priority programs.	Ensure that the budget preparation and financial management system respond to the Ministry planning process.	Provide homes for teachers who live far away from their schools.
Viqueque	At least half of all children between 3 and 5 years old will have opportunities to receive quality pre-school education before entering Basic Education near their home.	Target the strengthening linkages between preschool education and recurrent education, putting them together in the same location to enable and encourage rural women to both bring their children to preschool and lower their rates of illiteracy (rural women have the highest rates of illiteracy in the country)	Ensure that, by 2024 the general management functions are strengthened to provide the capacity to manage the strategic and administrative processes necessary to achieve the outcomes of the strategic plan.	Provide a comprehensive capacity building plan to ensure that the Municipal Education Directorate Offices can effectively implement their part of the different programmes that have been specified in the strategic plan.	Continue national-municipal dialogue during ESP implementation.

Seven of the thirteen municipal groups identified goals and strategies for improving teaching quality as the highest priorities for 2024; five chose the expansion of pre-school, and one chose the goal of universal access to quality basic education by 2030. For system management, six of the municipalities coincided in highlighting the importance of effective management of human resources to improve the quality of education services.

Risks and Mitigation Measures for the ESP 2020-2024

ESP 2020-2024, like all plans, is subject to risks that can cause disruption in both the short and medium term and influence the expected long-term results. There are economic, social, cultural, political / institutional and natural risks.

It is important to identify the risks in order to be able to anticipate problems and prepare solutions, establishing risk mitigation measures. To illustrate the importance of anticipating possible risks, it is worthwhile to take Infrastructure Component as an example, due to its magnitude in this plan (44% of the financing necessary for the execution of the new activities contemplated in the ESP is destined to school infrastructure) and its relation to the results of other components.

In the ESP 2020-2024, the success of a significant number of interventions and their associated results are linked to the results that can be obtained from the infrastructure component. Associated with this infrastructure component are results of equity (accessibility to new educational centers), quality (conditions of adequate infrastructure for the development of learning processes) and efficiency (improvements in the relations of school organization and pedagogical management) that contribute to the improvement in the allocation of resources associated with educational results.

The factors that can interfere with the success of the activities established for the Infrastructure component can be classified as:

1) Economic. Insufficient contributions, delays in committed disbursements.
2) Social and Cultural: Changes of authorities and targeting within the ESP that modify significant aspects of the component.
3) Public Management and Governance: Weak technical capacity at the level of municipal governments to execute the different activities in the component in a timely fashion.
4) Sustainability: Deterioration of newly constructed buildings due to misuse and lack of maintenance

The following Risk Assessment Matrix identifies the principal risks that have been foreseen as potential sources of failure for achievement of the overall goals of the ESP. For the identified risk, the matrix establishes:

- Probability (P) of risk occurrence (with a value that ranges between 1 and 5. A value of 1 indicates a low probability of occurrence and a value of 5, a high probability)
- Impact (I) that would be caused if the risk occurs. (Value 1 indicates low impact and value 5, high impact).
- Total risk value (VRT) (calculated as a product of the probability of occurrence multiplied by the value of its impact). This VRT may range in from 1 to 25.
- Residual value of risk (VR) (corresponds to an estimate based on experience, which indicates the value of the risk that could still persist even after the mitigation measure has been applied)

The residual risk scale is defined as:

1-6	Low	
7-14	Medium	
15-25	High	

Risk Assessment Matrix

Table 56. **Risk Assessment Matrix**

Risk Classification	Risk	Probability of Occurrence, Impact and Total Risk Value			Mitigation Risk (Control Risk Activities)	Residual Risk Value	Risk Ranking
		P	I	TRV			
Fiduciary and Economic	Fall in GDP and national investment in Education	3	3	9	Effective coordination between the M&E unit and the Ministry of Finance will allow for timely reprogramming.	6	Low
	Funds are not timely transferred in the amounts and at the times established.	3	4	12	Training of teams in charge of M&E to anticipate situations of lack of funds and delays in disbursements in ordere to reschedule the order of activities, products and results.	8	Medium
	The ability to execute funds is not fluid enough to achieve the expected results in a timely manner.	4	4	16	Capacity building for technical administrative staff	6	Low
	Insufficient internal control procedures and transaction tracking	4	4	16	Training in the application of internal control standards	8	Medium
Social and Cultural	It is not possible to ensure comprehensive training for teachers in the languages required in the school system curricula	5	5	25	Reprogramming of activities, elaboration of a critical map and definition of focused strategies to move forward with the ESP 2020-2024	15	High
	Cultural barriers for early enrollment in preschool education	3	3	9	Awareness campaigns in all municipalities	6	Low
	Gender barriers to access at different levels of the education system	3	4	12	Preparation of awareness campaigns during the implementation of the ESP	6	Low

Risk Classification	Risk	Probability of Occurrence, Impact and Total Risk Value			Mitigation Risk (Control Risk Activities)	Residual Risk Value	Risk Ranking
		P	I	TRV			
Public Management and Governance	Rotation of Key Personnel for the development and execution of ESP	4	4	16	Identification of staff nearing retirement age and of staff without job stability.	8	Medium
	Lack of interest of teaching staff in attending training and updating courses due to lack of monetary incentives	3	5	15	Review of the teaching career regulations to relate salary levels with training received and classroom performance evaluations.	7	Medium
	Young people who receive scholarships for training abroad do not return to the country after completing their studies.	5	3	15	Implementation of awareness campaigns about the social commitment acquired with the country when a student receives a scholarship.	9	Medium
Sustainability	The food program focused on assistance and after the end of the 2020-2024 ESP is discontinued	4	4	16	Promote strategies and stimulate food production at municipal levels	12	Medium
	There is not enough installed capacity in the national and municipal technical teams to give continuity to the results achieved in the ESP 2020-2024.	4	4	16	The M&E Unit monitors the level of training received by technical teams, both local and municipal, using linked indicators, in order to reprogram training opportunities to identified needs.	8	Medium

Monitoring and Evaluation

14.1   Challenges to be Addressed

The purpose of this Plan is to help ensure a fluid connection between the activities financed and undertaken in the Education Sector each year the Vision for Education adopted by Timor-Leste. The plan will be successful if:

- the annual activities achieve the expected results,
- the results achieved year by year are part of coherent multi-year strategies,
- the strategies lead to achievement of the goals established for each part of the education system, and
- the achievement of those goals helps move each part of our education system closer to the Vision we have adopted for each part of the system and for Timorese education as a whole.

Reliable and timely monitoring, both in the short and medium term, should enable decision makers in all parts of the system to make adjustments in the assignment of resources, in scheduling, and in selection of priorities.

In effect, results-based monitoring will offer systematic support for strategic and management decision making throughout the next decade. Each Annual Action Plan from 2021 through to 2024 will be better than the previous AAP when monitoring data is available and used during the annual planning process in each school cluster, each municipality, and in each national directorate. In 2024, the monitoring data will constitute the key input for evaluation of the ESP 2020-2023, making it possible to verify results, provide quality assurance, ensure accountability, update the NESP once more, and prepare a more precise ESP for the period from 2015 to 2030.

The absence of an effective monitoring and evaluation framework may well have contributed to the difficulties so far in achieving the results and goals identified in the NESP 2011-2030. Obviously, this absence was integrally linked to the clearly identified need for reform of the management of the education system.

As discussed in Chapter 5 of this Plan, further work is still needed to ensure that the national directorates in charge of managing the school system have the capacity to implement the Plan. Nevertheless, it can be anticipated that resources will be provided to help achieve by 2021 the short-term goal of ensuring that general and national directorates in the MEYS and MHESC have the support they need to initiate the implementation of the strategies in the updated NESP. A key result associated with the strategies to meet this goal is that "Management by results systems allow the Ministry to correctly monitor the implementation of the Strategic Plan". Consequently, we can expect that implementation of the Monitoring and Evaluation model described below will be a high priority for the MEYS and the Education Sector development partners, and that effective monitoring will be able to inform effective decision-making and pertinent adjustments to this Plan throughout the next five years.

At the same time, it is important to point out that implementation of the strategies outlined in Chapter 5 will not ensure the development of results-based decision-making capacities in the sub-system of Higher Education, and that there is still a high degree of uncertainty about the resources and programming that may or may not be available to the municipal governments for strengthening their capacities to support

local school system development and to lead the development of the recurrent education and lifelong learning system.

Despite these uncertainties regarding support for strengthening educational management capacities in the Higher Education and Recurrent Education and Lifelong Learning sub-systems, the Monitoring and Evaluation model for this Plan is organized to monitor the results established in nine chapters or sub-chapters of this document, summarized in the Matrices of Goals and Indicators (see Section 14.5 below) and the Results Framework (Annex 1) and detailed in the ESP Action Plan 2020-2023 (Annex 2).

14.2 Organization of the Monitoring and Evaluation (M&E) Process

To ensure success in the implementation of the M&E process it will be necessary to ensure, at least:

1. Political leadership, management and coordination among the different areas responsible for implementation of the model.
2. Engineering for implementation, that is, harmonic and systemic organization of interventions to be carried out both in parallel and consecutively.
3. The technical and financial viability of the different interventions. This means having the necessary technical resources to execute the different activities that have been identified for the project. Financial resources must be present in a timely manner and in the necessary amounts.
4. Ongoing monitoring in the different stages of the project. The monitoring and evaluation model constitutes in itself a strategy to ensure the required:
   a. political and technical leadership,
   b. coordination among the different areas involved,
   c. sequence of implementation (engineering of the implementation of the Plan),
   d. capacity strengthening both in human talent and financial resources in 2020 and 2021.
5. the application of a systematically linked set of specific processes, administrative instruments and technological tools.

The National Directorate of Planning, Monitoring and Evaluation of the Ministry of Education, Culture and Sports, has the primary responsibility for the organizational processes of this M&E model. In this process, the active participation of the Statistics Unit is essential; the M&E process requires close links to the EMIS Information System.

The organization of the M&E process will proceed as follows:
1. The Planning Directorate of MEYS, will drive and oversee the complete M&E process, complemented by the M&E to be carried out by the MEHSC in accordance with the strategic plan it is preparing for the Higher Education sub-sector.
2. The Planning Department will be responsible for the development of a portal that allows online communication of the progress of ESP implementation. The resources necessary for the development of this activity are included in the "School System Management" component. In this portal the monthly (financial), quarterly, semi-annual, annual and biannual reports corresponding to the M&E work will be published. The existence of this M&E portal will not limit the preparation of printed documents as required.

3. The Planning Directorate will establish clear inter-institutional and institutional arrangements for information production, including the reception, review and analysis of pertinent EMIS data for each activity, result and goal, by the corresponding institutional unit. A central premise of this model is to avoid duplication of efforts, and to take advantage of the human, material, financial and technological resources available in the MEYS, MHESC as well as other partners involved in the plan implementation process. To this end, Planning Directorate will work closely with those in charge of the implementation of the strategies outlined in Chapter 5 of this Plan in order to ensure a process of capacity building of technical teams from the different institutional units involved.

4. Based on indicators identified in this Plan, and taking into account the Sustainable Development Goals, particularly SDG4 and the UNESCO 2030 Education Agenda with its monitoring mechanism and evaluation process, the Planning Directorate will ensure the use of common definitions and criteria. All indicators must be defined clearly; the roles and functions for monitoring implementation of the activities in Annual Action Plans must be coherent with the responsibilities for monitoring progress toward expected results and goals for 2024 and 2030 in this Plan. Data sheets of programs and indicators will be developed that take into account the ongoing monitoring processes of pertinent development partner projects. In particular, the Planning Directorate will ensure that the procedures and data sheets are aligned with the M&E models and practices developed by HANDS and ALMA.

5. The strengthening of EMIS must be guaranteed. EMIS is an integral tool for storing, collecting, producing, analyzing and disseminating educational information. the Planning Directorate will help ensure the implementation of activities aimed at Expected Result 5.2.5 and pay particular attention to enhancing the scope of EMIS by adding integration functions with other sources, such as financial resources, infrastructure and human resources, as well as external databases (national census and other sources of population data). In this way it will be possible to build more complete and complex monitoring indicators.

6. The Planning Directorate will also help ensure the adoption of a conceptual and methodological framework for management that makes use of an automated system that offers real-time and transparent information. EMIS will be a privileged tool for this process and the principal source for all quantitative information regarding the school system will be provided by this information system.

7. The Planning Directorate will be responsible for the preparation and adoption of a Procedures Manual that documents the operating model used to carry out the M&E processes. This manual will contain:

    a. the organizational structure and responsibilities of the different members that will be part of the M&E process;

    b. the identification and technical sheet of each indicator;

    c. the conceptual and operational definitions of each goal and expected result and their indicators, both for 2024 and 2030;

    d. the calculation and reporting schedule of the different indicators;

    e. the meeting schedule and the format of meeting minutes;

    f. the means of dissemination and communication of the monitoring process.

8. The operation of the M&E process will be evaluated through meta-evaluations carried out by an independent consultant or external consulting company. Two meta evaluations will be carried out in the period 2020-2024. A mid-term evaluation will take place in December, 2022, and a final evaluation in December, 2024.

9. The Planning Directorate will pay particular attention to the diversity of contexts in the municipalities. The municipal education directorates will necessarily be involved in monitoring the implementation of many activities. Direct information about local activities should be accessed through the involved communities (in particular in terms of infrastructure investment and execution). Different municipalities will have different stories to tell.

10. As designed here, the M&E model will address, primarily, the school system and require participation by the MHESC and institutions of higher education particularly in relation to pre-service teacher training. Nevertheless, the involvement of the MHESC and the universities and polytechnic institutions in the M&E process will be restructured as needed during the preparation of the strategic plan for higher education.

Figure 17 presents a diagrammatic representation of the M&E organizational structure.

Figure 17. **Organizational structure of the monitoring and evaluation process**
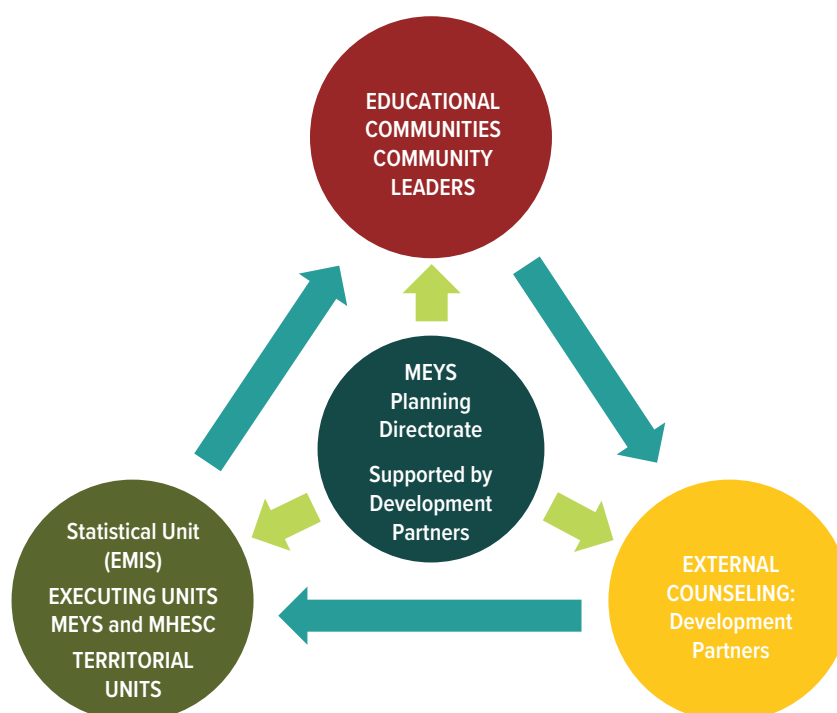
14.3   Principal Products

1. **General Reports** that include the level of achievement of the various goals and expected results in each of the proposed indicators, the situation of the municipalities and their relative positions, as well as an assessment of the progress made in the different areas of intervention.

    These reports will be the main product of the monitoring process. For their preparation, the Planning Directorate will provide guidance to technical focal points for M&E, as well as other technical staff and managers in the directorates and departments responsible for each area.

    Each report will be reviewed with the Ministers of Education and Higher Education prior to delivery to the Council of Ministers. The periodicity of the general reports will be annual, with summary overview reports in 2022 and at the end of the ESP period in 2024.

2. **Thematic Reports** about the advance of the key strategies identified in Chapter 11 for achievement of the qualitative change needed in the education system, as well as the advances of infrastructure construction and rehabilitation, and the developments in technical secondary education, and the inclusion of marginalized and vulnerable populations. These reports will be delivered twice a year.

3. **Territorial Reports** about management of the plan in the municipalities. Reports related to the expected results outlined in the key strategies identified in Chapter 11 plan will be especially relevant. A report summarizing the results in each municipality will be published annually.

4. **Financial Reports** on results-based goals and budgets, including projects financed by development partners. It will be particularly important to integrate this monitoring and evaluation process with the other public investment management systems involved, and to incorporate information about municipal planning and budgets and about projects financed with external resources. This report will have a periodicity of twice a year.

5. **Follow-up reports** on the progress of specific tasks determined to address problems identified in achievement of one or more of the ESP objectives. These reports will be monthly until the problem has been corrected.

The reports will be edited under the responsibility of the Planning Director of the MEYS. Their dissemination will follow established government agreements to enable analysis of the relation between the expected results and what is actually achieved. The technical teams will communicate the documentary evidence and their analysis of the monitoring results in a timely and foreseeable manner to the authorities.

The M&E reports are instruments that will provide information for decisions about actions that will help improve the efficiency, effectiveness and relevance of the implementation of the Education Plan. It is expected that the reports will enable decisions that:
*   Change what is being done wrong, whether in processes or procedures, in specific activities, or, where necessary, in one or more strategies.

- Promote the development of skills of technical staff and authorities.
- Reallocate resources, in order to ensure progress toward the goals, either between components and strategies nationally, or to give more support in certain municipalities.
- Make adjustments to priorities, taking into account practices that prove to be effective.

14.4 Sequence of Tasks

An orderly sequence of tasks should be established for the implementation of the monitoring and evaluation process. Key actions needed to carry out the process are described below. The sequence of activities proposed should be considered as a necessary condition for the start of the implementation of ESP 2020-2024. The implementation of the ESP should not begin until it is guaranteed that all the processes and monitoring means involved in the M&E component are in a position to provide information to support all the activities foreseen in the Plan.

Operationalization of the criteria in the monitoring framework for medium and long-term goals for 2024 and 2030, respectively. The monitoring framework presents a set of 27 definitions referring to goals, indicators, and means of verification in 10 areas addressed by this plan for 2030, 39 definitions for 2024, and 6 for 2021. In total, we will use 81 definitions to establish the consistency of strategic monitoring activities and instruments and their frequency. The tables at the end of this chapter present these definitions; they all need to be reviewed to ensure they are sufficiently precise to be operational.

Preparation of technical sheets, instruments and a work schedule to collect and process the data that will identify the degree of progress towards the strategic goals identified in the Plan, including the expected results and the inputs identified in the program implementation matrices provided in the multi-year Action Plan found in Annex 1. Subsequently, during the first two months of the ESP implementation, a detailed communications plan should be prepared, including proper training for the personnel involved, and the establishment and operation of reporting system for ESP monitoring on the MEYS website, enabling results to be reported in real time.

Organization of existing sources that provide information on goals and indicators. Information management for results-based monitoring must establish links between the different data systems: Census, EMIS, INFORDEPE, Human Resources, Municipal Directorates, Schools, Finance and Planning.

Identification of specific goals and indicators that may offer greater difficulty for municipal comparison, priorities and budget assurance. Monitoring and evaluation should classify the activities that affect the goals, according to each territorial reality, the strengths and weaknesses of the information management capacities in each municipality and the budgetary availability of the financial resources needed for monitoring and evaluation. The identification of critical activities of the plan must be properly documented.

Analysis of development partner projects regarding information management and capacity building for monitoring and evaluation. In this regard, all potential partners should be identified and involved to ensure all the technical assistance required with international experts who can support specialized activities in the M&E process. Prior identification of milestones and critical activities will be a valuable input that should be shared with international technical assistance agencies.

Sample checking of the data collection corresponding to the indicators. Trial and error exercises are required to validate the instruments, guides and applications. Standardized practices and procedures contextualized to the national reality must be established.

Negotiation on the M&E process adopted as well as its main products to ensure agreement among all actors on a functional classification for educational information management.

Coordination of work between EMIS and other suppliers of data such as MHSEC, municipal education officials, the Ministry of Finance, and the national census. This will facilitate the identification of qualitative and quantitative deviations from the indicators, investigate their causes and take corrective actions as necessary and possible.

14.5   Matrices of Goals and Indicators and Results Framework

Tables 57, 58, and 59 summarize the short-term, medium-term, and long-term strategic goals, indicators and means of verification. Annex 1 presents the Results Framework for the ESP 2020-2024.

Table 57. **Matrix of short-term goals (2021) and indicators**

Component	Short-term Goals (2020-21)	Indicators	Means of Verification
5. School System Management	General and national directorates in the MEYS have the support they need to initiate the implementation of the strategies in the updated NESP.	i) 100% of the General Directors and Directors participate at the end of 2019 in training to begin the implementation of the strategies in the updated NESP. ii) in early 2020, each result included in the NESP has its critical implementation path developed at least for the first year of the Plan. iii) The updated NESP distributed to all teachers and public servants in the Education System. iv) The content of the updated NESP is included in a compulsory test applied to evaluate applicants for positions in the Education System v) The content of the updated NESP is included in a compulsory test for all teachers and public servants in the Education System.	i) Administrative records of civil servants participation in seminars at MEYS at national and municipal levels. Budgets and minutes of meetings of MEYS authorities. ii) Records of Human Resources show that the contents of the updated NESP are including in tests to evaluate current and newly hired teachers and civil servants in the education system at the national and municipal levels. iii) Invoices, work orders and delivery and distribution route of the updated NESP are available at MEYS administrative offices. iv) Updated NESP printed documents are visible in the national and municipal education offices and educational centers in the country
9. Infrastructure	Ongoing infrastructure rehabilitation, construction and maintenance underway at all levels of the school system.	i) Infrastructure plan for new schools prepared and approved. ii) Manual for schools building maintenance developed and distributed to all municipalities and schools. iii) The school building supervision unit has been created. iv) New school buildings at preschool, primary, secondary and higher education have been or are being built. v) Schools and classrooms are being conditioned and maintained.	i) Infrastructure Plan Document ii) Drawings, designs and technical specification documents for school building construction. iii) Human Resource information System reports about newly contracted personnel for school building supervision. iv) Supervision reports.
10. Development Partnerships	The Ministries of Education and Higher Education coordinate the support of all development partners to facilitate the achievement of the targets of the Education Sector Plan and ensure the sustainability of all programs and strategies.	i) A seminar with internal and external partners takes place at the beginning of 2020 to agree on a support agenda for the implementation of the first year of the updated NESP. ii) An agreement with a follow-up agenda, details of the support and tentative schedule of financial contributions and technical assistance has been prepared and approved by all cooperation partners.	i) Records available in the administrative office of the Ministries of Education and Higher Education.

Table 58. **Matrix of medium-term goals (2024) and indicators**

Component	Medium-term Goals (2024)	Indicators	Means of Verification
1. Pre-school Education	At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school level education near home before entering Basic Education.	i) Participation rate of 5 year-old children (in 2024, approximately 31,822 boys and girls will be 5 years of age) ii) Participation rate of 3 and 4 year-old children (in 2024, 50% of the 3 and 4 year-old children will be approximately 32,458 boys and girls)	i) Students enrolled: EMIS. ii) School aged children: Census. iii) Enrollment monitoring (system for family follow-up). iv) Pertinent curriculum: document. v) School buildings: documents and geo-referencing.
2. Basic Education	95% of children 6 years and older complete the first and second cycles of quality basic education; 75% of children complete the third cycle, and at least 50% of them achieve a composite passing grade on competency-based national exams.	i) Net enrollment ratio by grade in each cycle of basic education. ii) National exam results in grade 9.	i) Students enrolled: EMIS & Census. ii) Enrollment monitoring (system for family follow-up). iii) Pertinent curriculum: document. iv) Grade 9 national exam results. v) School buildings: documents and geo-referencing.
	The dropout rate is reduced to 2%.	i) Dropout rate by grade in basic education ii) Transition rate in first cycle (100% in 1st and 2nd grades; 95% in third and fourth.)	
3. Secondary Education	Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.	i) Percentage of secondary education teachers who offer pertinent teaching for a growing number of basic education graduates.	i) Number of teachers trained in innovative approaches to teaching theory and practice. ii) Classroom observation (teacher accompaniment program) iii) Learning evaluations (knowledge and skill testing programs)
4. Inclusive Education	Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy. A cross-sector Inclusive Education Policy is finalised, incorporating current international standards to guide towards ensuring that socially marginalized groups access the same educational opportunities, rights and services as the mainstream of society.	i) Number of teachers trained in processes to allow the identification of children with disability. ii) Number of schools with appropriate infrastructure to attend students with disability. iii) Level of learning achievement for students who receive special education. iv) Teacher and school leaders gender ratios.	i) UNICEF reports. ii) Educational Infrastructure data base iii) MEYS Human Resource Information System iv) Reports from national learning assessment.

Component	Medium-term Goals (2024)	Indicators	Means of Verification
5. School System Management	General management functions are strengthened to provide the capacity to manage the strategic and administrative processes necessary to achieve the outcomes of the strategic plan.	i) Operational mid term ESP 2020-2030 manual has been developed (including responsibilities in the execution of each activity of the ESP) ii) Operational mid term M&E processes manual has been developed.	i) MEYS Human Resource Information System ii) MEYS Planning Directorate M&E reports iii) EMIS. iv) Number of remote access entries into EMIS and Human Resource systems.
	All current HR systems and procedures are reviewed, and new systems and procedures required for effective Human Resources Management developed and implemented and improve the quality of education service delivery.	i) Human Resources Administration System is linked with the EMIS. ii) Human Resources Administration System provides information to identify the professional teachers profile.	
	The Municipal Education Directorates, their organizational systems and human resources are capable of implementing the actions required by the strategic plan.	i) Human Resource Administration System can be implemented by Municipal Education Directorates. ii) Human Resource Administration System identifies the new teacher allocation.	
	The Ministry uses information technologies and integrated digital management information systems for management at the national, municipal and school cluster levels.	i) Number of users at MEYS central and municipal levels who use the in-line access to the Human Resource System and EMIS.	
	The Ministry will be capable of producing quality plans based on real evidence and precise information which will be integrated in transparent and well-defined budgets by programs that will sustain the process of management by results.	i) Information/variables included in budget are coherent with the same variables produced by the Human Resource Information System and EMIS.	

Component	Medium-term Goals (2024)	Indicators	Means of Verification
6. Teaching Quality	Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education has substantially improved.	i) 100% of teachers are evaluated in teaching competencies and classroom performance ii) 100% of teachers have participated in individual or group mentoring processes. iii) At least 50% of teachers have received specific in-service training courses according to the needs of different levels, models and type of education (e.g. recurrent education, multi-grade classes) iv) National assessment of teacher knowledge and performance in the teaching processes prepared and applied	i) Human Resource Information System ii) Reports or evaluation of teaching competencies and classroom performance nationwide. iii) HANDS report. iv) Teacher evaluation system reports.
7. Higher Education	Establishment of a comprehensive, integrated system of higher education that: (i) is regulated by rigorous quality standards for the operation of public and private institutions; (ii) provides relevant technical and university education and (iii) develops solid links and partnerships with the private sector	i) All universities have a certificate of quality evaluation. iii) Universities promote the dual system of higher education in partnerships with the private sector.	i) University Accreditation certificates ii) University agreements signed with the private sector.
8. Recurrent Education	Eradicate 60% of illiteracy (based on Census 2015 data) in the population over the age of 15 and continue the National Equivalence Program to allow accelerated completion of basic education for all graduates of literacy programs and other adults. Initiate development of accessible opportunities for lifelong learning by youth and adults of all ages.	i) % of illiteracy for population over 15 years old ii) % of population over 15 years old attending to accelerated completion basic education programs. Municipalities with locally determined learning activities underway that are pertinent to local socio-economic development plans and opportunities	i) EMIS data about participants in accelerated completion basic education programs. ii) Population aged literacy and illiteracy rates: Census. Supervisory reports prepared by national Recurrent Education Directorate
10. Development Partnerships	The specific goals and indicators will be defined separately, each calendar year, in attention to the results of the annual monitoring reports and the specific agenda of each cooperation agency.		

Table 59. Matrix of long-term goals (2030) and indicators

Component	Long-term Goals (2030)	Indicators	Means of Verification
1. Pre-school Education	Parents and other caregivers throughout the country have access to good quality pre-school preparation at a reasonable distance from their home.	Number of preschool centres available in the 452 sucos, including: 1) Public preschool centres financed by the National Government. 2) Public preschool centres financed by Municipal Governments. 3) Private preschool centres. 4) Community preschool centres. 5) Mixed public-private-community centres	i) School buildings: documents and geo-referencing; ii) Teachers, teachers trained and students enrolled: EMIS; iii) Equipment: inventory; iv) Curriculum and teacher's accompaniment of parents: Documents, reports in base to classroom supervision and monitoring. vi) Preschool aged population: CENSUS
	At least 80% of children aged 3 to 5 years have opportunities to receive quality preschool education before entering Basic Education.	i) Participation rate of children in preschool age (in 2030, 80% will be approximately 77,389 boys and girls from 3 to 5 years of age)	
2. Basic Education	98% of all children, boys and girls alike, have access to a full course of quality basic education.	i) Students enrolled. ii) School aged children. iii) Enrollment monitoring. iv) Pertinent curriculum. v) School buildings.	i) Students enrolled: EMIS. ii) School aged children: Census. iii) Enrollment and school attendance: system for family follow-up. iv) Pertinent curriculum: Documents, reports on classroom supervision and monitoring. v) School buildings: documents and geo-referencing.
	The dropout rate is reduced to 0.5%.	i) Students enrolled. ii) School aged children. iii) School attendance monitoring.	

Component	Long-term Goals (2030)	Indicators	Means of Verification
3. Secondary Education	All basic education graduates, boys and girls alike, are able to select and enrol in a high-quality, relevant, course of Secondary Education.	i) Net enrollment rates in first year of secondary education ii) Gross enrollment rates in first year of secondary education	i) Students enrolled: EMIS. ii) School aged children: Census. iii) Enrollment monitoring: system for family follow-up. iv) Pertinent curriculum: document. v) School buildings: documents and geo-referencing. vi) Monitoring of graduates: system for follow-up of graduates, and national student evaluation strategy. vii) Pertinent and vocationally diverse curriculum: document. viii) Evaluation of graduates: evaluation campaign.
	Secondary education graduates have the necessary scientific-humanistic knowledge, skills, and professionalism to create their own business, enter employment or continue studies in higher education.	Percentage of secondary education graduates who have the necessary scientific-humanistic knowledge,	
4. Inclusive Education	75% of socially marginalized groups[20] access the same opportunities, rights and services as the mainstream of society.	i) Percentage of the marginalized population that participates in educational programs.	i) EMIS data about participants in education programs. ii) Data about scholarships, loans and other incentives for participants in educational programs. (Financial System, External Agencies, NGO Information Systems)
5. School System Management	The indicators corresponding to this goal, between the years 2024 and 2030 will be defined following the revision and update of the plan that will take place in the year 2024		
6. Teaching Quality	All students in Pre-school, Basic and Secondary Education receive quality education and are taught by an adequate number of teachers who fulfil the competences required by the Ministry of Education.	i) 100% are qualified to the minimum level required by the Base Law for Education ii) 100% of teachers have received in-service training courses according to the needs of different levels, models and type of education (e.g. recurrent education, multi-grade classes)	i) Human Resource Information System ii) Reports or evaluation of teaching competencies and classroom performance nationwide.

20 Those who are systematically denied access to entitlements and services because of their socio-economic condition, ethnicity, language, race, religion, age, gender disability, HIV status, migrant status, or where they live.

Component	Long-term Goals (2030)	Indicators	Means of Verification
7. Higher Education	Graduates of the higher education system have the advanced skills and knowledge to analyse, design, build and maintain the social and economic infrastructure of Timor-Leste, to apply technical solutions to practical problems, and to enter the global labour market.	i) Council of Rectors is operational. ii) National Higher Education Plan for the year 2030 has been prepared and evaluated	i) Operating universities records ii) Reports of 2030 Higher Education Evaluation Plan
8. Recurrent Education	Gradual ongoing development of accessible opportunities for lifelong learning by citizens of all ages.	i) All Timorese will have the opportunity to access lifelong learning opportunities.	EMIS data about participants in life-long learning programs.
9. Infrastructure	The indicators corresponding to this component, between the years 2024 and 2030, will be defined following the revision and update of the plan that will take place in the year 2024.		
10. Development Partnerships	The indicators corresponding to this component, between the years 2024 and 2030 will be defined following the revision and update of the plan that will take place in the year 2024		

Annexes

Annex 1. Results Framework, ESP 2020-2024

Results Framework
ESP 2020-2024 Timor Leste

THE VISION FOR EDUCATION

All Timorese will have access to high quality and equitable education that enables each individual student to develop to his or her full potential, to become a thoughtful and cooperative global citizen and lifelong learner, to live a healthy, peaceful and productive life, to contribute to family and community well-being and to participate actively in the nation's economic, social and political development process.

RESULTS FRAMEWORK: ANNUAL INDICATOR TARGETS

Aspect	Component	Goal	Indicators	2020	2021	2022	2023	2024
School System	1. Pre-School	At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school level education near home before entering Basic Education.	Enrollment of 5-year-old children	7,500	10,764	15,449	22,172	31,822
			Enrollment of 3 and 4-year-old children	120	15,400	19,800	25,300	32,400
	2. Basic Education	95% of children 6 years and older complete the first and second cycles of quality basic education.	Promotion Rate to third Cycle of Basic Education	78%	82%	85%	90%	95%
		75% of children complete the third cycle, and at least 50% of them achieve a composite passing grade on the national exams.	Percentage of grade nine students with a composite passing grade on the national exams.	30%	35%	40%	45%	50%
		The dropout rate is reduced to 2%.	Dropout rate	4%	3.5%	3%	2.5%	2%
	3. Secondary Education	Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.	i) Number of teachers trained in innovative approaches to teaching in theory and practice.	15%	40%	60%	100%	100%
			ii) Percentage of teachers who participate in classroom observation (teacher accompaniment program)	5%	15%	25%	30%	35%

Aspect	Component	Goal	Indicators	2020	2021	2022	2023	2024
School System			iii) Percentage of teacher participating in a learning evaluations process (knowledge and skill testing programs).	20%	40%	70%	100%	100%
	4. Inclusive Education	Actions are underway to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy.	Number of teachers trained in processes to allow the identification of children with disability.	40	70	100	120	120
			Number of schools with appropriate infrastructure to attend students with disability	100	400	600	800	1000
Management School System Services	5. School System Management	General Management capabilities are strengthened at national and municipal levels, including HR systems management, and strategic and administrative processes incorporating the use of information technology	Operational mid-term ESP 2020-2030 manual has been developed (including responsibilities for the execution of each activity of the ESP)	Process Manual for the implementation of the medium-term strategy of ESP 2020-2030, prepared and used for the management and Monitoring and Evaluation of Education Sector Plan activities				Manual developed and used
			Human Resources Administration System is linked with the EMIS. and provides information to identify the professional teachers profile.	20%	80%	100%	100%	100%
			100% of users at MEYS, central and municipal level who use online access to the Human Resource System and EMIS.	20%	50%	75%	100%	100%
	6. Teaching Quality	The Ministry of Education has systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education has substantially improved.	100% teachers are evaluated in teaching competencies and classroom performance	30%	50%	75%	100%	100%
			100% of teachers have participated in individual or group mentoring processes strategy.	15%	45%	65%	100%	100%
			At least 50% of teachers have received specific in-service training course according to the needs of different levels, models and type of education (e.g. recurrent education, multi-grade classes)	5%	15%	35%	50%	50%

Aspect	Component	Goal	Indicators	2020	2021	2022	2023	2024
			National assessment of teacher knowledge and performance in the teaching processes developed and applied		100%		100%	100%
Students who have left or graduated from the School System	7. Higher Education	Establishment of a comprehensive, integrated system of higher education that: (i) is regulated by rigorous quality standards for the operation of public and private institutions; (ii) provides relevant technical and university education and (iii) develops solid links and partnerships with the private sector.	All institutes and universities have a correspondent certificate of quality evaluation.	3	5	7	11	11
			Universities promote the dual system of higher education in partnerships with the private sector.	3	5	7	11	11
	8. Recurrent Education and Life-Long Learning	Eradicate 60% of illiteracy (based on Census 2015 data) in the population over the age of 15 and continue the National Equivalence Program to allow accelerated completion of basic education for all graduates of literacy programs and other adults.	Decrease in the illiteracy rate for the population aged 15 or over	34%	28%	25%	21.5%	21,5%
			% of population over 15 years old who left educational system attending accelerated basic education programs.	15%	20%	30%	40%	60%
		Initiate development of accessible opportunities for lifelong learning by youth and adults of all ages.	Number of municipalities with locally determined learning activities underway that are pertinent to local socio-economic development plans and opportunities	0	3	6	10	13

Aspect	Component	Goal	Indicators	2020	2021	2022	2023	2024
Infrastructure Investment	9. Infrastructure	Ongoing infrastructure rehabilitation, construction and maintenance underway at all levels of the school system.	% of classrooms rehabilitated and equipped for preschool education	10%	20%	30%	40%	40%
			# of new schools for preschool education built	10	9	8	12	39
			# of classrooms rehabilitated and equipped for basic education	3.000	1.000	500		4.500
			# of new schools at basic education (3rd Cycle)	40	30	30	20	120
			# of general secondary classrooms built or rehabilitated	132	60	18	8	218
			# of public technical vocational secondary schools built by private institutions	3	2	2	1	8
Harmonization of External Cooperation	10. Development Partnerships	The Ministries of Education and Higher Education coordinate the support of all development partners to facilitate the achievement of the targets of the Education Sector Plan and ensure the sustainability of all programs and strategies.	Bimonthly coordination meetings	Coordination and harmonization commission of international development partners operating and participating in the revision, monitoring and evaluation processes of ESP 2020-2030, every two months				Six Meetings Annually

Annex 2. Costed Action Plan 2020-2023

Component 1. Pre-School

Purpose	Result		Activity 1 "Pre School"	Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
1. At least half of all children between 3 and 5 years old have opportunities to receive quality pre-school level education near home before entering Basic Education.	1.1 A study of the cost and child development implications of the alternative investment options for preschool expansion.	1.1.1	Design and undertake a cost-benefit study of alternative approaches to pre-school level education in place Timor-Leste and in similar socio-cultural contexts.		1				
			Activity Cost 1.1.1		$80.000				$80.000
		1.1.2	Identify the appropriate combination of investments consistent with the study results and adopt the policy and regulatory changes needed to implement the investment option selected.		1				
			Activity Cost 1.1.2		$60.000				$60.000
			Result Cost 1.2		$140.000	$-	$-	$-	$140.000

Purpose	Result	Activity 1 "Pre School"		Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	1.2 Implementation of a government school building plan ensuring an early childhood classroom with a teacher, adequate facilities and teaching and learning materials in each existing school.	1.2.1	Planning, design and construction of public pre-school buildings with classrooms, toilets, water, kitchens, and playgrounds.	Pre-school buildings constructed	10	9	8	12	
		Activity Cost 1.2.1			$843.333	$759.000	$674.664	$1.011.996	$3.288.993
		1.2.2	Preparation and approval of guide for pre-school conditioning.	Guide approved, applied, monitoring and evaluated	1	1	1	1	
		Activity Cost 1.2.2			$136.000	$150.000	$150.000	$55.000	$491.000
		1.2.3	Conditioning of existing public pre-school classrooms.	% classrooms conditioned	0,1	0,2	0,3	0,4	
		Activity Cost 1.2.3			$698.827	$1.207.653	$1.860.483	$2.515.317	$6.282.280
		1.2.4	Provision of a pre-school grade for 5-year old children in filial schools where resources do not yet permit a full three-year pre-school.	% of schools without a functioning pre-school classroom	40	30	30	15	
		Activity Cost 1.2.4			$992.000	$744.000	$744.000	$496.000	$2.976.000
		Result Cost 1.2			$2.670.160	$2.860.653	$3.429.147	$4.078.313	$13.038.273

Purpose	Result	Activity 1 "Pre School"		Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	1.3 Measures prepared and implemented to stimulate community and private sector development of new preschool classrooms, especially in the most remote areas and for children who are at risk of being excluded from education opportunities.	1.3.1	Community pre-school model prepared and approved	Model approved, applied, monitoring and evaluated	1	1	1	1	
		Activity Cost 1.3.1			$36.000	$36.000	$36.000	$36.000	$144.000
		1.3.2	Increase the number of 3 to 5 year-old children attending community pre-schools.	50 % increase over the 2019 baseline of 3353	$1.676				
		Activity Cost 1.3.2			$56.984				$56.984
		Result Cost 1.3			$92.984	$36.000	$36.000	$36.000	$200.984
	1.4 Implementation of school licensing, accreditation, enrolment and management policies and guidelines for all pre-schools.	1.4.1	Finalize and approve pre-school management policy	Policy approved	1				
		Activity Cost 1.4.1			$6.000				$6.000
		1.4.2	Review applications and, where merited, license new pre-schools	# of new licenses issued	50	70	80	100	
		Activity Cost 1.4.2			$5.000	$7.000	$8.000	$10.000	$30.000
		1.4.3	Inspect newly licensed pre-schools, and, where merited, issue accreditation at intermediate or excellence level.	% of newly licensed pre-schools accredited	0,2	0,4	0,6	0,4	
		Activity Cost 1.4.3			$1.000	$2.800	$4.800	$2.800	$11.400
		Result Cost 1.4			$12.000	$9.800	$12.800	$12.800	$47.400

Purpose	Result	Activity 1 "Pre School"	Indicator	2020	2021	2022	2023	Total Cost
	1.5 Improved application of the pre-school enrolment law	1.5.1 Update registry of permanent and contracted pre-school teachers	% of teachers registered	1				
		Activity Cost 1.5.1		$48.000				$48.000
		1.5.2 Apply enrolment manual	Enrolment processes that follow the manual	1	1	1	1	
		Activity Cost 1.5.2		$25.000	$25.000	$25.000	$25.000	$100.000
		Result Cost 1.5		$73.000	$25.000	$25.000	$25.000	$148.000
	1.6 Quality ensured in the Implementation of the national pre-school curriculum.	1.6.1 Produce and distribute learning materials for national pre-school curriculum	# of new story, phonetic and music books prepared	20	20	20		
			# of new books printed	40			60	
			% of pre-schools that receive 41 books	1		1		
		Activity Cost 1.6.1		$645.600	$400.000	$540.000	$154.1	$1.739.600
		1.6.2 Prepare and apply school readiness evaluation	# of pre-schools that receive play materials (baseline: 270)	0,75	1	1	0,75	
			Evaluation prepared	1				
			Evaluation applied		1			
		Activity Cost 1.6.2		$483.750	$494.500	$545.000	$479.700	$2.002.950
		Result Cost 1.6		$1129.350	$894.500	$1.085.000	$633.700	$3.742.550

Purpose	Result		Activity 1 "Pre School"	Indicator	Timeframe					Total Cost
					2020	2021	2022	2023		
	1.7 Staffing formula, staffing needs analysis and merit-based recruitment system ensure pre-schools have the right number of qualified and trained teachers.	1.7.1	Assess student/teacher ratios and teacher workloads in Dili and all other municipalities	Assessment completed	1					
		Activity Cost 1.7.1			$63.315					$63.315
		1.7.2	Develop and apply a human resource policy with incentives for relocation outside Dili	# of pre-school teachers relocated		20	20	20		
				% increase in average # of children attended by each teacher		0,1	0,1	0,1		
		Activity Cost 1.7.2				$15.000	$15.000	$15.000		$45.000
		Result Cost 1.7			$63.315	$15.000	$15.000	$15.000		$108.315

Purpose	Result	Activity 1 "Pre School"	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
1.8 A coordinated system of pre-service and in-service teaching training developed and implemented allowing new and existing teachers to gain a specialist pre-school teacher qualification.		1.8.1 Develop and implement a standardized pre-service pre-school teacher training program for obtaining a teaching license	National pre-school teacher training program developed	1				
			% of university training courses using the standardized program			0,5	1	
		Activity Cost 1.8.1			$405.500	$20.000	$40.000	$465.500
		1.8.2 Develop and implement a professional development system to ensure compliance with teacher competency frameworks	In-service training program developed	1				
			% of pre-school teachers enrolled in in-service training		0,1	0,2	0,3	
		Activity Cost 1.8.2		$80.000	$22.000	$36.000	$48.000	$186.000
		1.8.3 Establish, formalize and strengthen pre-school teacher working groups in the pre-school clusters in all municipalities	# of active teacher pre-school teacher working groups initiated	30	20	15	10	
		Activity Cost 1.8.3		$126.000	$64.000	$48.000	$32.000	$270.000
		Result Cost 1.8		$206.000	$491.500	$104.000	$120.000	$921.500

Purpose	Result		Activity 1 "Pre School"	Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	1.9 The National Policy for Early Childhood Development finalized and implemented.	1.9.1	Finalize and implement the national ECD policy	Policy finalized, applied monitoring and evaluated	1	1	1	1	
			Activity Cost 1.9.1		$50.000	$250.000	$55.000	$30.000	$385.000
			Result Cost 1.9		$50.000	$250.000	$55.000	$30.000	$385.000
			TOTAL COST COMPONENT 1 PRE-SCHOOL		$4.436.809	$4.582.453	$4.761.947	$4.950.813	$18.732.022

Component 2. Basic Education

Purpose	Results	Activity		Indicator	Timeframe					Total Cost
					2020	**2021**	**2022**	**2023**		
2.1 95% of children 6 years and older complete the first and second cycles of quality basic education; 75% of children complete the third cycle.	"2.1.1 Procedures in place to prioritize adequate construction and ensure maintenance."	2.1.1.1	Develop minimum standards for educational infrastructures for each cycle of basic education, including classroom disability access, teacher and administration rooms, library, laboratory,WASH facilities, and recreation facilities.	Standards adopted	1					
		Activity Cost 2.1.1.1			$24.000					$24.000
		2.1.1.2	Carry out a school infrastructure census to map schools that are at environmental risk	% of schools at risk identified	1					
		Activity Cost 2.1.1.2			$24.000					$24.000
		2.1.1.3	Rank schools in need of classroom construction or rehabilitation, giving priority to:	List of basic education classrooms to be built or rehabilitated each year	1					
			* Classrooms in worst conditions, with health hazards and/or at environmental risk							
			* Schools with over 40 students per teacher							
			* Urban schools with more than 2 shifts							
			* Rural schools with more than 1 shift							
		Activity Cost 2.1.1.3			$24.000					$24.000

Purpose	Results	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
		2.1.1.4 Develop a policy and strategy to ensure maintenance of educational infrastructures, including guidelines for grants	Guidelines adopted, implemented, monitoring and evaluated	1	1	1	1	$96.000
		Activity Cost 2.1.1.4		$24.000	$24.000	$24.000	$24.000	$96.000
		Result Cost 2.1.1		$96.000	$24.000	$24.000	$24.000	$168.000
	2.1.2 Classrooms and other needed facilities constructed or rehabilitated and maintained in all prioritized schools.	2.1.2.1 Update standards for classrooms and schools	Standards updated	1	1	1	1	
		Activity Cost 2.1.2.1		$35.000	$35.000	$35.000	$35.000	$140.000
		2.1.2.2 Develop construction and rehabilitation plans for each prioritized school	# of classrooms included in construction and rehabilitation plans	1181				
		Activity Cost 2.1.2.2		$48.000				$48.000
		2.1.2.3 Include ramps and assistive bathroom facilities in all new school construction & rehabilitation		20%	30%	30%	20%	
		Activity Cost 2.1.2.3		$150.000	$225.000	$225.000	$150.000	$750.000
		2.1.2.4 Facilitate and supervise community construction projects in each prioritized school	# of classrooms built or rehabilitated	768	373	373	373	
		Sub-Activity Cost 2.1.2.4.1		$1.771.000	$1.355.000	$355.000	$355.000	$3.836.000

Purpose	Results	Activity	Indicator	Timeframe					Total Cost
				2020	2021	2022	2023		
			# of schools with ramps and assistince bathroom facilities	2.000	1.000	1.000	1.000		
			Sub-Activity Cost 2.1.2.4.2	$250.000	$125.000	$125.000	$125.000		$625.000
			# of schools with new or rehabilitated toilets or latrines	73					
			Sub-Activity Cost 2.1.2.4.3	$529.000					$529.000
			# of teachers or administration rooms built or rehabilitated	71					
			Sub-Activity Cost 2.1.2.4.4	$484.284					$484.284
			# of libraries built or rehabilitated	12					
			Sub-Activity Cost 2.1.2.4.5	$226.744					$226.744
			# of laboratories built or rehabilitated	20					
			Sub-Activity Cost 2.1.2.4.6	$44.473					$44.473

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
			# of kitchens or canteens built or rehabilitated	15				
			Sub-Activity Cost 2.1.2.4.7	$533.030				$533.030
			# of recreational facilities built or rehabilitated	73				
			Sub-Activity Cost 2.1.2.4.8	$630.000				$630.000
			# of schools with new or rehabilitated water supply	73				
			Sub-Activity Cost 2.1.2.4.9	$36.500				$36.500
			# of schools with new or rehabilitated electricity supply	73				
			Sub-Activity Cost 2.1.2.4.10	$560.000				$560.000
			Activity Cost 2.1.2.4	$5.065.031	$1.480.000	$480.000	$480.000	$7.505.031
		2.1.2.5 Establish on-line school infrastructure management system with regularly updated data about each school	Infraestructure Information System developed and implemented.	20%	20%	20%	40%	
			Activity Cost 2.1.2.5	$250.000	$250.000	$250.000	$500.000	$1.250.000
			Result Cost 2.1.2	$5.548.031	$1.990.000	$990.000	$1.165.000	$9.693.031

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	2.1.3 An attractive environment promotes learning in all schools.	2.1.3.1 Ensure adequate furniture (one table and chair per child, furniture and equipment for the Directive Cabinet) in all basic schools.	# of chairs and tables delivered to basic schools	24.910				
			# of sets of office furniture and equipment delivered to basic schools	24.910				
		Activity Cost 2.1.3.1		$1.857.955				$1.857.955
		2.1.3.2 Ensure school beautification including furniture where needed for all schools.	% of all schools beautified	0,5	0,1	0,1	0,3	
		Activity Cost 2.1.3.2		$2.350.000	$406.500	$406.500	$813.000	$3.976.000
		Result Cost 2.1.3		$4.207.955	$406.500	$406.500	$813.000	$5.833.955
	2.1.4 Children in remote communities have access to basic education	2.1.4.1 Construct new filial schools where numbers of children merit.	# of new filial schools included in new classroom construction	500	1.000	1.000	1.000	
		Activity Cost 2.1.4.1						$-
		2.1.4.2 Develop, pilot and establish school transportation option s for children with disabilities or living in remote locations	# of children provided with school transportation		10%	10%	10%	
		Activity Cost 2.1.4.2		$-				$-
		Result Cost 2.1.4		$-	$-	$-	$-	$-

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	2.1.5 Solid and well-designed curricula are delivered and monitored in all cycles.	2.1.5.1 Extend ALMA project type curriculum implementation support to all municipalities and consolidate ongoing mentoring to ensure curriculum application.	# of municipalities with curriculum implementation support in 50% of schools	8	7	5	3	
			# of municipalities with curriculum implementation support in all schools	2	0	7	10	
		Activity Cost 2.1.5.1						$-
		2.1.5.2 Consolidate implementation of 1st and 2nd cycle curricula	Essential 1st and 2nd cycle texts and other materials distributed and put into use in all schools	1282				
			1st cycle texts and other materials reprinted and distributed as needed		641			
			2nd cycle texts and other materials reprinted and distributed as needed			641		

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		Activity Cost 2.1.5.2		$64.100	$32.050	$32.050	$-	$128.200
	2.1.5.3	Define and implement curriculum of the 3rd cycle to align with 21st century curriculum	Curriculum reviewed, and exit profile developed	1				
			7th grade curriculum designed	1				
			7th grade curriculum implemented		1			
			8th grade curriculum designed		1			
			8th grade curriculum implemented			1		
			9th grade curriculum designed			1		
			9th grade curriculum implemented				1	
		Activity Cost 2.1.5.3		$70.400	$70.400	$70.400	$35.200	$246.400
	2.1.5.4	Develop digital versions of curricular materials for all cycles	Digital curricular materials developed	10%	30%	40%	20%	
		Activity Cost 2.1.5.4		$145.000	$435.000	$580.000	$290.000	$1.450.000

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		2.1.5.5 Ensure that book corners exist and are properly used in cycle 1 and 2 classrooms	Book Corners distributed	50%	50%	50%		
		Activity Cost 2.1.5.5		$345.000	$345.000			$690.000
		2.1.5.6 Monitor learning results nationally	EGRA & EGMA repeated biannually	x		x	x	
			ALMA results reported annually	x	x	x	x	
			6th grade exam applied nationally	x	x	x	x	
			9th grade exam applied nationally				x	
		Activity Cost 2.1.5.6		$180.000	$70.000	$180.000	$500.000	$930.000
		2.1.5.7 Print and distribute new early grade reader books, national exams, handbooks, score books, attendance sheets, and lesson plans	# of early grade reader books printed and disributed	20	20	20	60	
			# of national exams, handbooks, score books, attendance sheets, and lesson plans printed and distributed	542000	542000	542000	542000	

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		Activity Cost 2.1.5.7		$871.000	$871.000	$871.000	$2.071.000	$4.684.000
		Result Cost 2.1.5		$1.675.500	$1.823.450	$1.733.450	$2.896.200	$8.128.600
		PURPOSE COST 2.1		$11.527.486	$4.243.950	$3.153.950	$4.898.200	$23.823.586
2.2 The dropout rate is reduced to 2%.	2.2.1 Bottom-up school development planning process implemented at the level of each cluster to improve response to real needs to achieve universal completion targets	2.2.1.1 Evaluate, select and train school directors based on performance evaluation process	# of basic education clusters with directors selected through performance evaluation process	10	20	40	200	
			# of directors who receive training					
			# of directors replaced because of bad performance evaluations					
		Activity Cost 2.2.1.1		$110.000	$220.000	$440.000	$2.200.000	$2.970.000

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	2.2.1.2	Ensure school managers are trained and applying the school management methodology	School Management and Administration manual updated and approved	X				
			# of school executive cabinet members trained in EIEB management	579				
			% of executive cabinets evaluated				1	
			% of EIEB with cabinet offices equipped with furniture and a motorcycle	1				
			# of basic school clusters with functional AAPs				216	
			# of basic school clusters with effective parental involvement					
			# of EIEBs implementing extracurricular activities	281			281	

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
			# of schools participating in ASPnet	10			25	
		Activity Cost 2.2.1.2		$1.720.340			$320.000	$2.040.340
		2.2.1.3 Provide mentoring and coaching for new principals and school leaders	Principals and shools leaders trained	30%	20%	20%		
		Activity Cost 2.2.1.3		$1.150.230	$886.706	$870.000		$2.906.936
		2.2.1.4 Ensure teachers are registered and receiving ongoing pedagogical support within the cluster	Teaching staff registry updated	X		X		
			% of teachers receiving pedagogical assistance from assistant directors					
			% of basic school clusters with functioning teaching peer groups where teachers help teachers with pedagogies, classroom management, and support systems	0,7	0,8	0,9	1	
		Activity Cost 2.2.1.4		$149.029	$194.100	$218.245	$242.625	$803.999
		Result Cost 2.2.1		$3.129.599	$1.300.806	$1.528.245	$2.762.625	$8.721.275

Purpose	Results	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
2.2.2 School performance measured and registered nationally	2.2.2.1	Prohibit first grade repetition as required by Decree Law 4/2015	# of school clusters with no repetition registered in grade 1	0,15	0,3	0,5	1	
	Activity Cost 2.2.2.1			-$454.129	-$908.259	-$1.250.350	-$3.193.280	-$5.806.018
	2.2.2.2	Measure and report school repetition and dropout rates	# of school clusters with repetition rates below 2%	0,1	0,2	0,4	0,6	
			# of school clusters with dropout rates below 3%	0,1	0,2	0,4	0,6	
	Activity Cost 2.2.2.2			$153.000	$153.000	$306.000	$153.000	$765.000
	2.2.2.3	Accredit basic schools based on EMIS data	Accreditation standards approved	X				
			% of accredited basic schools	0,2	0,4	0,6	0,8	
	Activity Cost 2.2.2.3			$30.000	$30.000	$30.000	$30.000	$120.000
	2.2.2.4	Establish and train a national learning assessment team	National Assessment team created	1				

Purpose	Results	Activity	Indicator	2020	2021	2022	2023	Total Cost
			National Assessment team trained	1				
			National Assessment team evaluated		1			$613.994
		Activity Cost 2.2.2.4		$450.000	$163.994			$613.994
		2.2.2.5 Conduct large sample learning assessments in language and mathematics in grades 2, 3 and 6 every third year using international comparative test instruments (EGRA, EGMA or others).	Sample language learning assesment in grades 2, 3 and 6 implemented		1			
			Sample Mathematics learning assesment in grades 2,3 and 6 implemented			1		
		Activity Cost 2.2.2.5			$1.200.300			$1.200.300
		2.2.2.6 Develop a public network system that allows timely distribution of school grants	New school grants manual approved	X				
			# students receiving public school grants	246929	251867	256904	262042	
			# students receiving private school grants	9074	9255	19440	9628	
		Activity Cost 2.2.2.6		$2.345.122	$1.448.000	$2.632.385	$1.700.000	$8125.507
		Result Cost 2.2.2		$2.523.993	$2.087.035	$1.718.035	-$1.310.280	$5.018.783

Purpose	Results	Activity		Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	2.2.3 The School Social Action Program is implemented in all municipalities	2.2.3.1	Implement school sports activities	# of municipalities that implement School Sports at the Basic Education level	13	13	13	13	
		Activity Cost 2.2.3.1			$260.000	$260.000	$260.000	$260.000	$1.040.000
		2.2.3.2	Implement school health plan	# of Health Committees established at municipal level	12	12	12	12	
				# of municipalities that implement school health plan	5	5	7	10	
				# of municipalities with teachers trained in the implementation of school health plan	4	7	10	12	
				# of teachers trained in the implementation of water and sanitation plan	20	21	22	23	
		Activity Cost 2.2.3.2			$305.500	$174.989	$185.000	$150.000	$815.489

Purpose	Results	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
	2.2.3.3	Implement school transportation program	Approval of Guide for Implementation of the School Transportation Program	X				
			# of vehicles functioning for school transportation as needed	3	3	3	3	
	Activity Cost 2.2.3.3			$150.000	$150.000	$150.000	$150.000	$600.000
	2.2.3.4	Implement pedagogical garden program	Database created for schools participating in pedagogical garden program	X				
			# of municipalities participating in the pedagogical garden program	5	8	10	13	
			# of schools participating in the garden program	10	20	50	100	
			# of teachers trained in teaching gardens	10	20	50	100	
	Activity Cost 2.2.3.4			$36.100	$66.200	$135.559	$250.000	$487.859

Purpose	Results	Activity	Indicator	2020	2021	2022	2023	Total Cost
					Timeframe			
		2.2.3.5 Implement school feeding program	School feeding program manual updated	X				
			# of municipalities implementing the school feeding program	13	13	13	13	
			# of schools using gas cylinders to prepare meals	99	99	99	99	
		Activity Cost 2.2.3.5		$199.000	$199.000	$199.000	$199.000	$796.000
		2.2.3.6 Implement school emergency assistance program	% of schools affected by natural disasters that receive emergency assistance quickly and function normally	1	1	1	1	
			# of staff and teachers trained in emergency prevention and response	1	1	1	1	
		Activity Cost 2.2.3.6		$150.000	$150.000	$150.000	$150.000	$600.000
		Result Cost 2.2.3		$1.100.600	$1.000.189	$1.079.559	$1.159.000	$4.339.348

Purpose	Results	Activity	Indicator	2020	2021	2022	2023	Total Cost
2.2.4 Programs of excellence defined and implemented through sharing to enhance quality practices in the neediest public schools.	2.2.4.1	Use public and private schools with successful learning results as a resource for extension of quality practices to other schools.	Mentoring strategy developed	1				
			Mentoring strategy implemented		1			
			Mentoring strategy evaluated			1		
		Activity Cost 2.2.4.1		$120.000	$350.000	$50.000		$520.000
	2.2.4.1	Ensure principals and other school officials are trained and equipped to use proven classroom observation tools to monitor classroom processes and provide feedback to all teachers.	Strategy for observation practices developed	1				
			Training and equipped for observation practices distributed		1			
			Processes of mentoring evaluated			1	1	
		Activity Cost 2.2.4.1		$120.000	$350.000	$125.000	$125.000	$720.000
		Result Cost 2.2.4		$240.000	$700.000	$175.000	$125.000	$1.240.000
		PURPOSE COST 2.1		$6.994.192	$5.088.030	$4.500.839	$2.736.345	$19.319.406
		TOTAL COST COMPONENT 2 BASIC EDUCATION		$18.521.678	$9.331.980	$7.654.789	$7.634.545	$43.142.992

Component 3. Secondary Education

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
3. Secondary schools offer more pertinent general and technical courses of study to increasing numbers of basic education graduates.	3.1 Trained teachers are available as required for general and technical secondary school courses.	3.1.1 Develop a detailed human resource plan based on best available estimates of the number of students expected in each stream of general and technical secondary.	Estimates of teachers needed two years later in each general and technical subject in each municipality.		X	X	X	
					$20.000	$-	$29.000	$49.000
			Competitions and pre-service training programs in place for all required positions one year in advance.			X	X	
						$23.808	$23.808	$47.616
		Activity Cost 3.6.1		$-	$20.000	$23.808	$52.808	$96.616
		3.1.2 Ensure pre-service training for new university graduates and experienced professionals interested in becoming secondary education teachers.	# of new university graduates who complete pre-service teacher training.	TBD	TBD	TBD	TBD	
								$-
			# of experienced professionals who complete pre-service teacher training.		TBD	TBD	TBD	
								$-
		Activity Cost 3.6.2		$-	$-	$-	$-	$-
		Result Cost 3.6		$-	$20.000	$23.808	$52.808	$96.616

Purpose	Result	Activity		Indicator	Timeframe					Total Cost
					2020	2021	2022	2023		
	3.2 Procedures in place to prioritize adequate construction and ensure maintenance of needed classrooms and other facilities in general and technical secondary schools.	3.2.1	Develop minimum infrastructure standards for general and technical secondary education.	Standards adopted that include classroom disability access, teacher and administration rooms, library, laboratory, toilets or latrines, and recreation facilities.	1					
		Activity Cost 3.1.1			$20.000					$20.000
		3.2.2	Carry out a study to map schools that are at environmental risk	% of schools at risk identified	1					
		Activity Cost 3.1.2			$15.000					$15.000
		3.2.3	Rank schools in need of classroom construction or rehabilitation, giving priority to:	List of basic education classrooms to be built or rehabilitated each year	1					
			* Classrooms in terrible conditions and/or at environmental risk							
			* Schools with more than 40 students per teacher							
			* Schools with more than 2 shifts							
		Activity Cost 3.1.3			$15.000					$15.000
		3.2.4	Develop a policy and strategy to ensure maintenance of educational infrastructures, including guidelines for grants.	Guidelines adopted and evaluated	1			1		
		Activity Cost 3.1.4			$10.000			$150.000		$160.000
		Result Cost 3.1			$60.000	$-	$-	$150.000		$210.000

Purpose	Result		Activity	Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
3.3 Classrooms and other needed facilities constructed or rehabilitated in all prioritized general and technical secondary schools.		3.3.1	Develop construction and rehabilitation plans for each prioritized secondary school	# of classrooms included in construction and rehabilitation plans	132	60	18	8	
		Activity Cost 3.2.1			$20.000				$20.000
		3.3.3	Facilitate and supervise community construction projects in each prioritized secondary school, including ramps and assistive bathroom facilities in all new school construction & rehabilitation	# of general secondary classrooms built or rehabilitated	102	39	12	15	
					$1.075.331	$653.208	$319.876	$273.462	$2.321.877
				# of technical secondary classrooms built/rehabilitated	30	21	6	3	
					$425.892	$102.445	$219.604	$82.207	$830.148
				# of schools with new or rehabilitated toilets or latrines	14		16	16	
					$268.345	$-	$302.000	$302.000	$872.345
				# of teachers or administration rooms built/rehabilitated	8				
					$269.608	$-	$-	$-	$269.608
				# of libraries built or rehabilitated	11				
					$131.816	$-	$-	$-	$131.816
				# of laboratories built or rehabilitated	18				
					$284.640	$-	$-	$-	$284.640
				# of workshops built or rehabilitated	18				
					$213.352	$-	$-	$-	$213.352

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
			# of kitchens or canteens built or rehabilitated	18				
				$213.352	$-	$-	$-	$213.352
			# of recreational facilities built or rehabilitated	18				
				$212.500	$-	$-	$-	$212.500
			# of schools with new or rehabilitated water supply	14				
				$250.000	$-	$-	$-	$250.000
			# of schools with new or rehabilitated electricity supply	14				
				$140.000	$-	$-	$-	$140.000
			# of tables and chairs delivered to secondary schools	3032	6000	12000	19000	
				$153.116	$203.456	$400.500	$759.500	$1.516.572
		Activity Cost 3.2.2		$3.637.952	$959.109	$1.241.980	$1.417.169	$7.256.210
		3.3.4 Strengthen public-private partnerships to increase access to quality technical secondary	# of public technical vocational secondary schools built by private institutions	2	1		3	
		Activity Cost 3.2.3		$501.300	$250.500	$-	$751.950	$1.503.750
		Result Cost 3.2		$4.159.252	$1.209.609	$1.241.980	$2.169.119	$8.779.960

Purpose	Result		Activity	Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	3.4 Improve the management of general and technical secondary schools, including HR, scheduling.	3.4.1	Consult, finalize, and/ or socialize pertinent laws and regulations regarding secondary school management	The obligatory school fee payment law, consulted with local authorities, Church, civil society, PTAs, etc.	X $5.000				$5.000
				The obligatory school fee payment law finalized.	X $10.000				$10.000
				The obligatory school fee payment law published and distributed in all municipalities.		X $7.750			$7.750
				The law on voluntary contributions published and distributed in all municipalities.	X $7.750				$7.750
				The law on administration and management published and distributed in all municipalities.	X $7.750				$7.750
				The law on didactic pedagogical accompaniment published and distributed in all municipalities, and fully explained to all secondary school authorities	X $23.500				$23.500

Purpose	Result	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
			% of general secondary schools that implement regulations on corporal punishment and zero tolerance of violence	25%	50%	75%	100%	
				$-	$-	$160.000	$175.000	$335.000
			% of technical secondary schools that implement regulations on corporal punishment and zero tolerance of violence	100%	100%	100%	100%	
				$-	$-	$-	$75.000	$75.000
		Activity Cost 3.4.1		$54.000	$7.750	$160.000	$250.000	$471.750
	3.4.2	Ensure regular coordination of general and technical secondary education	# of coordination meetings of general and technical secondary held nationally	12	12	12	12	
				$24.000	$24.000	$24.000	$24.000	$96.000
			# of coordination meetings of general and technical secondary held in each municipality	12	12	12	12	
				$24.000	$24.000	$24.000	$24.000	$96.000
		Activity Cost 3.4.2		$48.000	$48.000	$48.000	$48.000	$192.000
	3.4.3	Ensure coordinated planning and ongoing monitoring of general and technical secondary education in each municipality	# of coordination meetings of general and technical secondary held in each municipality	12	12	12	12	
				$24.000	$24.000	$24.000	$24.000	$96.000
			# of municipalities with approved AAP for general and technical secondary	0	13	13	13	
				$-	$135.000	$135.000	$135.000	$405.000
			# of monitoring visits completed by national staff in each municipality	TBD	TBD	TBD	TBD	
				$-	$-	$-	$-	$-
		Activity Cost 3.7.3		$24.000	$159.000	$159.000	$159.000	$501.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	3.4.4	Train school executive cabinet members in school administration and management, classroom observation, and extracurricular activities	Develop training program for school executive cabinet members	X				
				$7.500				$7.500
			% of members of secondary school executive cabinets who have completed initial training program	50%	100%	100%	100%	
				$13.950	$27.900	$27.900	$27.900	$97.650
			% of members of secondary school executive cabinets whose supervisory functions are monitored quarterly	0%	100%	100%	100%	
				$-	$123.500	$123.500	$123.500	$370.500
		Activity Cost 3.4.4		$21.450	$151.400	$151.400	$151.400	$475.650

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	3.4.5	Digitalize secondary school administration, management and pedagogical support systems	# of public general secondary schools with access to an online system to support the teaching/learning process.	5	10	15	20	
				$3.000	$6.000	$9.000	$12.000	$30.000
			% of technical secondary schools with TIC facilities and internet	$0	$1	$1	$1	
				$113.015	$326.000	$563.600	$876.700	$1.879.315
			# of general secondary teacher working groups that have been strengthened	13	18	26	151	
				$2.240	$3.240	$4.680	$27.180	$37.340
			# of technical secondary teacher working groups established	16	18	20	22	
								$-
			# of schools with access to an information system that use the teacher guides and student manuals online	93	125	125		
				$93.000	$170.611	$170.611	$-	$434.222
			Teaching staff registry updated	X				
				$20.000	$-	$-	$-	$20.000
			Updated teaching staff registry distributed		X			
				$-	$23.000	$-	$-	$23.000
			% of schools with updated teaching staff registry			100%	100%	
				$-	$-	$45.000	$45.000	$90.000
		Activity Cost 3.4.5		$231.255	$528.851	$792.891	$960.880	$2.513.877

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	3.4.6	Ensure school grants for general and technical secondary schools	# of public general secondary students who generate 11 months of school grants	45000	45900	46818	47754	
				$195.000	$229.500	$234.090	$278.770	$937.360
			# of private general secondary students who generate 11 months of school grants		7500	7500	7500	
					$31.500	$31.500	$31.500	$94.500
			# of public technical secondary students who generate 11 months of school grants	12323	12569	12820	13076	
				$61.000	$62.845	$64.100	$65.380	$253.325
			# of private technical secondary students who generate 11 months of school grants	3756	3831	3907	3985	
				$146.302	$330.000	$458.310	$452.350	$1.386.962
	Activity Cost 3.4.6			$402.302	$653.845	$788.000	$828.000	$2.672.147
	3.4.7	License and accredit secondary schools	% of general secondary schools that obtain licenses, accreditation and staff registry		$-	$-	$-	$-
			% of technical secondary schools that obtain operating licenses and accreditation		$-	$-	$-	$-
	Activity Cost 3.4.7			$-	$-	$-	$-	$-
	Result Cost 3.4			$781.007	$1.548.846	$2.099.291	$2.397.280	$6.826.424

Purpose	Result	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
3.5 Implement extracurricular activities for secondary education	3.5.1	Promote, facilitate and monitor extracurricular activities in all secondary schools	# of secondary schools with active student councils	$-	$-	$-	$-	$-
			# of general secondary students who participate in competition activities	210	210	210	210	
				$80.000	$80.000	$80.000	$80.000	$320.000
			# of general secondary students participating in scientific discourse activities	210	210	210	210	
				$97.500	$97.500	$97.500	$97.500	$390.000
			# of technical secondary students participating in scientific discourse activities	60	60	60	60	
				$125.000	$125.000	$125.000	$125.000	$500.000
			# of secondary students who participate in Mathematics Olympics	70	71	72	73	
				$102.500	$102.500	$102.500	$102.500	$410.000
			# of secondary students who participate in scouts	100	100	100	100	
				$45.000	$10.000	$10.000	$10.000	$75.000
			# of secondary students who participate in cooperatives	100	100	100	100	
				$56.300	$56.300	$56.300	$56.300	$225.200
			# of secondary students who participate in other clubs catering to sport, academic, artistic or social interests	120	150	200	300	
				$98.315	$115.000	$143.500	$264.500	$621.315
		Activity Cost 3.5.1.		$604.615	$586.300	$614.800	$735.800	$2.541.515
		Result Cost 3.5		$604.615	$586.300	$614.800	$735.800	$2.541.515

Purpose	Result	Activity		Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	3.6 Formal linkages with industry and commerce provide direct experience of the workplace nationally and internationally.	3.6.1	Consult industry in formulation of curricula, for both general and technical secondary eduation.	# of businesses involved in curricular consultations.	TBD	TBD			
		Activity Cost 3.6.1							$-
		3.6.2	Include internships in 11th grade.	# of students who complete internships in the 11th grade		TBD	TBD	TBD	
		Activity Cost 3.6.2							$-
		3.6.3	Develop work orientation program with SEPFOPE for 12th grade students.	Program designed with SEPFOPE		X			$-
						$40.000			$40.000
				% of students who complete the work orientation program in 12th grade			40%	60%	
							$722.497	$1.225.300	$1.947.797
		Activity Cost 3.6.3			$-	$40.000	$722.497	$1.225.300	$1.987.797
		Result Cost 3.6			$-	$40.000	$722.497	$1.225.300	$1.987.797

| Purpose | Result | Activity | | Indicator | Timeframe | | | | | Total Cost |
					2020	2021	2022	2023		
	3.7 Secondary general education students develop 21st century skills	3.7.1	Reform the secondary general education curriculum to optimize computer literacy, develop analytic and problem solving skills, and ensure understanding of sustainable development issues, especially in relation to the strategic social and economic development of Timor-Leste.	New Curriculum for secondary education developed, implemented and evaluated	1	1	1	1		$-
		Activity Cost 3.7.1			$90.000	$430.000	$170.000	$100.000		$790.000
		Result Cost 3.7			$90.000	$430.000	$170.000	$100.000		$790.000
	3.8 Secondary technical students graduate with a nationally accredited TVET qualification in their occupation specialty as well as a secondary school diploma.	3.8.1	Select a pathway for ensuring joint INDMO and MEYS recognition of learning results achieved by students in technical secondary schools.	Pathway selected.	x					
		Activity Cost 3.8.1.			$30.000					$30.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		3.8.2 Reform the technical secondary curricula to ensure that all students complete the requirements for level 2 TVET qualification in an occupational specialty.	New Curriculum for technical secondary education developed, implemented and evaluated	x $128.000	x $250.000	x $130.000	x	$508.000
		Activity Cost 3.8.2		$128.000	$250.000	$130.000	$-	$508.000
		Result Cost 3.8		$158.000	$250.000	$130.000	$-	$538.000
	3.9 Quality in secondary technical education is enhanced by effective management support and efficient use of available resources.	3.9.1 Ensure that each technical secondary school has either nationally qualified TVET instructors, appropriate installations and equipment, and work placement opportunities, or a partnership with an accredited VTC.	Pathway selected.	x		x		
		Activity Cost 3.9.1.		$245.000	$125.000			$370.000
		3.9.2 Develop specific pre-service and in-service teacher training programs for technical secondary teachers, including pedagogy and skills development as well as industry training and experience in specialist disciplines	Training Programa for technical secondary teachers developed and implemented	x $60.000	x $250.000			$310.000
		Activity Cost 3.9.2		$60.000	$250.000	$-		$310.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		3.9.3 Consolidate technical secondary schools located in the same municipality to share workshops, training equipment, ICT infrastructure, computing equipment and broad-band internet access.	Pathway selected.	x				$-
		Activity Cost 3.9.3						$-
		3.9.4 Develop a technical secondary students registry linked to INDMO SEFOPE requirements	Technical Secondary Student Registry Developed, Implemented and Evaluated	1 $80.000	1 $150.000	1 $25.000		$255.000
		Activity Cost 3.9.4		$80.000	$150.000	$25.000	$-	$255.000
		3.9.5 Develop a national quality control system to monitor all secondary technical school programs.	Pathway selected.	x				$45.000
		Activity Cost 3.9.5		$45.000				$45.000
		3.9.6 Develop an on-line vocational guidance and job placement website.	Vocational Guidance Developed and implemented	x $50.000	x $124.500	x $145.000		$319.500
		Activity Cost 3.9.6		$50.000	$124.500	$145.000	$-	$319.500
		Result Cost 3.9		$480.000	$524.500	$295.000	$-	$1.299.500

Purpose	Result	Activity		Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	3.10 Pre-service and in-service teacher training adapted to new secondary education curricula.	3.10.1	Develop specific training programs for technical secondary teachers, including pedagogy and skills development as well as industry training and experience in specialist disciplines	Training Program for technical secondary teachers developed	1	1			
					$45.000	$200.000			$245.000
		Activity Cost 3.10.1			$45.000	$200.000	$-	$-	$245.000
		3.10.2	Place special emphasis on the pedagogy and teaching content necessary to implement the new curricula	Pre-service curricula revised to incorporate pedagogy and teaching content required by the new curricula.		X			
					$-	$27.500	$-	$-	$27.500
				% of teachers in-service training program with pedagogy and content required by the new curricula.			50%	50%	
					$-		$47.200	$47.200	$94.400
		Activity Cost 3.10.2			$-	$27.500	$47.200	$47.200	$121.900
		3.10.3	Incorporate training in solid classroom management practices.	Specific training program in classroom management established with pre-service and in-service components		X			
		Activity Cost 3.10.3				$90.000			$90.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		3.10.4 Develop specific competency framework and evaluation system for secondary teachers to meet minimum criteria.	Competency framework developed	X				
				$30.000	$-	$-	$-	$30.000
			Evaluation system designed		X			
				$-	$35.000			$35.000
			% of teachers evaluated			30%	70%	
				$-	$-	$18.856	$41.664	$60.520
		Activity Cost 3.10.4		$30.000	$35.000	$18.856	$41.664	$125.520
		Result Cost 3.10		$75.000	$352.500	$66.056	$88.864	$582.420
	3.11 Promote community awareness of the nature and opportunities of technical secondary education.	3.11.1 Conduct information sessions in communities throughout the country about technical-vocational secondary schools iin order to increase understanding of the opportunities and requirements of students who choose that option.	Materials prepared that explain the characteristics of the technical vocation schools in each municipality and the opportunities they provide.	X				
				$15.000	$-	$-	$-	$15.000
			# of municipal education directorates that plan and carry out community sessions promoting technical secondary education	$2	$6	$13	$13	
				$1.200	$3.600	$7.800	$7.800	$20.400
			# of communities where sessions promoting technical secondary education are held.	TBD	TBD	TBD	TBD	
				$-	$-	$-	$-	$-
		Activity Cost 3.11.1		$16.200	$3.600	$7.800	$7.800	$35.400
		Result Cost 3.11		$16.200	$3.600	$7.800	$7.800	$35.400
TOTAL COST COMPONENT 3 SECONDARY EDUCATION				$6.424.074	$4.965.355	$5.371.232	$6.926.971	$23.687.632

Component 4. Inclusive Education

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
4.1 Take immediate actions to improve inclusive education and develop a detailed plan for applying the Inclusive Education Policy.	4.1.1 Effective monitoring of inclusive education with Sustainable Development Goal (SDG) indicators, comprehensive data on the situation of children with special educational needs, and cross sector civil society collaboration.	4.1.1.1 Using available international instruments, develop tools with EMIS questions to be asked of parents about special needs of children 0-5 years old, and about special needs of children 6-17 years old.	Tools prepared	X			X	
				$70.000			$43.000	$113.000
			Tools piloted	X			X	
				$30.000			$35.000	$65.000
			Tools refined and in use	X			X	
				$50.000			$50.000	$100.000
		Activity Cost 4.1.1.1		$150.000	$-	$-	$128.000	$278.000
		4.1.1.2 Train school coordinators to train teachers in the use of the tools developed to identify children with special needs.	% of school coordinators trained in use of tools	$1	$1			
				$159.368	$199.210			$358.578
			% of teachers trained		$1			
					$199.210			$199.210
		Activity Cost 4.1.1.2		$159.368	$398.420	$-	$-	$557.788
		4.1.1.3 Develop EMIS reports with data about students with special needs identified through parent responses and by teachers.	Data incorporated in EMIS reports		X		X	
		Activity Cost 4.1.1.3			$5.000		$47.000	$52.000
		4.1.1.4 Compare and consolidate EMIS data about children with special needs with the national census and data obtained from the Ministry of Health and other agencies.	Consolidated data bank.		X		X	
		Activity Cost 4.1.1.4			$5.000		$35.000	$40.000
		Result Cost 4.1.1		$309.368	$408.420	$-	$210.000	$927.788

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	4.1.2 Current activities that provide educational opportunities to differently abled children enhanced.	4.1.2.1 Include ramps and assistive bathroom facilities in all new school construction & rehabilitation	% of schools with access ramps	TBD	TBD	TBD	TBD	$-
			% of schools with assistive bathroom facilities	TBD	TBD	TBD	TBD	$-
		Activity Cost 4.1.2.1		$-	$-	$-	$-	$-
		4.1.2.2 In each municipality, incorporate a nearby resource center into a school to form a 'resourced school', changing a segregated model to an integrated one.	# of schools that receive support to ensure participation of students with special needs.	$3	$3	$6	$9	
				$6.000	$6.000	$12.000	$18.000	$42.000
			# of municipalities with a "resourced school".	$1	$3	$6	$9	
				$133.850	$261.850	$389.850	$389.850	$1.175.400
		Activity Cost 4.1.2.2		$139.850	$267.850	$401.850	$407.850	$1.217.400
		4.1.2.3 Partner with specialized schools already in place and other organizations supporting differently-abled persons to provide training to teachers and support to other schools.	# of municipalities with partnerships for training and support in inclusivity	3	5	6	9	
		Activity Cost 4.1.2.3		$75.000	$50.000	$25.000	$75.000	$225.000
		4.1.2.4 Use tablets for communication to enable resourced schools or a centralized municipal office to support remote schools.	# of municipalities that support inclusivity in remote schools	1	3	6	9	
		Activity Cost 4.1.2.4		$6.000	$18.000	$36.000	$54.000	$114.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		4.1.2.5 Place trained learning assistants in some classrooms where many children are stunted and EGRA results are particularly low.	# of learning assistants trained	5				
				$6.600				$6.600
			# of learning assistants in selected classrooms		5	5		
					$6.600	$6.600		$13.200
			Experience evaluated for possible replication			X		
								$-
		Activity Cost 4.1.2.5		$6.600	$6.600	$6.600	$-	$19.800
		4.1.2.6 Educate about safe ear care, test children for hearing and sight, and provide support for relevant children.	Ear care guide distributed to teachers	X				
								$-
			# of municipalities with hearing and sight testing		3	6	9	
					$4.500	$9.000	$13.500	$27.000
			# of children receiving audio books	TBD	TBD			
								$-
			# of children receiving Braille books		TBD			
								$-
		Activity Cost 4.1.2.6		$-	$4.500	$9.000	$13.500	$27.000
		Result Cost 4.1.2		$227.450	$346.950	$478.450	$550.350	$1.603.200

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	4.1.3 Inclusive education policy planning is aligned with quality education planning; the capacity of National and Municipal Directorates to implement inclusive education policy, systems and processes is strengthened.	4.1.3.1 Embed inclusive education principles (universal design for learning and assessment, disability, gender, child protection sensitivity) in pre-service and in-service teacher training and development programmes, to ensure child centered pedagogy enables differentiation and includes all learners.	Teacher training programmes reviewed.		X			
					$10.000			$10.000
			# of pre-service programmes reviewed to include inclusive education principles	1	2	3		
				$5.000	$10.000	$15.000	$-	$30.000
			Basic sign language training and hearing difficulty awareness included in in-service training for all preschool teachers		X			
					$46.090			$46.090
			Awareness of available support services included in in-service training of all teachers			X		
						$35.000		$35.000
		Activity Cost 4.1.3.1		$5.000	$66.090	$50.000	$-	$121.090
		4.1.3.2 Establish national teams to assist municipal support for inclusive education in preschool, basic and secondary schools.	National inclusive preschool education support team established	X				
				$30.816	$30.816	$30.816	$30.816	$123.264
			National inclusive basic education support team established	X				
				$30.816	$30.816	$30.816	$30.816	$123.264
			National inclusive secondary education support team established		X			
					$30.816	$30.816	$30.816	$92.448
		Activity Cost 4.1.3.2		$61.632	$92.448	$92.448	$92.448	$338.976

Purpose	Result	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
	4.1.3.3	Send some teachers overseas to get trained in education of children with special needs.	Funding sources for overseas study in inclusive education identified	X $115.000				$115.000
			Candidate preschool, basic and secondary teachers selected for overseas training in inclusive education	X $134.000				$134.000
			Overseas study underway			X $300.000		$300.000
			Teachers trained in inclusive education incorporated into national pre-school, basic and secondary education support teams				X $701.944	$701.944
	Activity Cost 4.1.3.3			$249.000	$-	$300.000	$701.944	$1.250.944
	4.1.3.4	Begin providing technology supports (braille and other manipulative materials, as well as IT tools such as audio-books, use of AI, etc.) to help teachers improve inclusion for children with various special educational needs.	Potential material and technological supports to improve inclusion identified		X $34.600			$34.600
			Preferred supports selected along with delivery and training mechanisms		X $26.800			$26.800
			Material and technological support for inclusive education included in AAP for IT development		X $65.000			$65.000
	Activity Cost 4.1.3.4			$-	$126.400	$-	$-	$126.400

Purpose	Result	Activity	Indicator	2020	2021	2022	2023	Total Cost
		4.1.3.5 Develop and implement internal scholarships, loans and other mechanisms to facilitate the equitable participation in all levels of education and in the workforce (students, teachers and other personnel) of women, persons with disabilities and those from marginalised groups.	Potential mechanisms to facilitate equitable participation identified		X			$-
			Funding sources identified		X			$-
			Pilot programs included in AAP			X $43.680		$43.680
		Activity Cost 4.1.3.5		$-	$-	$43.680	$-	$43.680
		Result Cost 4.1.3		$315.632	$284.938	$486.128	$794.392	$1.881.090
	4.1.4 Improved capacity in the education system to address mental health issues.	4.1.4.1 Incorporate units on mental health in 3rd cycle of basic education and secondary curriculum revision, including strategies to regulate emotions.	Mental health units in curriculum of 3rd cycle, basic education		$25.800	X		$25.800
			Mental health units in curriculum of secondary education		X $25.800			$25.800
		Activity Cost 4.1.4.1		$-	$51.600	$-	$-	$51.600
		4.1.4.2 Contract a specialist training partner to design and implement a training program for teachers to identify signs of child abuse and of trauma/ mental health issues, with basic information on what to do as first responders.	Consultant hired	X	X			
		Activity Cost 4.1.4.2		$86.000	$86.000			$172.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		4.1.4.3 Ensure municipal-level coordination and dissemination of information so schools know where to refer children with mental health needs and other disabilities.	Program to help special education developed.			X	x	$215.000
		Activity Cost 4.1.4.1				$35.000	$180.000	$215.000
		Result Cost 4.1.4		$86.000	$137.600	$35.000	$180.000	$438.600
	4.1.5 A comprehensive program for progress toward gender equality is developed and initial activities for gender equity are in place	4.1.5.1 Establish a ministry-wide gender task force.	Gender equality task force established	X				$-
		Activity Cost 4.1.5.1						$-
		4.1.5.2 Ensure all WASH facilities are girl-friendly	Appropriate facility designs in all school construction plans	X				$295.000
				$295.000				
			Appropriate facilities in all new and rehabilitated schools		X	X	X	$227.784
					$142.730	$42.324	$42.730	
			EMIS registry of gender-related WASH facility characteristics		X			$6.000
					$6.000			
			Plans for rehabilitation of girl-unfriendly WASH facilities in AAP			X		$200.000
						$200.000		
		Activity Cost 4.1.5.2		$295.000	$148.730	$242.324	$42.730	$728.784

Purpose	Result	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
	4.1.5.3	Prepare and implement an educational program for school officials and students to prevent gender-based violence.	Program prepared	X				
				$26.930				$26.930
			Facilitation guide prepared	X				
				$6.800				$6.800
			# of municipalities with facilitators trained	$5	$13			
				$7.500	$19.500			$27.000
			# of schools covered	TBD	TBD	TBD	TBD	
								$-
		Activity Cost 4.1.5.3		$41.230	$19.500	$-	$-	$60.730
	4.1.5.4	Develop a reproduction and healthy relationships program for basic and secondary education	Program integrated into the secondary education curriculum			X		
						$38.430		$38.430
			Program integrated into the basic education curriculum				X	
							$18.680	$18.680
		Activity Cost 4.1.5.4		$-	$-	$38.430	$18.680	$57.110
	4.1.5.5	Develop and implement a specific program to ensure that adolescent mothers continue to have access to education on an equal footing	Policy approved	X				
				$12.800				$12.800
			Policy distributed to all municipalities	X				
				$15.000				$15.000
		Activity Cost 4.1.5.5		$27.800	$-	$-	$-	$27.800

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	4.1.5.6	Increase the percentage of women participants in training programs for educational leadership positions.	Strategy to motivate women to promote to leadership positions developed.			x		
	Activity Cost 4.1.5.5			$-	$130.000	$-	$-	$130.000
	4.1.5.7	Increase the percentage of women in teaching and in management and leadership positions in educational institutions in all municipalities by at least 15%	EMIS provides national and municipal-level gender-specific records of teachers, school authorities, and directorates.	X $130.000				$130.000
			Baseline measurements for national bodies and municipalities	X $34.500				$34.500
			# municipalities with annual increase in % of women teachers		6 $450.000	6	13 $90.000	$540.000
			# of municipalities with an annual increase in % of women in management and leadership positions		6	9 $125.000	13	$125.000
			National increase over baseline overall		0	0	0	$-
	Activity Cost 4.1.5.6			$164.500	$450.000	$125.000	$90.000	$829.500
	Result Cost 4.1.5			$528.530	$748.230	$405.754	$151.410	$1.833.924

Purpose	Result		Activity	Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	4.1.6 Pre-School and early grade programs ensure that children are taught in their first languages and transition to Tetum and Portuguese.	4.1.6.1	Conduct a final evaluation of EMBLI program to decide if and how to expand.	Evaluation completed	X				
					$150.000				$150.000
				Decision on expansion taken		X			
						$24.000			$24.000
			Activity Cost 4.1.6.1		$150.000	$24.000	$-	$-	$174.000
		4.1.6.2	Provide classroom libraries with early grade reading materials in a variety of local languages	Classroom libraries provided		X			
						$75.000			$75.000
				Teacher trained in the use of libraires			X		
							$350.000		$350.000
				Books reposition				X	
								$50.000	$50.000
			Activity Cost 4.1.6.2		$-	$75.000	$350.000	$50.000	$475.000
		4.1.6.3	Develop a program of recreational and entertainment activities to help young children learn the two official languages	Program developed	X				
					$25.000				$25.000
				Program tested					
									$-
				Program implemented				X	
								$135.000	$135.000
			Activity Cost 4.1.6.2		$25.000	$-	$-	$135.000	$160.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		4.1.6.4 Provide early grade literacy and bridging training for teachers with large numbers of children with a different mother tongue.	Manuals prepared		X			$25.000
					$25.000			
			Saturday tutoring sessions			X	X	$320.000
						$320.000		
			Ongoing guidance provided			X	X	$150.000
							$150.000	
		Activity Cost 4.1.6.3		$-	$25.000	$320.000	$150.000	$495.000
		Result Cost 4.1.6		$175.000	$124.000	$670.000	$335.000	$1.304.000
	4.1.7 A detailed multi-year action plan to implement the Inclusive Education Policy adopted and funded.	4.1.7.1 Establish a joint Ministry-Development Partner task force to develop a detailed multi-year costed action plan based on a careful review the 2017 policy statement, data available about children with disabilities in and out of school, activities underway and/or proposed in the updated NESP, and evidence available about effective actions and their costs.	Task force established	X				$238.500
				$238.500				
			Detailed analytic report		X			$25.000
					$25.000			
			Multi-year action plan proposed		X			$43.000
					$43.000			
			Multi-year action plan approved		X			$12.000
					$12.000			
			AAPs funded			X	X	$50.000
						$25.000	$25.000	
		Activity Cost 4.1.7.1		$238.500	$80.000	$25.000	$25.000	$368.500
		Result Cost 4.1.7		$238.500	$80.000	$25.000	$25.000	$368.500
		Purpose Cost 4.1		$1.880.480	$2.130.138	$2.100.332	$2.246.152	$8.357.102

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
4.2. Re-vise and finalise the cross-sector Inclusive Education Policy, incorporating current international standards to guide towards ensuring that socially marginalized groups access the same educational opportunities, rights and services as the mainstream of society.i	4.2.1 A cross sector Inclusive Education Policy is finalized, fully compliant with the General Comment 4 for UNCRPD.	4.2.1.1 Review and finalise the cross-sector Inclusive Education Policy, incorporating current international standards.	Cross-sectoral committee established		X			$15.000
					$15.000			
			Updated policy proposed			X		$23.000
						$23.000		
			Updated policy adopted by Council of Ministers				X	$23.000
							$23.000	
			Activity Cost 4.2.1.1	$-	$15.000	$23.000	$23.000	$61.000
			Result Cost 4.2.1	$-	$15.000	$23.000	$23.000	$61.000

Purpose	Result	Activity		Indicator	Timeframe					Total Cost
					2020	2021	2022	2023		
	4.2.2 Public is increasingly aware of the right to equal educational opportunities and increased community support for inclusive education	4.2.2.1	Develop a training and advocacy program for community participation and awareness of inclusive education and introduce it across all municipalities.	Parent and community training program developed				X		
								$188.765		$188.765
				# of municipalities implementing the program				$6		
								$448.591		$448.591
		Activity Cost 4.2.2.1			$-	$-	$-	$637.356		$637.356
		Result Cost 4.2.2			$-	$15.000	$23.000	$660.356		$698.356
		Purpose Cost 4.2			$-	$30.000	$46.000	$683.356		$759.356
	TOTAL COST COMPONENT 4 INCLUSIVE EDUCATION				$1.880.480	$2.160.138	$2.146.332	$2.929.508		$9.116.458

Component 5. School System Management

Purpose	Result	Activity		Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
5.1 All directorates in the MEYS initiate implementation of the strategies in the updated NESP	5.1.1 The national planning directorate in MEYS has the support needed to assist the other general and national directorates in initiating the implementation of the NESP 2020-2030	5.1.1.1	Prepare a detailed checklist of all activities required to initiate implementation of the NESP 2020-2030		100%	100%	100%	100%	
		Activity Cost 5.1.1.1			$56.700	$56.700	$56.700	$56.700	$226.800
		5.1.1.2	Undertake an internal monitoring process to accompany and ensure completion of all activities required to initiate implementation of the NESP 2020-2030		100%	100%	100%	100%	
		Activity Cost 5.1.1.2			$91.500	$91.500	$91.500	$91.500	$366.000
		Cost Result 5.1.1			$148.200	$148.200	$148.200	$148.200	$592.800
5 .2.All MEYS directorates and depart-ments at national and municipal levels have the skills and resources needed to implement and monitor the strategies in the NESP 2020-2030.	5.2.1 A capacity building program ensures that national directorates can implement the NESP.	5.2.1.1	Update the 2012 organisational review of the capacity needs of the national directorates		100%				
		Activity Cost 5.2.1.1			$13.500				$13.500

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		5.2.1.2 Develop a Ministerial Diploma to define the terms of reference for heads of department in each directorate of the ministry.		100%	100%	100%	100%	$60.000
		Activity Cost 5.2.1.2		$15.000	$15.000	$15.000	$15.000	$60.000
		5.2.1.3 Implement a general and personnel management training program for all national directors and key technical staff		80	60	60	60	$680.000
		Activity Cost 5.2.1.3		$320.000	$120.000	$120.000	$120.000	$680.000
		Cost Result 5.2.1		$348.500	$135.000	$135.000	$135.000	$753.500
	5.2 Management by results systems allow the Ministry to correctly monitor the implementation of the Strategic Plan	5.2.2.1 Develop quality-controlled data gathering and input services to ensure that EMIS data is appropriately digitalised and available for the decision-making process.		100%			100%	
		Activity Cost 5.2.2.1		$690.200			$691.000	$1.381.200
		5.2.2.2 Provide the National Directorate of Planning and Inclusion and municipal education planning officials with specialized training in planning and monitoring		60	60			
		Activity Cost 5.2.2.2		$210.000	$210.000			$420.000
		5.2.2.3 Ensure that the budget preparation and management system respond to the Ministry's planning process.		100%	100%	100%	100%	$420.000
		Activity Cost 5.2.2.3		$78.600	$78.600	$78.600	$78.600	$314.400

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		5.2.2.4 Create an online platform in the Ministry enabling updates in each area of management, from the local up to the Ministerial level.		26	50	50	50	
		Activity Cost 5.2.2.4		$280.800	$590.880	$580.800	$580.000	$2.032.480
		5.2.2.5 Continue implementation of a system of "bottom-up" planning at the basic school clusters to effectively respond to the real issues and needs of the population.		13		6		
		Activity Cost 5.2.2.5		$197.340		$65.280		$262.620
		5.2.2.6 Prepare high-quality municipal plans for each of the educational areas.		13	13	13	13	
		Activity Cost 5.2.2.6		$64.740	$64.740	$64.740	$64.740	$258.960
		5.2.2.7 Strengthen the inspection, monitoring and auditing systems and ensure periodic reports are submitted to the highest level.		13	13	13	13	
		Activity Cost 5.2.2.7		$92.560	$92.560	$92.560	$92.610	$370.290
		Cost Result 5.2.2		$1.614.240	$1.036.780	$881.980	$1.506.950	$5.039.950

Purpose	Result		Activity	Indicator	Timeframe					Total Cost
					2020	2021	2022	2023		
5.2.3 Municipal education directorates have the systems and human resources needed to implement the NESP.		5.2.3.1	Perform an organisational review of the capacity needs of the municipal directorates		13	13	13	13		
		Activity Cost 5.2.3.1			$164.730	$164.730	$164.730	$164.730		$658.920
		5.2.3.2	Align the structure of the municipal education directorates to facilitate the general management of the plans, strategies, programs and activities in the NESP		100%	100%	100%	100%		
		Activity Cost 5.2.3.2			$36.400	$36.400	$36.400	$36.400		$145.600
		5.2.3.3	Prepare high-quality municipal plans for each of the educational areas, which will be later plotted onto maps that can be used to facilitate their implementation.		100%	100%				
		Activity Cost 5.2.3.3			$64.740	$64.740	$64.740	$64.740		$258.960
		5.2.3.4	Develop a monitoring and evaluation policy framework and design appropriate monitoring systems to enable the national directorates to control the quality of the regional execution of the programs and their budgets.		100%					
		Activity Cost 5.2.3.4			$656.300	$532.445				$1.188.745
		Cost Result 5.2.3			$922.170	$798.315	$265.870	$265.870		$2.252.225

Purpose	Result	Activity		Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	5.2.4 Personnel management policies and procedures help ensure quality classroom teaching	5.2.4.1	Review municipal and national directorates' performance evaluation and personnel management systems to ensure the identification, retention and promotion of skilled staff and removal of incompetent teachers, support staff and managers.		27%	23%	25%	25%	
		Activity Cost 5.2.4.1			$56.600	$43.200	$43.200	$43.200	$186.200
		5.2.4.2	Require targeted use of monitoring and training resources and effective assignment of teaching staff in municipal and school cluster planning.		40	10	10	20	
		Activity Cost 5.2.4.2			$951.960	$387.560	$387.560	$605.460	$2.332.540
		Cost Result 5.2.4			$1.008.560	$430.760	$430.760	$648.660	$2.518.740

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
5.2.5 Information technologies and integrated management information systems are coordinated and used in	decision making at the national, municipal and school management levels.	5.2.5.1 Set up an integrated framework and a detailed development plan for using ICTs to support the management, policy, planning, professional training, and other aspects of the education process.		42%	20%	19%	19%	$219.800
		Activity Cost 5.2.5.1		$83.600	$46.200	$45.000	$45.000	
		5.2.5.2 Equip the MEYS's national and municipal offices with the technology infrastructure and personnel training needed to support education administration and management using ICT and MIS.			100%			
		Activity Cost 5.2.5.2			$250.000			$250.000
		5.2.5.3 Provide the school cluster management centers with the equipment and training needed to monitor NESP and AAP implementation and share data with municipal and national directorates.			100%			
		Activity Cost 5.2.5.3			$250.000			$250.000
		5.2.5.4 Carry out a participatory review of the EMIS using a verification census with sample surveys to ensure the reliability and quality of the data provided.		40%		25%	25%	$388.000
		Activity Cost 5.2.5.4		$128.800		$129.600	$129.600	

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		5.2.5.5 Revise all human resource, financial, infrastructural, and other data bases in the MEYS to ensure effective coordination of data with the EMIS and the availability of all pertinent data for decision-makers.		100%				
		Activity Cost 5.2.5.5		$258.921				$258.921
		Cost Result 5.2.6		$471.321	$546.200	$174.600	$174.600	$1.366.721
	5.2.6 The Infrastructure Directorate equipped for a large-scale infrastructure program	5.2.6.1 Carry out a participatory review of the EMIS using a verification census with sample surveys to ensure the reliability and quality of the data provided.	EMIS tested and improved	1				
		Activity Cost 5.2.6.1		$230.000				$230.000
		5.2.6.2 Revise all human resource, financial, infrastructural, and other data bases in the MEYS to ensure effective coordination of data with the EMIS and the availability of all pertinent data for decision-makers.	Management information system improved	1		1		
		Activity Cost 5.2.6.2		$345.600		$345.600		$691.200
		Cost Result 5.2.6		$575.600	$-	$345.600	$-	$921.200
		TOTAL COST COMPONENT 5 SCHOOL SYSTEM MANAGEMENT		$5.088.591	$3.095.255	$2.382.010	$2.879.280	$13.445.136

Component 6. Teaching Quality

Purpose	Result	Activity	Indicator	Timeframe					Total Cost
				2020	2021	2022	2023		
6. Systems in place to measure improvements in teacher performance and the quality of teaching in Pre-school, Basic and Secondary Education substantially improved.	6.1 Develop an integrated national system for pre-service teacher training, appropriate to the national curricula and etimated future needs for new teachers, incorporating internationally validated pedagogical practices	6.1.1	Establish a national working group for education research and teacher training, led by MEYS and MHESC, with opportunities for participation by university education faculties and municipal education directorates.	"Invitations from the Ministry of Higher Education to the Ministry of Education, INFORDEPE, the Secretariat for Vocational Training and Employment, the university Faculties and Schools of Education in all accredited national universities and polytechnical institutes, and the ANAAA, to join a working group to design and develop a national system for educational research and teacher training.	X				
		Activity Cost 6.1.1		$25.000					$25.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	6.1.2	Ensure university education faculties align their academic programs and exit profiles with the approved curriculum in the school level of each student's specialization	Identify the core competencies required of all teachers in pre-school, basic education and secondary education, both general and technical, respectively.		X $35.000		X $123.540	$158.540
			Establish a minimum exit profile for university graduates to qualify for a teaching position at any level of the national school system, including disciplinary knowledge, pedagogical knowledge, and monitored pedagogical practice.		X $35.000	X $35.000	X $35.000	$105.000
			Identify a mechanism to identify any gaps between graduation from each university or polytechnical faculty or school of education and compliance with the minimum exit profile, with a special focus on pedagogical practice.		x $45.000		X $55.000	$100.000
			Design a mechanism to provide teacher certification for university and polytechnical graduates, either upon graduation or following a supplementary course or practicum in another institution of higher education or in INFORDEPE.		X $65.000	X $65.000	X $65.000	$195.000

Purpose	Result	Activity	Indicator	Timeframe					Total Cost
				2020	2021	2022	2023		
			Draft and propose for government approval the appropriate legal instrument for establishment of the teacher certification process.	x					
				$20.000					$20.000
		Activity Cost 6.1.2		$20.000	$180.000	$100.000	$278.540		$578.540
		6.1.3 Orient the selection of students in education faculties in accordance with estimates of upcoming yearly needs for new teachers in each type of school in the 13 municipalities with their respective vernacular languages	Strategy for student selection oriented iaccording to needs for teachers in each type of schools		x				
		Activity Cost 6.1.3			$30.000				$30.000
		6.1.4 Provide opportunities for classroom practice by university students as part of the preparation for education degrees	Students from universities participating in classroom practice in schools		x	x	x		
		Activity Cost 6.1.4			$60.000	$60.000	$60.000		$180.000
		6.1.5 Identify topics on which university research projects are likely to contribute to school system development	Program of research projects developed		x				
		Activity Cost 6.1.5			$23.500				$23.500

Purpose	Result	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
		6.1.6 Support the development of the Faculty of Education in UNTL as a centre of excellence for educational research and teacher training.	Centre of excellence for education research and teacher training in the UNTL designed and supported by the working group to ensure quality in the national system	x	x	x	x	
				$35.000	$35.000	$35.000	$35.000	$140.000
			Funding obtained to establish the centre of excellence	x	x	x	x	
				$20.000	$20.000	$20.000	$20.000	$80.000
			Centre of excellence established and coordination with the national system initiated.	x	x	x	x	
				$17.000	$17.000	$17.000	$17.000	$68.000
		Activity Cost 6.1.6		$72.000	$72.000	$72.000	$72.000	$288.000
		Result Cost 6.1		$117.000	$365.500	$232.000	$410.540	$1.125.040
	6.2 Finalize the university equivalence program for contracted teachers.	6.2.1 Finalize the special INFORDEPE/UNTL program of academic preparation of contracted teachers in 2021.	# of contract teachers graduated through the equivalence program.	2.656	2.656			
		Activity Cost 6.2.1		$1.343.000	$984.175			$2.327.175
		Result Cost 6.2		$1.343.000	$984.175	$-	$-	$2.327.175

Purpose	Result	Activity	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
	6.3 Degree programs for pre-school and basic education teachers form part of the integrated national system for pre-service teacher training	6.3.1 Review the academic programs and exit profiles of accredited basic education and pre-school teacher training programs.	Exit profile for pre-school teachers developed	x				
		Activity Cost 6.3.1		$35.000				$35.000
		6.3.2 Establish and enforce deadlines for alignment with approved school curricula and practice teaching requirements.	Strategy to ensure a link betwen curricula and practice teaching requirements.					
		Activity Cost 6.3.2						$-
		Result Cost 6.3		$35.000	$-	$-	$-	$35.000
	6.4 New secondary school teachers have pedagogical training and practical classroom experience.	6.4.1 Provide induction courses with practical teaching experience for new university graduates and experienced professionals interested in secondary school teaching positions	Courses with practical teaching experience developed and implemented	x	x	x	x	
		Activity Cost 6.4.1		$35.000	$156.000	$156.000	$156.000	$503.000
		6.4.2 Establish and apply criteria for accreditation of university programs for secondary school teachers	Criteria for university program accreditation developed, implemented and evaluated	x	x	x		
		Activity Cost 6.4.2		$25.000	$45.000	$27.350		$97.350
		Result Cost 6.4		$60.000	$201.000	$183.350	$156.000	$600.350

Purpose	Result		Activity	Indicator	Timeframe				Total Cost
					2020	2021	2022	2023	
	6.5 Comprehensive menu of in-service training opportunities offered to pre-school, basic and secondary teachers.	6.5.1	Gather and consolidate information from INFORDEPE, national directorates and development partners about all in-service training, monitoring, and coaching opportunities for the upcoming year offered to pre-school, basic and secondary teachers, including the location, purpose, modality, intensity and timing.	Consolidated national menu of annual in-service training opportunities for school teachers.	X				
		Activity Cost 6.5.1			$24.000				$24.000
		6.5.2	Make pertinent information available to potentially affected teachers at the national, municipal, school cluster and/or individual school levels.	Municipal directorate establish fluent communications with schools.	x	X			
		Activity Cost 6.5.2			$436.030	$28.071			$464.101
		Result Cost 6.5			$460.030	$28.071		$-	$488.101

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	6.6 A detailed multi-year plan for optimizing the impact of in-service training on teaching quality.	6.6.1 Develop and use a teacher training evaluation tool to document the design and implementation of in-service professional development programs in place, including those supported by INFORDEPE, by national and municipal directorates, by development partners, by the CAFÉ schools, by national and international NGOs, and by independent service providers.	Teacher training evaluation tool developed, implemented and evaluated		X	X	X	
		Activity Cost 6.6.1			$40.000	$100.000	$25.000	$165.000
		6.6.2 Organize an annual workshop with focal points in charge of all identified in-service training opportunities to share reports and analysis of the inputs, activities and results of each experience.	Analytic report prepared and socialized.		X	X	X	
		Activity Cost 6.6.2			$2.000	$2.000	$2.000	$6.000

Purpose	Result	Activity	Indicator	Timeframe					Total Cost
				2020	2021	2022	2023		
	6.6.3	Obtain comprehensive and systematic information on the effectiveness of teacher training programs, identifying, as possible, correlations between participation in in-service training and classroom performance monitoring reports as well as national and international evaluations of student learning.	Research about the effectiveness of teacher training program designed, undertaken and evaluated.	x	x	x	x		
	Activity Cost 6.6.3			$23.000	$45.000	$37.000	$37.000		$142.000
	6.6.4	Compare available information about the results of professional development initiatives underway in the country with information about international good practice.	Comparision of international research about teaching improvement initiatives prepared and distributed	x	x		X		
	Activity Cost 6.6.4			$55.000	$25.000		$80.000		$160.000
	6.6.5	Select a menu of professional development activities for application in pre-school, basic and secondary education at the municipal, cluster and school levels.	Strategy of professional development activities implemented.		x		X		
	Activity Cost 6.6.5				$45.000		$90.000		$135.000

Purpose	Result	Activity	Indicator	Timeframe					Total Cost
				2020	2021	2022	2023		
		6.6.6	Program annual activities to enhance in-service training capacity at the municipal, cluster and school management levels.	In sevice training activities implemented at school management levels		x	x	X	
		Activity Cost 6.6.6			$80.000	$120.000	$120.000		$320.000
		6.6.7	Ensure access to online/digital learning opportunities and a database of teaching and learning material in all municipalities	Digital learning courses and digital library available in all municipalities.	x	x	x	x	
		Activity Cost 6.6.7		$35.000	$35.000	$45.000	$45.000		$160.000
		6.6.8	Formalize and incentivize participation in teacher working and learning groups in all municipalities.	Learning and working groups organized and active.	x	x	x	x	
		Activity Cost 6.6.8		$20.000	$20.000	$20.000	$20.000		$80.000
		6.6.9	Identify opportunities for mentoring/co-teaching initiatives in all municipalities.	Study of opportunities for mentoring strategy completed	x				
		Activity Cost 6.6.9		$35.000					$35.000

| Purpose | Result | Activity | Indicator | Timeframe | | | | Total Cost |
				2020	2021	2022	2023	
		6.6.10 Identify opportunities for training by various service providers that are available to teachers throughout the country.	Study of training sevice opportunities completed and communicated to all municipalities.	x				
		Activity Cost 6.6.10		$25.000				$25.000
		6.6.11 Ensure initial in-service mentoring for new university graduates and other new teachers.	Mentoring program for new teachers implemented		x	x	x	
		Activity Cost 6.6.11			$30.000	$30.000	$30.000	$90.000
		6.6.12 Ensure that teachers from rural schools have equal opportunity and access to training programs without the need to abandon classes.	Percentage of training program activities that require teachers to miss class.	10%	0%	0%	0%	
		Activity Cost 6.6.12		$40.000	$40.000	$40.000		$160.000
		Result Cost 6.6		$233.000	$362.000	$394.000	$489.000	$1.478.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	6.7 Ensure INFORDEPE provides effective support for local professional development activities outside class hours during the school year and provides pertinent presential training throughout the country during school holidays, focusing on priority needs for ESP implementation at each school level.	6.7.1 Complete the diagnostic and reform of INFORDEPE, focusing on developing the institute's capacity to stimulate, support and oversee in-service professional development activities at the municipal, cluster and school level.	Diagnosis completed	x				
			Consistent reform program adopted		x			
		Activity Cost 6.7.1		$60.000				$60.000
		6.7.2 Conclude training activities that require teachers to be absent from class on school days.	% of of training activities that require teachers to be absent from class on school days.		0%	0%	0%	
		Activity Cost 6.7.2		$-	$-	$-	$-	$-
		6.7.3 Provide targeted training on foundational literacy and numeracy for first cycle basic education teachers, including bridging from first language to Tetum, and the use of extra support to at-risk students.	# of municipalities with ALMA project in all schools	1	4	9	13	
				$20.000	$80.000	$180.000	$260.000	$540.000
			# of first cycle teachers who receive training in bridging from mother tongue to Tetum	3500	2000	4500	6500	
				$1.150.000	$500.000	$1.350.000		$3.000.000
			# of learning assistants trained to support classrooms where many children are stunted and EGRA results are particularly low	TBD	TBD	TBD	TBD	
								$-
			# of first cycle teachers who receive training in the use of extra support for at-risk students	3500			6500	
				$950.000			$1.200.000	$2.150.000
		Activity Cost 6.7.3		$2.120.000	$580.000	$1.530.000	$1.460.000	$5.690.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	6.7.4	Special support and training for rural teachers teaching multigrade classes, including the provision of special curriculum guides, training and mentoring.	Substantial improvement in EGRA testing results	X	X	X	X	
				$20.000	$20.000	$20.000	$20.000	$80.000
			Manual for multigrade class management training developed and in use	X	X	X	X	
				$27.500	$15.000	$15.000	$15.000	$72.500
			% of multigrade teachers provided with special curriculum guides	X	X	X	X	
				$78.000	$12.000	$18.000	$18.000	$126.000
			% of multigrade teachers provided with special training	X	X	X	X	
				$53.600	$12.000	$23.600	$23.600	$112.800
		Activity Cost 6.7.4		$179.100	$59.000	$76.600	$76.600	$391.300
	6.7.5	Provide training on how best to implement the new 3rd cycle curriculum.	% of 3rd cycle teachers trained for implementation of the new 3rd cycle curriculum.	10%	20%	30%	50%	
				$30.000	$60.000	$90.000	$150.000	$330.000
		Activity Cost 6.7.5		$30.000	$60.000	$90.000	$150.000	$330.000
	6.7.6	Provide training to ensure child centered pedagogy enables differentiation, includes all learners, tracks individual student learning, and leaves no child behind.	% of school coordinators trained in use of tools to identify children with special needs	33%	66%	100%		
				$18.000	$36.000	$58.000		$112.000
			% of teachers trained to identify children with special needs	3%	5%	6%	9%	
				$5.237	$8.447	$9.900	$15.204,75	$38.789
			# of municipalities with partnerships to provide training and support in inclusivity for teachers	X	X	X	X	
				$133.000	$145.000	$23.571		$301.571
		Activity Cost 6.7.6		$156.237	$189.447	$91.471	$15.205	$452.360

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	6.7.7	Provide training on effective non-violent discipline and classroom management methods.	Module included in pedagogy training to enable teachers to identify signs of child abuse and of trauma/mental health issues, with basic information on what to do as first responders	X 165000	X $112.000			$277.000
			Training unit developed on non-violent discipline and classroom management methods, restorative justice, and partnerships with local authorities, MSS and PNTL	X 134500	X $92.000			$226.500
		Activity Cost 6.7.7		$299.500	$204.000	$-	$-	$503.500
		Result Cost 6.7		$2.844.837	$1.092.447	$1.788.071	$1.701.805	$7.427.160

| Purpose | Result | Activity | Indicator | Timeframe | | | | Total Cost |
				2020	2021	2022	2023	
	6.8 Initiatives adopted to make the teaching profession more valued and attractive.	6.8.1	Review and determine the measures needed to establish: • awards for best teachers, • media campaigns about teaching success stories, • improved salary compensation for good evaluations, • opportunities for further academic education, • public recognition of effective teacher working and learning groups, • facilitation of local accommodation for teachers in remote locations, • medical support for members of the teaching profession, • other measures that could make the teaching profession more valued and attractive.	To guarantee an adequate allocation of funds to promote and stimulate teacher participation in activities that improve the quality of teaching	X	X	X	X	
		Activity Cost 6.8.1		$138.000	$50.000	$138.000	$150.000	$476.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		6.8.2 Incorporate the establishment of as many measures as possible in the successive Annual Action Plans.	Strategy prepared for incorporating different measures AAPs	x				
		Activity Cost 6.8.2		$45.000				$45.000
		Result Cost 6.2		$183.000	$50.000	$138.000	$150.000	$521.000
	6.9 A revised teacher competency framework.	6.9.1 Complete the revision of the teacher competency framework.	Teacher competency framework updated.	x	X		X	
		Activity Cost 6.9.1		$46.700	$57.800		$36.796	$141.296
		6.9.2 Ensure a focus on capacities for learner-centered pedagogy that enables differentiation, includes all learners, tracks individual student learning, and leaves no child behind.	Strategy developed to ensure equality of learning opportunities to all students.	x	x			
		Activity Cost 6.9.2		$65.000	$50.000			$115.000
		6.9.3 Ensure a focus on capacity for proper use of the Tetum language	Strategy developed to ensure adequate use of Tetum	x	x			
		Activity Cost 6.9.3		$150.000	$50.000			$200.000
		Result Cost 6.9		$261.700	$157.800	$-	$36.796	$456.296

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	6.10 Develop Teacher licensing standards deeloped and teachers required to have competency certification relevant to their level of the school system and periodic competency evaluation in order to maintain licensing.	6.10.1 Establish a working group with representation of national directorates of human resources, pre-school, basic education, secondary education, and INFORDEPE to develop a proposal for teacher licensing standards appropriate to learner-centered pedagogy, as well as procedures for their application..	Proposal prepared teacher licensing standards and process.	X	X	X		
		Activity Cost 6.10.1		$45.000	$37.500			$82.500
		6.10.2 Consult the proposal with municipal directorates and teacher organizations.	Workshops to share the teacher licensing proposal	X	X		X	
		Activity Cost 6.10.2		$34.700	$35.560		$123.000	$193.260
		6.10.3 Adopt the licensing standards for each level of the school system, ensuring periodic competency evaluation is required in order to maintain licensing.	Strategy for periodic competency evaluation developed, implemented and evaluated.	X	X	X	X	
		Activity Cost 6.10.3		$34.500	$75.000	$20.000	$108.000	$237.500
		Result Cost 6.10		$114.200	$148.060	$20.000	$231.000	$513.260

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
6.11 A national system for monitoring teaching performance and identifying competences and in-service training needs of teachers		6.11.1 Establish an inter-directorate classroom observation task group.	Task group established with preschool, basic and secondary national staff and development partner technical assistance.	X	X	X	X	
		Activity Cost 6.11.1		$42.000	$85.000	$23.000	$45.000	$195.000
		6.11.2 Review internationally validated classroom observation tools and the national experience of pre-school and basic education classroom observation.	Classroom observation tools selected for translation to Tetum and validation in pre-school, basic and secondary classrooms.	X	X			
		Activity Cost 6.11.2		$66.000	$66.000			$132.000
		6.11.3 Incorporate classroom observation into management training for municipal directorate and superintendence staff as well as school principals and other school cabinet members.	Classroom observation training provided to appropriate municipal and school staff.	X	X			
		Activity Cost 6.11.3		$75.000	$65.000			$140.000
		6.11.4 Design, initiate and periodically review a national classroom observation and reporting system.	System designed and initiated	X		X	X	
		Activity Cost 6.11.4		$75.000	$-	$100.000	$144.438	$319.438

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
		6.11.5 Ensure evaluation of teaching competencies and classroom performance nationwide.	Teacher competencies evaluation processes implemented	X	X	X	X	
		Activity Cost 6.11.4		$130.000	$50.000		$350.000	$530.000
		Result Cost 6.11		$388.000	$266.000	$123.000	$539.438	$1.316.438
	6.12 An integrated registry of teachers with their work locations, academic qualifications, supervisors, in-service training, and classroom performance evaluations.	6.12.1 Establish a joint EMIS-INFORDEPE-HR task force to consolidate an integrated public school teacher registry.	Task force established	X				
		Activity Cost 6.12.1		$5.000	$-	$-	$-	$5.000
		6.12.2 Revise instruments used by HR, national and municipal directorates, EMIS, INFORDEPE and all pertinent development partner programs (HANDS, ALMA, Peace Corps, World Bank, UNICEF) to register teachers as well as their qualifications, work assignments, and supervisors; their participation in training, monitoring, and coaching activities; and their performance evaluations.	Focal points identified for all potential sources of information	X			X	
				$55.000	$-	$-	$-	$55.000
			Information instruments gathered and reviewed	X			X	
				$55.000	$-	$-	$-	$55.000
			Information instruments revised to ensure compatibility		X		X	
				$43.000	$23.000	$-	$-	$66.000
		Activity Cost 6.12.2		$153.000	$23.000	$-	$-	$176.000

Purpose	Result	Activity	Indicator	Timeframe				Total Cost
				2020	2021	2022	2023	
	6.12.3	Design and implement a personnel management training program for all national and municipal directors, focused on ensuring participation by all teachers in ongoing professional development and regular certification of classroom competencies.	Personnel managment training program designed for national and municipal directors.	X	X	X	X	
				456000	$435.000		$835.000	$1.726.000
			% of national directors with responsibility for teachers trained in managment to ensure participation of teachers in ingoing profesional development and regular certification of classroom competencies.			100%		
						$350.000		$350.000
			# of municipal education directors trained in managment to ensure participation of teachers in ingoing profesional development and regular certification of classroom competencies.			13		
						$153.000		$153.000
		Activity Cost 6.12.3		$456.000	$435.000	$503.000	$835.000	$2.229.000
		Result Cost 6.12		$614.000	$458.000	$503.000	$835.000	$2.410.000
		TOTAL COST COMPONENT 6 TEACHING QUALITY		$6.653.767	$4.113.053	$3.381.421	$4.549.579	$18.697.820

Component 7. Higher Education

Goal	Issues	Strategies	2022	2021	2022	2023	Total
7. Establishment of a comprehensive, integrated system of higher education that: (i) is regulated by rigorous quality standards for the operation of public and private institutions; (ii) provides relevant technical and university education and (iii) develops solid links and partnerships with the private sector."	7.1 Need to solidify the legal and policy foundation for the higher education	7.1.1 Review the Base Law for Education	100%				
		Strategy Cost	$102.000				$102.000
		7.1.2 Reformulate the National System of Qualifications and review the Minimum Curriculum Standards	80%	20%			
		Strategy Cost	$46.890	$35.600			$82.490
		7.1.3 Establish mechanisms for communication between different diploma and degree programs		40	40	40	
		Strategy Cost		$6.000	$6.209	$6.000	$18.209
		7.1.4 Activate the Council of Rectors	100%	100%	100%	100%	
		Strategy Cost	$222.460	$222.460	$228.160	$222.460	$895.540
		Total cost for issue 7.1	$371.350	$264.060	$234.369	$228.460	$1.098.239
	7.2 Ongoing demand fed by lack of employment for secondary school graduates	7.2.1 Study the creation of a "year zero" to strengthen language skills and serve as a reinforcement of basic scientific knowledge.	100%				
		Strategy Cost	$1.123.550				$1.123.550
		7.2.2 Examine alternatives for expanded national facilities, including the plans developed for a branch of the UNTL in Hera and the current proposal to create a University City in the Municipality of Aileu.	100%				
		Strategy Cost	$840.000				$840.000
		Total cost for issue 7.2	$1.963.550	$-	$-	$-	$1.963.550

Goal	Issues	Strategies	2020	2021	2022	2023	Total
	7.3 Need to apply the national official language policy while retaining capacities in Bahasa and English.	7.3.1 Ensure the quality and relevance of the National Institute of Linguistics, and further resources for the strengthening of the official Tetum language and other national languages, including participation of top national academic expertise in the New Tetum Institute.	100%	100%	100%	100%	$980.000
		Strategy Cost	$245.000	$245.000	$245.000	$245.000	$980.000
		7.3.2 Ensure the effective use of official languages as the primary languages of training and education across all higher education institutions, as well as improve the teaching of other relevant languages (English, Indonesian, etc.) according to each degree's needs.	60	60	60	60	$935.600
		Strategy Cost	$233.900	$233.900	$233.900	$233.900	$935.600
		Total cost for issue 7.3	$478.900	$478.900	$478.900	$478.900	$1.915.600
	7.4 Need to strengthen technical education through expansion in strategic areas for the national economy.	7.4.1 Support the establishment of the Higher Polytechnic Institute of Hospitality and Tourism, Lospalos, and the Manatuto Academy of Fisheries and Marine Studies.	100%				$295.900
		Strategy Cost	$295.900				
		7.4.2 Improve the infrastructure, management and teaching conditions at the Polytechnic Institute of Betano.	100%				$1.480.365
		Strategy Cost	$1.480.365				
		7.4.3 Develop mechanisms to strengthen the link between Technical-Vocational Secondary Education and Technical Higher Education, as well as training offered through SEPFOPE.	100%	100%	100%		$3.405.100
		Strategy Cost	$1.134.300	$1.135.400	$1.135.400		$3.405.100
		Total cost for issue 7.4	$2.910.565	$1.135.400	$1.135.400	$-	$5.181.365

Goal	Issues	Strategies	2022	2021	2022	2023	Total
	7.5 Need for sector-wide coordination and leadership in teacher training	7.5.1 Continue to strengthen the quality of teaching at Timor Lorosa'e National University, including the training of new teachers in the Faculty of Education, Arts and Humanities.	500	500	500	500	
		Strategy Cost	$83.500	$83.500	$83.500	$83.500	$334.000
		7.5.2 Prepare a national project proposal for a Centre of Excellence to revitalize pre-service teacher training for all components of the national education system, as well as education research.	100%		100%		
		Strategy Cost	$240.000		$240.000		$480.000
		Total cost for issue 7.5	$323.500	$83.500	$323.500	$83.500	$814.000
	7.6 Need for a specific strategic plan for the sub-sector and for the Ministry of Higher Education.	7.6.1 Promote the link between accredited higher education institutions, public and private, with qualified national companies with the objective of ensuring alignment between educational offerings and market needs.	100%	35%		50%	
		Strategy Cost	$845.420	$267.759		$381.779	$1.494.958
		7.6.2 Conduct a study to evaluate the possibility of a Student Loans Fund, with the aim of promoting greater equity and gender equality in access to higher education to students from all over the country.	100%				
		Strategy Cost	$53.600				$53.600
		7.6.3 Continue strengthening the scholarship program through the Human Capital Development Fund (FDCH), ensuring that it responds to the country's strategic areas for development and guarantees access based on merit and specific social programs.	365	849	1165	1329	
		Strategy Cost	$365.000	$849.000	$1.166.515	$1.329.000	$3.709.515
		Total cost for issue 7.6	$1.264.020	$1.116.759	$1.166.515	$1.710.779	$5.258.073
		TOTAL COST COMPONENT 7 HIGHER EDUCATION	$7.311.885	$3.078.619	$3.338.684	$2.501.639	$16.230.827

Component 8. Recurrent Education and Lifelong Learning

Goal	Expected result	Activities	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
8.1 Eradicate 60% of illiteracy (based on Census 2015 data) in the population over the age of 15 and continue the National Equivalence Program to allow accelerated completion of basic education for all graduates of literacy programs and other adults.	8.1.1 A municipally specific national strategy for recurrent education.	8.1.1.1 Identify number of basic education dropouts in each municipality since 2012.	Dropouts identified	13	13	13	13	
		Activity Cost 8.1.1.1		$140.000	$140.000	$140.000	$140.000	$560.000
		8.1.1.2 Identify communities with a high percentage of population over 15 years of age without basic education	Communities with high proportion of population over 15 years without basic education identified	13	13	13	13	
		Activity Cost 8.1.1.2		$140.000	$140.000	$140.000	$140.000	$560.000
		8.1.1.3 In each municipality, work with local NGOs and other groups to determine linkages between community goals and educational needs and choose appropriate delivery methods for literacy and basic education equivalency	Linkages with NGO's to supply education needs identified.	13	13	13	13	
		Activity Cost 8.1.1.3		$45.000	$45.000	$45.000	$45.000	$180.000
		Result Cost 8.1.1		$325.000	$325.000	$325.000	$325.000	$1.300.000
	8.1.2 Municipal recurrent education strategies implemented with national coordination.	8.1.2.1 Establish municipal recurrent education teams to implement municipal strategies with participation of non-governmental and community organizations and community learning centres	Municipal recurrent education teams at municipal level organized	13	13	13	13	
		Activity Cost 8.1.2.1		$130.000	$130.000	$130.000	$130.000	$520.000

Goal	Expected result	Activities	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
		8.1.2.2 Establish a national coordination team with representation from municipalities	National coordination team established.	1	1	1	1	
		Activity Cost 8.1.2.2		$29.640	$23.000	$23.000	$23.000	$98.640
		8.1.2.3 Organize intermunicipal interchanges to compare methods and analyze results	Comparative studies elaborated.	13	13	13	13	
		Activity Cost 8.1.2.3		$58.500	$58.500	$58.500	$58.500	$234.000
		Result Cost 8.1.2		$218.140	$211.500	$211.500	$211.500	$852.640
	8.1.3 Municipal strategies for literacy supported with learning materials and monitoring.	8.1.3.1 Review "Hakat ba Oin e Iha Dalan" materials, reprint teacher and student manuals and updated learning materials	Learning materials reviewed and elaborated	2700	2700			
		Activity Cost 8.1.3.1		$345.000	$300.000			$645.000
		8.1.3.2 Identify or develop and print alternative teaching and learning resources (audio-visual materials, e-learning, ICT materials, self-directed learning modules, facilitation guides, etc.) for distance education delivery of literacy and basic education equivalency	Learning materials elaborated.	X	X	X	X	
		Activity Cost 8.1.3.2		$250.000	$250.000	$250.000	$250.000	$1.000.000
		8.1.3.3 Train literacy tutors in use of print and ICT resources	Tutors trained.	13	13	13	13	
		Activity Cost 8.1.3.3		$45.000	$45.000	$45.000	$45.000	$180.000

Goal	Expected result	Activities	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
		8.1.3.4 Monitor literacy classes and distance tutoring activities	Totoring activities monitored	13	13	13	13	
		Activity Cost 8.1.3.4		$93.600	$93.600	$93.600	$93.600	$374.400
		Result Cost 8.1.3		$733.600	$688.600	$388.600	$388.600	$2.199.400
	8.1.4 Increased participation of rural women in recurrent education programs through link with preschool and basic education.	8.1.4.1 Encourage dialogue among rural preschools, rural basic education schools, and municipal recurrent education teams to arrange learning opportunities for rural women and other family members who are illiterate and/or lack basic education.	Strategy to guarantee equal study opportunities for rural woman	13	13	13	13	
		Activity Cost 8.1.4.1		$22.860	$2.860	$2.860	$2.860	$31.440
		8.1.4.2 Develop braille, audio-materials, and sign language training programs to support municipal recurrent education programs that target people with special needs.	Learning material for people with special needs elaborated.	13	13	13	13	
		Activity Cost 8.1.4.2		$32.860	$32.860	$32.860	$32.860	$131.440
		Result Cost 8.1.4		$55.720	$35.720	$35.720	$35.720	$162.880
	8.1.5 Recurrent education teachers trained and hired as civil servants	8.1.5.1 Develop and implement an in-service training program for recurrent education teachers, with performance standards, monitoring and certification.	In service training programme designed, implemented and evaluated	390		390		
		Activity Cost 8.1.5.1		$22.130		$22.340		$44.470

Goal	Expected result	Activities	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
		8.1.5.2 Support the establishment of professionally certified recurrent education leadership teams in municipal education directorates	Municipal leaders certified in recurrent education.			13		
		Activity Cost 8.1.5.2				$19.500		$19.500
		Result Cost 8.1.5		$22.130	$-	$41.840	$-	$63.970
	8.1.6 National Equivalence Program strengthened and graduates mainstreamed into the Formal Education System.	8.1.6.1 Identify and build a common core curriculum and compatible examination specifications between the National Equivalence Program and formal Basic Education.	Curriculum common core developed and implemented			100%		
		Activity Cost 8.1.6.1				$33.994		$33.994
		8.1.6.2 Revise and reprint the Equivalence Program Manual	Equivalence programm Manual reprinted			100		
		Activity Cost 8.1.6.2				$1.110		$1.110
		8.1.6.3 Develop a methodology for accreditation of skills and knowledge acquired through non-formal experiential learning.	Methodology for accreditation developed and implemented	2	2	5	4	
		Activity Cost 8.1.6.3		$109.547	$20.887	$60.000	$80.000	$270.434
		8.1.6.4 Support implementation of Equivalence Program in all three cycles of Basic Education	Programmes implemented	13	13	13	13	
		Activity Cost 8.1.6.4		$19.508	$19.427	$31.962	$7.033	$77.930

Goal	Expected result	Activities	Indicator	Timeframe 2020	2021	2022	2023	Total Cost
		8.1.6.5 Provide management training for CLC members and municipal education directorate recurrent education leadership teams.	Management training programme elaborated, implemented an evaluated.				13	
		Activity Cost 8.1.6.5					$58.499	$58.499
		8.1.6.6 Develop implementation strategies for the expansion of the Equivalence program to secondary education for adult students	Equivalence programa implemented		1585	425	4000	
		Activity Cost 8.1.6.6			$47.050	$12.967	$119.700	$179.717
		8.1.6.7 Facilitate the entrance of graduates of recurrent education into technical-vocational training opportunities and formal secondary education.	Promoted student from recurrent education access to tecnical vocational and formal secondary education.	26	1559	2772	1643	
		Activity Cost 8.1.6.7		$780	$46.770	$63.160	$49.290	$160.000
		Result Cost 8.1.6		$129.835	$134.134	$203.193	$314.522	$781.684
		Total Cost Goal 8.1		$1.484.425	$1.394.954	$1.205.853	$1.275.342	$5.360.574

Goal	Expected result		Activities	Indicator	Timeframe					Total Cost
					2020	2021	2022	2023		
8.2 Gradual ongoing development of accessible opportunities for lifelong learning by citizens of all ages.	8.2.1 Expand the coverage and scope of Community Learning Centres with occupational and entrepreneurial skills development activities.	8.2.1.1	Implement a capacity building programme for the National Directorate for Recurrent Education.	National Directorate for Recurrent Education strengthened	X	X				
		Activity Cost 8.2.1.1			$560.000	$100.000				$660.000
		8.2.1.2	Analyse results of municipal strategies with CLCs that implement the life skills program to promote critical thinking and citizenship and respond to community needs.	Research programme to identify results of municipal strategies in the implementation of life skill programmes.	X	X				
		Activity Cost 8.2.1.2			$150.000	$100.000				$250.000
		8.2.1.3	Initiate dialogue with SEPFOPE, INDMO and PNDS about certification of skill learning opportunities related to local economic and community development needs.	Coordination with SEPFOPE, INDMO and PNDS established	X	X	X	X		
		Activity Cost 8.2.1.3			$65.000	$65.000	$65.000	$65.000		$260.000
		8.2.1.4	Support the inclusion of occupational and entrepreneurial skills development activities in CLC programming and municipal lifelong learning strategies.	Strategy to incentivate entrepreneurial skills devoloped and implemented.	X	X	X	X		
		Activity Cost 8.2.1.4			$180.000	$180.000	$180.000	$180.000		$720.000
		Result Cost 8.2.1			$955.000	$445.000	$245.000	$245.000		$1.890.000

Goal	Expected result	Activities		Indicator	Timeframe					Total Cost
					2020	2021	2022	2023		
	8.2.2. Ensure implementation, analysis and interchange about non-formal learning opportunities included in municipal recurrent education plans.	8.2.2.1	Organize and facilitate inter-municipal exchanges for analysis of the design, implementation and results of locally-determined learning opportunities in CLC programming and municipal lifelong learning strategies	Inter Municipal meeting organized and implemented.	6	6	6	6		
		Activity Cost 8.2.2.1			$120.000	$120.000	$120.000	$120.000		$480.000
		Result Cost 8.2.2			$120.000	$120.000	$120.000	$120.000		$480.000
	Total Cost Goal 8.2				$1.075.000	$565.000	$365.000	$365.000		$2.370.000
TOTAL COST COMPONENT 8 RECURRENT EDUCATION					2.559.425	1.959.954	1.570.853	1.640.342		7.730.574

Annex 3. Participants in the Education Sector Planning Process

A.3.1.   National Thematic Working Groups

Working Group	Name	Institution	Name	Institution
Preschool Education	Cidalio Leite	MOE	Afonso Soares	DNPPMA, MOE
	Alfredo de Araujo	MOE	Ostarlino da costa	DNPC
	Betty Fatima	Ba futuru	Elsa Magno	DNPPMA, MOE
	Abelina da costa	MOE	Marianne Viatour	WB
	Jose Mesquita	MEJD	Andrew Blackwell	WB
	Richard Hellyer	HANDS	Fatima Abdad	WB
	Jose de Jesus	CSEP	Joana Camoes	WVTL
	Justino Martins	MEJD	Maria da Silva	CFTL
	Caetano Oliveira	DNPPMA, MOE	Cesaltino Leite	MOE
	Adelaide Camoes	WB	Cesaltina	MOE
	Agustino Leao de Vianna		Jose Mesquita	Unicef
	Ivone Dikson G. Ximenes	Fundacao Alola	Sanjay Jamasth	Unicef
	Maria Imaculda Conceicao	Care Internat.	Paulino Gomes	EMIS DNPPMA-MOE
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	Julia da Costa	Catalpa	Joaozinho Noronha	ChildFund
	Kara Chesal	Catalpa	Santina da cruz	Hatutan
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	Teodisio Ximenes	PHD	Sandra Gusmao	UNICEF
	Alfonso de Araujo	MOE	Vicente T. Lopes	UNICEF
	Elsa Magno	MOE	Dionisio Sarmento	DFAT
	Antonino da Silva	MOE	Manuel M. Atoc	INFORDEPE
	Jonas Pereira		Marito Vicente	MOE
	Clementino Costa	TLCE	Marcelino Martins	Care Int
	Batrlao da Costa	DNPE	Paul M Pinto	Care Int
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			Debby Katzman	MOE

Working Group	Name	Institution	Name	Institution
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	Regina Amaral	UAC -GMEJD	Ivo R.z. Soares	UCN
	Raul Vicente	Infordepe	Elsa Magno	DNPPMA
	Manuel Ferreira	Infordepe	Afonso Soares	DNPPMA
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	Alfredo de Araujo	DPPC MEJD	Cristina Faustino	Emb. Portugal
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Working Group	Name	Institution	Name	Institution
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	Alvaro Ribeiro	PNDS	Elsa Magno Verdial	DPPMA - MOE
	Marcio J.M.F. Lihite	PNDS	Candido dos Santos	Technico -DNE
	Elias Sarmento	SF Specialist CARE	Sandra Gusmao	UNICEF
	Ens Chris Wetzel	US Navy Seabees	Antonio Moreira	Child Fund
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	Ostarlino da Costa	Staff DNPC	Fatima Abdad	STC WB

Working Group	Name	Institution	Name	Institution
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	Richard Hellyer	HANDS	Sonia Maria	UAC
	Lucia de Araujo	HANDS	Justino Marlin	Assesor
	Antonina Marques	PHD-ALMA	Jose Monteiro	MOE
	Francelino X	CATALPA	Afonso de Amaral	MOE
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	Jose Monteiro	TLCE	Noemia N.F. Da Cruz	INFORDEPE
	Antonio Moreira	Child Fund	Nuhar M. dos Santos	INFORDEPE
	Elsa Magno	MOE	Agustino Soares	INFORDEPE
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	Marito Vicente da Costa	MOE	Teresinha Araujo C.G	MOE
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	Dionisio Sarmento	DFAT	Peter Grimes	PHD
	Tomas Pereira	MOE	Antonio de Jesus	DNPPMA, MEJD
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A.3.2   Youth for Parliament Discussion Group

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Antonio de Jesus	DNPPMA-MOE	Sandra Gusmao	UNICEF
Rivania maria Ximenes	TLFP	Adelaide Camoes	WB
Lobitos de J. Alves	TLFP	Fatima Abdad	WB

A.3.3 Municipal Working Groups

Lists of participants available separately from the World Bank.

Annex 4. Report on the Municipal Workshops to discuss local achievements and issues

Tetum version available separately from the World Bank.