



Timor-Leste Population and Housing Census 2010

Analytical Report on Education

Volume 9



Timor-Leste 2010 Population and Housing Census

Series of Analytical Reports

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2010 Timor-Leste Population and Housing Census

Education Monograph

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National Statistics Directorate (NSD)
United Nations Population Fund (UNFPA)

Foreword

The 2010 Timor-Leste Population and Housing Census with the theme “**Our Census, Our Future: Be part of it**” was conducted in July 2010 on a *de facto* basis by the National Statistics Directorate. The 2010 census is the second after the one conducted in 2004 (post independent Timor-Leste) and fourth after the 1980 and 1990, both taken under the Indonesian forced occupation. This census was undertaken within the provision of the Statistics Decree Law No. 17/2003 and the 2010 Population and Housing Census Law of April 2010.

The main objective of the census was to collect, analyze and effectively disseminate demographic and socio-economic information required for policy and programme formulation, decision making in planning and administrative processes, and research. The census preliminary results were published in Volume 1 and launched by His Excellency the President of the Republic of Timor-Leste in October 2010. The main results were published in Volumes 2, 3 and 4 and launched by the Vice-Prime Minister in July 2011. After that an ambitious “Sensus Fo Fila Fali” project was undertaken by the MDG Secretariat (Ministry of Finance) in partnership with the Census Project

were launched by the Prime Minister in November 2011, followed by a series of nationwide dissemination workshops held at national, district level and in each of the 442 sucos.

This fourth phase comprises of twelve analytical reports covering census thematic topics: Fertility and Nuptiality, Mortality, Migration and Urbanization, Population Projections, Education, Labour Force, Housing, Disability, Agriculture, Gender, Youth and the Atlas. The preparation of these reports was a collaborative effort between the Government of Timor-Leste and United Nations Population Fund (UNFPA); it involved local and international experts. The reports were authored under the supervision and guidance of the Chief Technical Adviser from UNFPA. The authors were recruited on competitive basis, ensuring that they had adequate knowledge of the topic they were to analyse.

The Government of Timor-Leste wishes to extend its sincere gratitude and thanks to UNFPA for gratitude is extended to the authors of the analytical reports, the Director of NSD and his team, the Chief Technical Adviser – Census Project, technical staff for their commitment and tireless efforts to successfully undertake the thematic analysis exercise.

Last but not least, all Timorese deserve special praise for their patience and willingness to provide the requisite information which forms the basis of these reports and hence benchmark information for development. We in the Ministry of Finance and Government as a whole hope that the data contained in these twelve monographs will be fully utilized in national development planning process by all stakeholders for the welfare of the Timorese people.



Ms. Emilia Pires,
Minister of Finance

The Democratic Republic of Timor-Leste (RDTL)

EXECUTIVE SUMMARY

The 2010 population census collected information about current students as well as the education attainment of the Timorese population. It also attempts to measure literacy levels in each of the four main languages: Tetun, Bahasa-Indonesia, Portuguese and English.

In 2010, over 340,000 Timorese or 38 percent of the population were students. Half of all the students (61.7 %) were at primary or pre-primary school.

Under Timorese law, basic education is compulsory. This includes primary and pre-secondary education. Three quarters of all students are at the compulsory levels, but not all Timorese children in the relevant age group are attending school (see significant findings below). 14.2 percent of students are at secondary school with 5.1percent at polytechnic/diploma or university level.

In terms of the highest education level completed, more than one third of people aged six and above have never been to school. Education levels are clearly improving in the country but there is a long way to go before universal basic education can be achieved and significant efforts are needed to increase rates of secondary and tertiary attendance. Improving education is vital to ensure that the potential of the Timorese population is fully utilized in future.

Primary education supports children at a critical time in their physical, emotional, social and intellectual growth. More broadly, education is a key tool for development, and an invaluable means of addressing structural inequality and disadvantage.

Primary education provides children with life skills that enable them to prosper later in life. It equips children with the skills to maintain a healthy and productive existence, to grow into resourceful and socially active adults, and to make cultural and political contributions to their communities.

Education also transmits more abstract qualities such as critical thinking skills, healthy living, resilience, and self-confidence.

An educated adult population is vital for strong economic development. It also lays the foundations for greater overall economic productivity, and the full use of new technologies for development. A system of compulsory schooling helps fight child labour.

In addition, the education of women may also address entrenched cultural views about traditional female roles as they are empowered and equipped with skills which enable them to make a full contribution to their communities.

In Timor-leste, youth literacy (aged 15-24) is significantly higher (79.1%) than adult literacy (57.8 %) – an encouraging sign that education outcomes are improving. Nevertheless, adult literacy is low and, given that the census used a simple self-assessment technique, in reality it is likely to be even lower.

Some of the significant key findings on education from the 2010 population census are:

Current students

- Many students, particularly at pre-secondary and secondary levels, are older than the official age group for their year.
- Only 31 percent of children aged five years were attending pre-primary school. Attendance rates were particularly low in Oecussi, which had less than one in five pre-primary age children in school.
- There are more males than females at all levels of education with the gender gap being widest for tertiary students, where almost 60 percent are male.
- More than one third (34 %) of children attending pre-primary school are aged 6 or older.
- More than 188,000 students, or almost 22 percent of the total population, were attending primary school at the time of the census.
- Less than three quarters of children aged 6-11 years (71%) are currently in primary school, although some children in this age group are in pre-primary school.
- Attendance at primary school is almost equal for boys and girls.
- One third of current primary school students are older than the official primary school age of 6-11 years, with 34 percent of primary students aged between 13 and 22 years.
- There are more than 59,000 students at pre-secondary school with over two thirds of them either above or below the official age of 12-14 years.
- Over half (52 %) of the 48,500 secondary school students were male and unlike earlier levels of schooling, the majority are attending school in urban rather than rural areas.
- Most secondary school students (76 %) are aged 18 years or older.
- 77 percent of children aged 15-17 years are still attending some level of schooling.
- Less than 1 percent of current students have some form of disability. Problems with walking and hearing are the most common forms of disability for these students.
- Children with a disability are less likely to have ever attended school. More than a third (34 %) of children aged 6-14 with a disability have never attended school, compared to 20 percent of all children in this age group.
- Most adolescent mothers (aged 15-19) have left school or have never attended school.
- There are more than 8,300 working children (aged 10-14) in Timor-Leste. Two thirds (65 %) of these children are missing out on a basic education by not attending school.

Education level of population

- More than one third (34 %) of people aged six and above have never been to school. The proportion of people with no schooling increases with age. Of those aged 60 and above, 81 percent of men and 91 percent of women have never been to school.
- There has been a significant improvement in school attendance between 2004 and 2010. Almost two thirds (63 %) of children aged 6-9 were not attending school at the time of the 2004 census. By 2010, this figure had dropped to 27 percent.
- Less than half (47 %) of the total population aged 15 years and above have at least completed primary school – over 72 percent of people in urban areas having done so compared to about one third (35 %) in rural areas.
- Only 25 percent of Timorese have completed secondary school – 49 percent in urban areas and 14 percent in rural areas.
- Completion of pre-secondary/secondary school has increased significantly since the time of the 2004 census. Completion rates for girls have increased from 11 percent in 2004 to 25 percent in 2010. More boys are also completing their pre-secondary/secondary education, up from 17 percent in 2004 to 28 percent in 2010.
- Less than one in ten youths aged 18-23 were studying at tertiary level at the time of the census. Almost half (44 %) of tertiary students are aged 25 and above.
- A total of 6,181 people have completed some polytechnic/diploma studies. The majority of these are male (62 %) and most are residing in urban centres (60 %).
- There are 25,299 Timorese who have completed some undergraduate university studies and about 4,290 have a Masters Degree qualification or above. Of those who have studied at university, 62 percent are male and 38 percent are female.

Literacy and language

- Tetun is the most commonly spoken language with 84.9 percent of the population aged 5 and above able to speak it. Bahasa Indonesian is the second most widely spoken by 44.2 percent of the population. Almost 30 percent of the population aged 5 and above speak Portuguese and 15 percent speak English.
- Since the 2004 census, literacy of the population aged 10 and above has increased in all the main languages except Bahasa Indonesia, which declined slightly. The most marked improvement in literacy were in Tetun and Portuguese languages, which both increased by 12 percent.
- Adult literacy – the ability to speak, read and write a simple sentence in any one language Tetun, Indonesian, Portuguese or English - is 63.1 percent for men aged 15 years and above and 52.5 percent for women. Literacy is much higher amongst youth, at 80 percent, for males aged 15-24 years and 78.1 percent for females.
- Adult literacy rates are higher for males than females in every district. The situation is similar for youth literacy, although the gap is quite narrow, with females being ahead of males in Manufahi district.

- Literacy levels have improved markedly between 2004 and 2010. The proportion of people aged 10-14 that are literate has increased from just over half in 2004 (51.3 percent) to more than two thirds in 2010 (68.9 %).

Education and work

- Over half (54.3 %) of the working population has obtained at least primary school education.
- For one out of every five workers, primary school was their highest level of education, and over 40 percent of workers had not received any formal education at all.
- About 7 percent of workers have a polytechnic/diploma or university education.
- 63 percent of workers were skilled agricultural workers, although very few of these workers had tertiary qualifications and over half had not been to school.
- Only 2.1 percent of workers were engaged in professional occupations and nearly three quarters of these workers had university degrees. Women account for almost one third (31.5 %) of professional degree holders.
- About half the senior government officials and Directors/Chief Executives have a university education. The proportion is 35 percent for other senior officials and managers and 3 percent for Traditional chiefs and heads of villages.

Teachers and educators

- A total of 4,831 teachers are working in Timor-Leste. More teachers work in urban centres (54 %) than rural areas (46 %). This opposes the distribution of school age students of which most (64 %) live in rural areas.
- There are more male (68 %) than female (32 %) teachers. The only education level where there is the same proportion of female teachers as male is in pre-primary education where only 50 percent of the teachers are men. At the tertiary level, less than a quarter of the teaching professionals are women.
- There are very few teachers compared to the number of students in Timor-Leste. At primary school level, there is only one professional primary school teacher for every 89 students.
- The student to teacher ratio is especially low in rural areas (124:1). The situation is better for secondary school students, with one teacher for every 24 students.
- The proportion of teachers with a tertiary education qualification increases from 85 percent for pre-primary educators to 98 percent for tertiary educators.

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Chapter 1

Introduction

The education sector in Timor-Leste comprises of five levels:

- Pre-primary (1 year)
- Primary (6 years)
- Pre-secondary (3 years)
- Secondary (3 years)
- Polytechnic / diploma (up to 3 years)
- University
- Non-Formal

According to the national legislation, the nine years of “basic education” – primary and pre-secondary levels – are compulsory.

This publication explores key findings related to education from the 2010 Population and Housing Census of Timor-Leste. It provides data and analysis on current students at all levels, adult education attainment, literacy, relationships between education and work, and an overview of education professionals.

History of education in Timor-Leste

According to the World Bank¹'s country overview of Timor-Leste, mass education was not the policy of the Portuguese colonial administration. When Portuguese rule ended in 1975, the illiteracy rate was about 90 percent.

During the period of Indonesian rule (1975-1999) public primary education was vastly expanded. However, by 1999, Timor-Leste was behind the Indonesian enrolment average, and was also not meeting its own national requirement of 9 years of compulsory basic education for children between the ages of 7 and 15.

The World Bank asserts that poor educational attainment was partly due to the low level of public expenditure on education during the Indonesian administration. This resulted in poor quality teaching, high repetition and low retention rates. Even though public primary education was free, households had to pay for books, school supplies, uniforms, transport and lunches and secondary schools charged annual and monthly fees.

National priorities for education

Since independence, education has been a major priority of the Timor-Leste government.

The Timor-Leste National Inclusive Education Policy (Dili, Jan 2011) has the general objective that all residents of Timor-Leste “*should receive equally, an education of good quality appropriate to their individual abilities and should gain the necessary knowledge, capacity and skills – and suitable vocation – to support themselves and their families and to participate in all areas of national development*”.

¹ See <http://tinyurl.com/78xvf2d>

The 2010 Population and Housing Census of Timor- Leste included questions related to education, including current students, education attainment and literacy.

The 2010 census is the second of its kind to be conducted in Timor-Leste since the country became independent in 2002. Education related questions were also asked in the 2004 census. The population and housing census is not the only source of education statistics. Other sources include administrative data collected through the Ministry of Education and surveys conducted by the National Statistical Directorate, such as the Demographic and Health Survey (DHS).

The Timor-Leste National Strategic development plan “*From Conflict to Prosperity*” 2011-2030 is a significant document for all Timorese. The plan has the following specific education goals which are expected to be achieved by 2030, or even as early as 2020:

- Every child has access to free, compulsory and mandatory education through Grade 12;
- All Timorese are literate;

The plan states that “*The next decade (2011 2020) will focus on creating the basic conditions for development in all areas: infrastructure, **education and training**, health, agricultural productivity and food self-sufficiency, sustainable urbanization, and development of key industrial and service sectors*”.

One of the principles of the plan is “*A strong commitment to human capital, recognizing that the people of Timor-Leste, much more than the land, minerals, and petroleum, are the ultimate source of wealth for the country*”. Three of the six pillars of human capital development are primary and secondary education, vocational training and higher education. The 2010 population census collected education related information of relevance to each of these pillars.

According to the plan, Timor-Leste will undertake a concerted strategy of school construction and teacher training, to ensure universal secondary school completion through grade 12 by the year 2020. This will require the opening of teacher colleges and an intensive effort to expand multi-lingual education in schools over the coming decade. Universal attendance in school will be mandatory up through grade 9, and all schools will provide meals as part of their learning environment.

The plan also recognizes that Timor-Leste needs an aggressive program to develop job-related skills. The plan recognizes that there is currently considerable unemployment among high school graduates. It is expected there will soon be skill shortages, as government programs and investments expand.

“The Government will embark on a massive public education effort to provide job skills for today’s unemployed young people, focusing both on those with a high school education, and the many thousands of young people ages 20 – 30 who lost their chance for education during the conflict years. The skill training will focus on the vocational skills needed to build a modern, diversified economy”

Timor-Leste has a National Inclusive Education policy (Timor-Leste National Inclusive Education Policy draft, January 2011, Dili). This policy has twelve specific objectives and proposed actions. These are:

1. Increase pre-school enrolment
2. Enroll all children in primary school
3. Reduce repetition and dropout rates

4. Develop alternative / non-formal learning programs for basic education for those who have not achieved a basic education or are unable to attend formal education
5. Expand technical and vocational education programs as an alternative to the academic streams of secondary and tertiary education
6. Ensure that in the implementation of the Basic Education (Eskola Basica reform) schools become healthier and more protective places
7. Create a learner-friendly environment at all levels of the education system
8. Reform curricula and provide textbooks and other learning and teaching materials supportive of inclusive education at all levels of the system
9. Strengthen the capacity of, and provide technical support to pedagogic advisors, lecturers and other educational personnel
10. Recruit and deploy teachers in ways supportive of inclusive education
11. Strengthen data collection, monitoring and evaluation systems
12. Promote the participation of the private sector and communities in implementing inclusive education programs.

The policy also emphasizes on groups frequently excluded from learning. The following groups were identified:

1. Learners with disabilities
2. Children living in severe poverty and remote areas
3. Pregnant girls and young mothers
4. Minority ethnic communities
5. Working children and children living on the street
6. Children affected/infected by HIV/AIDS

The policy includes strategies to achieve the objectives as well as an action plan.

Internationally Agreed Education Goals

The United Nations has a body for education as a key focus. This is the United Nations Education, Social and Cultural Organization (UNESCO). Amongst other things, the mission of UNESCO is to provide international leadership to create learning societies with educational opportunities for all populations. Timor-Leste joined UNESCO on 5 June 2003.

There are six internationally agreed education goals that aim to meet the learning needs of all children, youth and adults by 2015.

Goal 1

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.

Goal 2

Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Goal 3

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

Goal 4

Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6

Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The United Nations Millennium Development Goals (MDGs) have a particular focus on education. Goal 2 is the achievement of universal primary education. Although the government target is that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling, is unlikely to be met, the United Nations reports that "tremendous strides" have been made to meet this goal in developing countries².

MDG 3 relates to gender equality and the empowerment of women. That includes eliminating gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015. Again the United Nations reports that achieving gender equality for girls in some areas is proving "elusive"³. The situation for boys and girls in Timor-Leste with respect to these MDGs will be explored in detail in this publication.

About this publication

This publication is one of the thematic analyses from the 2010 census. Other publications cover the following topics: housing condition and household amenities, disability, fertility and nuptiality, labour force, agriculture & livestock, mortality, population projections, youth profile and gender dimensions.

² See <http://tinyurl.com/6puus2j>

³ Ibid

Chapter 2

Concepts Methodology and Data Quality

Concepts

Education, both current and for future achievements is an important topic and can be covered fairly comprehensively in a population census. The population census in Timor-Leste counted everyone who was in the country on the night of 11/12 July 2010 with information about everyone in the country being obtained by trained interviewers. Information was also obtained about the characteristics of households in which people lived.

Particulars were obtained about all persons by the interviewers who used a specially designed questionnaire that had been carefully tested prior to the census. It was not necessary for all persons in the household to be interviewed and often the information was obtained from a responsible adult. It was considered preferable for the head of the household to be present while the interviews were being conducted. Caution was taken to ensure every person in Timor-Leste was included in the census and only included once.

Literacy is an important outcome of education and questions were referred to it in the census. Questions were asked about the ability to speak read and write in each of the four languages (Tetun, Portuguese, Bahasa Indonesian and English). No written test was applied so the answers given by individuals were accepted. It is also important to understand that often adults were answering on behalf of other household members.

The literacy question was asked as follows: “Can (NAME) speak, read and write a simple statement in (NAME OF LANGUAGE) language?). This question was repeated for each of the four languages and the answers were coded using the following scale:

1. Do not speak, read or write
2. Speak only
3. Read only
4. Speak and read only
5. Speak, read and write

The UNESCO *Guide to the Analysis and Use of Household Survey and Census Education Data* (UNESCO et al, 2004) offers the following cautionary note about literacy estimates based on the methodology followed by Timor-Leste.

“Some critics suggest that literacy estimates based on self-reported declarations may not be reliable since some illiterate persons may be reluctant to admit to their illiteracy. In addition, if one household respondent, such as the household head, reports on literacy for all household members, he or she may be mistaken in judging the reading or writing ability of other household members.”

Questions were asked about school attendance from pre-primary through to tertiary level. School attendance was defined as regular attendance at any regular accredited educational institution or program, public or private, for organized learning at any level of education. Instruction in particular skills which is not part of the recognized education structure was not considered education attendance for census purposes. School attendance was collected for everyone aged five years and above, including those who are still at school and those who had finished their education.

For all of those who attended school, the highest level of education attained was coded. The levels reached included:

1. Pre-primary
2. Primary
3. Pre-secondary
4. Secondary
5. Polytechnic/Diploma
6. University
7. Non formal

Within each of these levels the class or step reached was recorded. For those persons currently attending school at the time of the census, their education level completed was one step lower than the current education level.

Timor-Leste has had a changing education system over recent times. Timorese people may have been attending school during Portuguese time, Indonesian time or the current education system. In order to make the coding as consistent as possible the interviewers were provided with a conversion table for the education system which enabled them to code education attainment using the same coding structure.

Methodology for data analysis

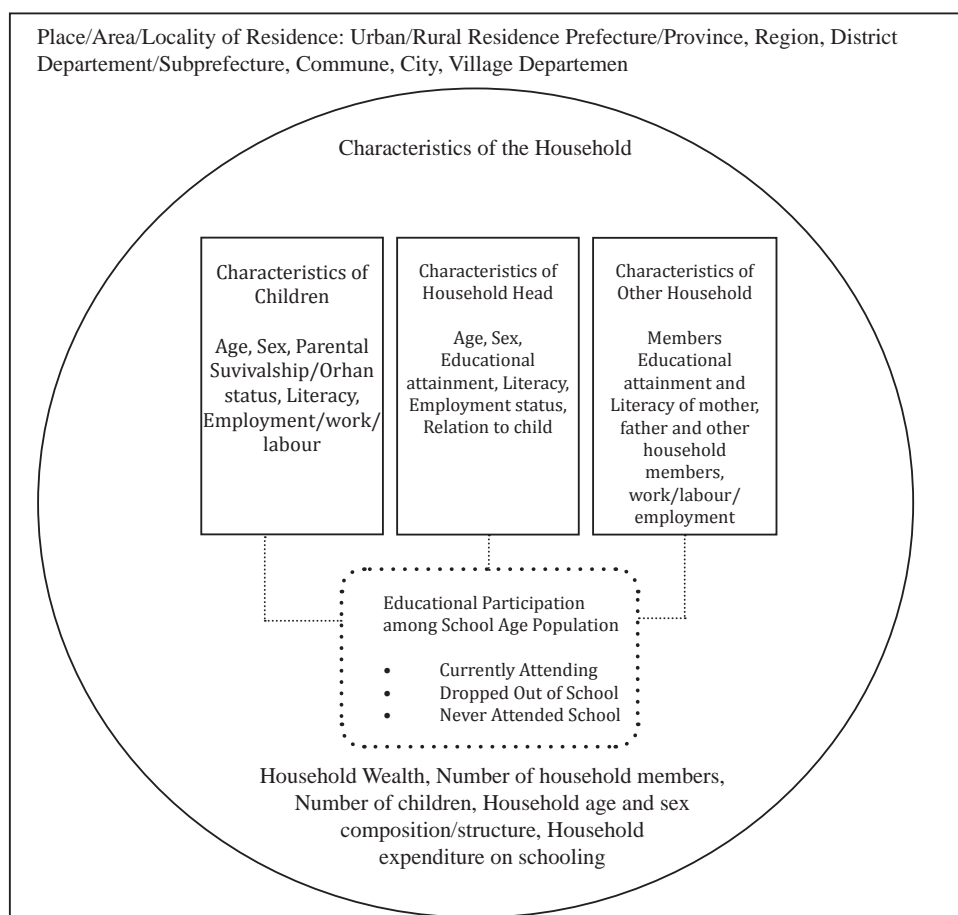
The first step in analyzing the population and housing census results from an education perspective was to identify the key policies and issues for education in Timor-Leste. This was ascertained by consulting the *National Education Policy 2007-2012: Building Our Nation through Quality Education* (Ministry of Education).

Key national indicators that could be calculated from the 2010 population and housing census in Timor-Leste were identified. These related to (a) number and characteristics of people currently studying; (b) educational attainment of the adult population; (c) literacy; (d) the relationships between education and work; and (e) the number and characteristics of people working as teachers and educators.

The *Guide to the Analysis and Use of Household Survey and Census Education Data* (UNESCO et al, 2004) provides an analytical framework, which was used to identify further priorities for analysis.

Data was analyzed using REDATAM and Microsoft Excel. Upon producing the various indicators, tables and charts were created to determine the key findings and presentation of results.

Figure 1
A framework for analysing education data from household surveys and censuses



Note: Not all of the indicators listed in the framework will be available in all household Surveys. This analytical framework is meant to be indicative of the types of information available and suggestive of possible analysis.

Source: Guide to the Analysis and Use of Household Survey and Census Education Data (UNESCO et al, 2004)

Quality

Administrative and census data sources measure educational participation in different ways. Administrative data is usually based on school reporting at the beginning of the school year, but in some cases it can include reporting at the middle or end of the school year. In the case of the Timor-Leste population census the information was measured in the middle of the year.

Attending school is not necessarily the same as being enrolled in school. Children maybe recorded in school enrolment records and yet not actually attending school (UNESCO et al, 2004). The population and housing census allows the collection of data on school attendance, using the question: “Has <person x> ever attended school?”; and the following response options: (1) Yes, at school; (2) Yes, left school; (3) No, never attended school; and (4) Don’t know. The resulting data was used to calculate net and gross attendance rates.

Comparison to 2004 Population and Housing Census

There are significant differences between the questions asked about education in the 2004 and 2010 population and housing censuses.

The 2004 census asked respondents aged 6 years and above:

- a) The number of years at primary school
- b) The number of years at high school
- c) Whether they had received a high school diploma
- d) The number of years of tertiary education
- e) Whether they had received a university degree or certificate of attendance.

The questions and related classifications relating to literacy were the same between 2004 and 2010, with the exception that in 2010 the question was asked from ages 5 and above.

The questions on education were completely revised for the 2010 census. Based on international recommendations⁴ they captured:

- School attendance (current or past)
- Highest level of education reached
- Highest level of education completed

Education level classifications were also adjusted to include pre-primary, polytechnic/ diploma and non-formal education levels.

The difference in the information collected by the 2004 and 2010 censuses limits the comparability of education data. Aside from literacy information, which is directly comparable, only data relating to characteristics of those with no schooling or a certain level of educational attainment could be compared.

⁴ *Principles and Recommendations for Population and Housing Censuses*, Revision 2, United Nations (New York, 2008)

Chapter 3

Current Students

Primary and pre-secondary school – referred to as “Basic Education” in Timorese legislation – are compulsory.

Over 340,000 Timorese people (38 % of the population) were students at the time of the 2010 population census. Almost half of the students (61.7 %) were at primary or pre-primary school level.

A small proportion (5.1 %) of the total student population is at higher education level (Polytechnic/Diploma or University). Less than 2 percent are in non formal education.

Table 1: Total number of students by level of education and sex, Timor-Leste 2010

	Males	Females	Total	% of total students
Pre-Primary	7,902	7,718	15,620	4.6%
Primary	102,549	93,303	195,852	57.1%
Pre-Secondary	30,487	28,865	59,352	17.3%
Secondary	25,411	23,164	48,575	14.2%
Polytechnic/Diploma	1,094	759	1,853	0.5%
University	9,325	6,573	15,898	4.6%
Non Formal	3,193	2,844	6,037	1.8%
Total	179,961	163,226	343,187	100.0%

There are more males than females at all levels of education, although the difference in numbers is not significant. Overall, 52 percent of the student population is male and 48 percent female. There are also more males than females in the total population of the country (51 % are male).

The largest gender gap in education is at tertiary level. Almost 60 percent of university and polytechnic/diploma students are male.

Figure 2: Number of students at each level of education, by sex, Timor-Leste 2010

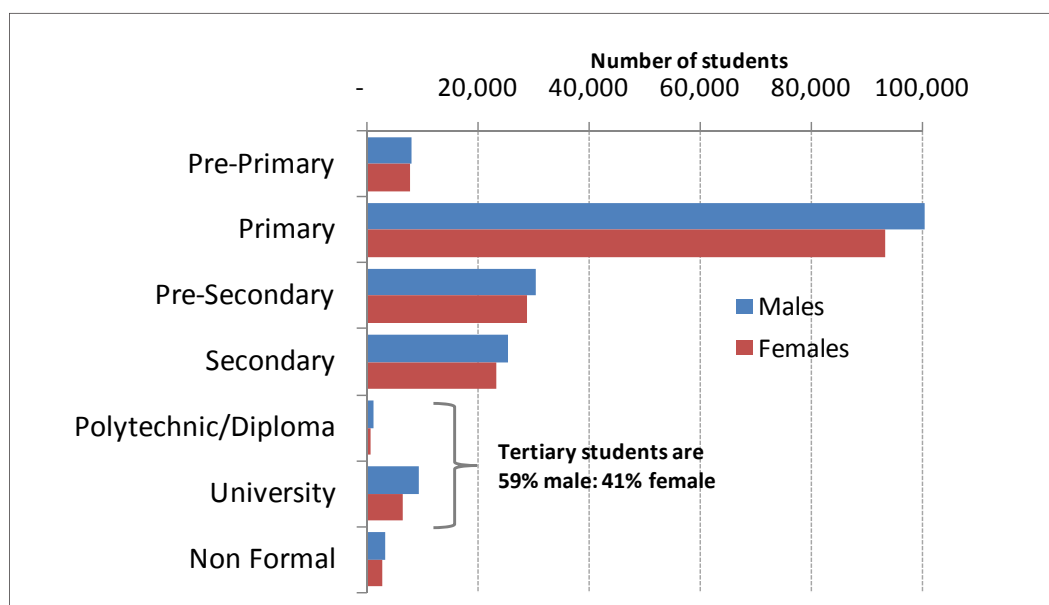
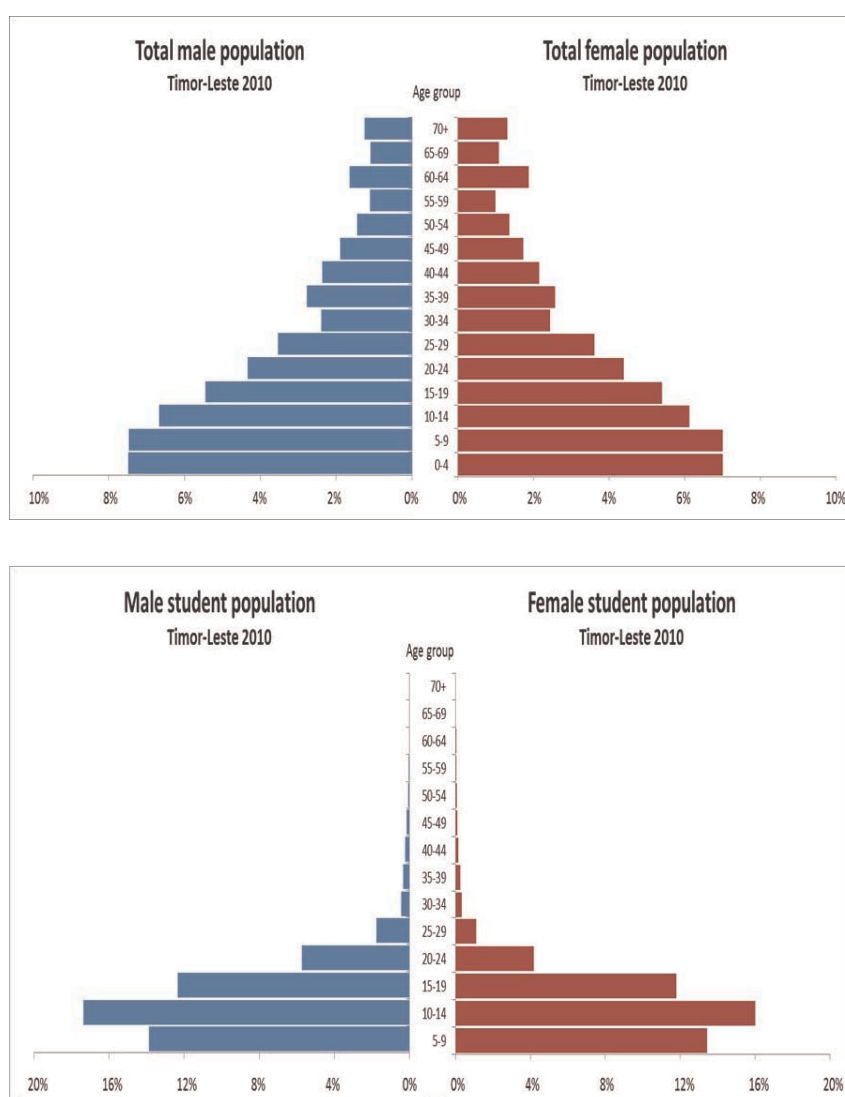


Figure 3: The age and sex of the total population compared to the student population



The population pyramids above compare the age distribution of the total population with the student population. As the second chart shows, most students are in the 10-14 year age group. The vast majority of current students (84 %) are aged 19 or younger.

The age of current students is a particular issue in Timor-Leste. Many students, particularly at pre-secondary and secondary education levels, are older than the official age group for their respective class years. Factors such as the proximity of schools, the prolonged impact of war, gender differences and changing attitudes to education may be delaying school attendance. It is of paramount importance to compare this with national figures on drop-out and repetition rates to better understand the situation. For example, according to World Bank data, a high proportion of primary school students are repeaters⁵ – 15 percent of all female and 19 percent of males.

Analyzing progress by level of education

The Timor-Leste education system contains five levels:

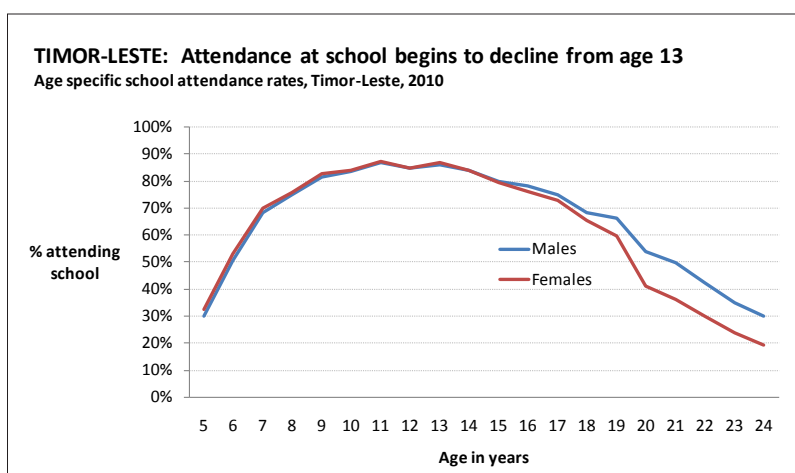
- Pre-primary school: age 5
- Primary school: ages 6-11
- Pre-secondary school: ages 12-14
- Secondary school: ages 15-17
- Tertiary (Polytechnic/Diploma and University): ages 18-23⁶

The remainder of this chapter provides analysis for each level, with data on attendance, gender parity and participation by age. It shows that primary school attendance is reasonably high across Timor-Leste, with room for improvement in some districts. The participation of boys and girls is relatively equal.

At pre-primary, pre-secondary and secondary school levels, attendance rates are much lower, especially in rural areas. Girls are more likely to attend pre-primary school than boys. For pre-secondary, secondary and tertiary education (including polytechnic/ diploma level), males are more likely to attend than females.

The charts below shows school attendance by age for children aged 5-24 years old (referred to as age specific attendance rates). On average, school attendance in Timor-Leste begins to decline from age 13, with a noticeable gender gap for women aged 18 and above (Figure 3). The situation is worse in rural areas, where the decline in school attendance from age 13 is much steeper and the gap between girls and boys starts to appear from age 15 compared with age 18 in urban areas (Figures 4 and 5).

Attendance at school begins to decline from age 13
Figure 4: Age specific attendance rates, Timor-Leste 2010

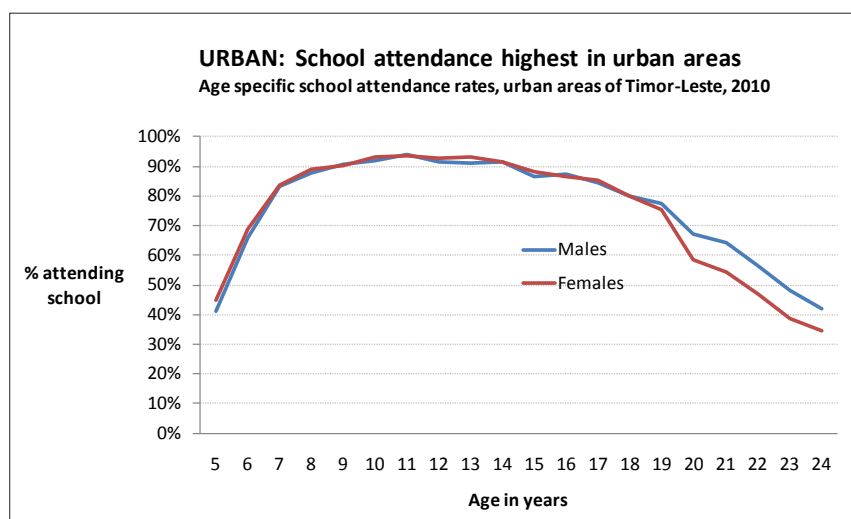


⁵ Repeaters in primary school are the number of students enrolled in the same grade as in the previous year, as a percentage of all students enrolled in primary school. (<http://data.worldbank.org/indicator/SE.PRM.REPT.FE.ZS>)

⁶ UNESCO recommendation for the official age of tertiary students is the five years of age following secondary school.

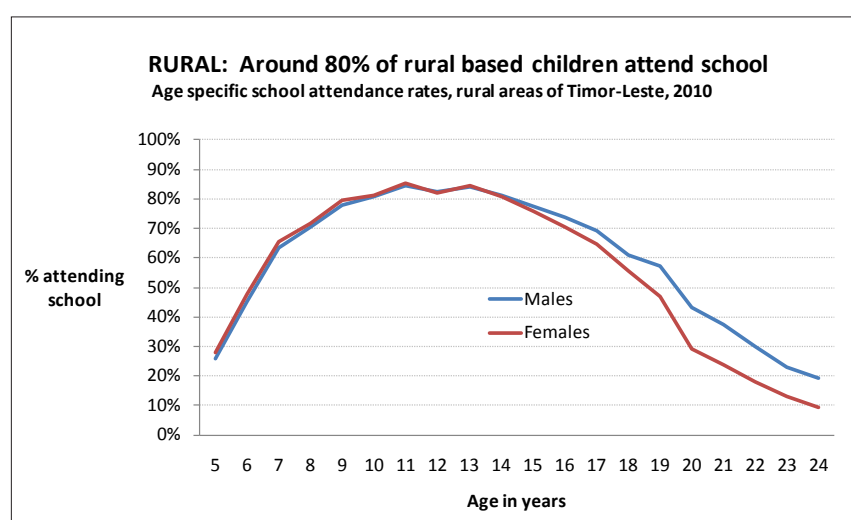
School attendance highest in urban areas

Figure 5: Age specific attendance rates, urban areas of Timor-Leste 2010



Almost 80 percent of rural children aged 9-14 attend school

Figure 6: Age specific attendance rates, rural areas of Timor-Leste 2010



Pre-primary school students

In 2010, there were 15,620 students currently attending pre-primary school. Half of these were male (7,902) and almost half were female (7,718). Pre-primary school students represent 1.7 percent of the total population aged 5 and above in Timor-Leste.

The education questions were only asked for persons aged 5 years and above, so if there are any pre-primary students aged four or younger, they were not captured in the census results.

Table 2: Total number of pre-primary students, net and gross attendance ratios, by urban/rural and district, Timor-Leste 2010

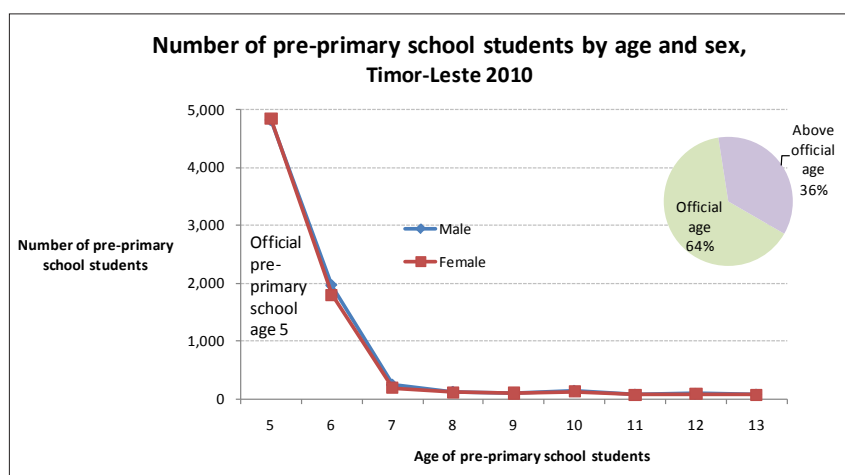
	Total number of pre-primary school students			Net attendance ratio (NAR) pre-primary school (age 5)			Gross attendance ratio (GAR) pre-primary school		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
	number	number	number	%	%	%	%	%	%
Timor-Leste	7,902	7,718	15,620	30.0	32.3	31.1	49.3	51.5	50.4
Urban	2,931	2,925	5,856	41.2	44.8	42.9	68.6	74.5	71.4
Rural	4,971	4,793	9,764	25.9	27.9	26.9	42.3	43.3	42.8
Aileu	449	406	855	36.7	41.3	38.9	64.9	66.2	65.5
Ainaro	501	451	952	32.2	32.1	32.1	48.5	50.6	49.5
Baucau	771	722	1,493	28.8	28.4	28.6	46.4	45.4	46.0
Bobonaro	795	754	1,549	35.5	35.6	35.5	55.5	57.0	56.2
Covalima	502	513	1,015	31.7	36.9	34.2	55.4	59.6	57.4
Dili	2,046	2,084	4,130	37.5	42.5	39.9	65.7	72.9	69.1
Ermera	597	588	1,185	23.7	23.8	23.7	35.8	34.6	35.2
Lautem	458	445	903	28.6	34.0	31.1	44.8	49.7	47.1
Liquica	348	337	685	24.0	26.8	25.4	37.9	38.1	38.0
Manatuto	372	354	726	29.5	31.4	30.5	60.3	55.7	57.9
Manufahi	317	322	639	24.9	28.1	26.4	41.3	47.4	44.2
Oecussi	288	302	590	17.0	19.3	18.2	27.6	30.0	28.8
Viqueque	458	440	898	28.0	30.1	29.0	39.5	42.0	40.7

The net attendance ratio shows that only 31 percent of children aged 5 were currently attending pre-primary school at the time of the 2010 population census. Attendance rates are particularly low in Oecussi, with less than one in five of pre-primary age children in school. In most areas, girls are more likely to attend pre-primary school than boys.

As the gross attendance ratio indicates, more than one third (34 %) of children attending pre-primary school are aged 6 or older. This is particularly so in the districts of Dili, Aileu and Manatuto.

Given the fact that pre-primary attendance is quite low in Timor-Leste, policymakers need to explore the primary education experiences of children that have not attended pre-primary school versus those that have. If children's academic or social progress is being hampered by not attending pre-primary school, policies should be developed to increase attendance rates.

Figure 7: Number of pre-primary school students by age and sex, Timor-Leste 2010



Primary school students

In Timor-Leste, primary school goes from Class 1 to Class 6, with age 6-11 being the official age range.

In 2010, there were more than 195,000 students currently attending primary school – almost 22 percent of the total Timor-Leste population aged five and above. Around 52 percent of these were male (102,549) and 48 percent (93,303) female.

The vast majority of primary school students are based in rural areas - 145,711 students, being 74 percent of all primary school students - as is the majority of Timor-Leste's population.

Table 3: Total number of primary school students, net and gross attendance ratios, by sex and location, Timor-Leste 2010

	Total number of primary school students			Net attendance ratio (NAR) primary school			Gross attendance ratio (GAR) primary school		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
	number	number	number	%	%	%	%	%	%
Timor-Leste	102,549	93,303	195,852	71.2	72.1	71.6	94.6	92.9	108.9
Urban	26,429	23,712	50,141	79.6	79.8	79.7	98.2	95.7	97.0
Rural	76,120	69,591	145,711	68.4	69.5	69.0	93.4	92.0	92.7
Aileu	5,326	4,707	10,033	75.3	76.4	75.8	107.2	104.3	105.8
Ainaro	6,244	5,598	11,842	70.7	71.6	71.1	94.8	91.0	93.0
Baucau	11,990	10,689	22,679	75.7	76.6	76.1	101.3	100.1	100.7
Bobonaro	8,785	8,353	17,138	70.0	72.3	71.1	93.6	95.0	94.3
Covalima	6,200	5,806	12,006	73.7	77.5	75.5	96.5	98.3	97.4
Dili	18,731	16,928	35,659	79.1	79.9	79.5	98.3	96.2	97.3
Ermera	10,757	9,725	20,482	58.6	57.7	58.2	82.6	77.9	80.3
Lautem	7,019	6,510	13,529	76.8	77.8	77.3	102.2	99.7	101.0
Liquica	5,874	5,175	11,049	66.8	65.7	66.3	92.2	88.7	90.6
Manatuto	4,403	3,929	8,332	71.6	72.4	72.0	97.4	94.9	96.2
Manufahi	4,981	4,444	9,425	71.2	72.6	71.9	94.5	92.6	93.6
Oecussi	4,868	4,766	9,634	56.1	59.4	57.7	76.0	79.1	77.5
Viqueque	7,371	6,673	14,044	73.8	74.4	74.1	95.5	95.5	95.5

The primary school net attendance ratio (NAR) reveals that less than three quarters (71.4 %) of children aged 6-11 are currently attending primary school. In fact, the census data shows that 23 percent of these children aged 6-11 had never attended school and 2 percent had already left school (Figure 7).

Of those currently studying, most are in primary school (96 %), with a small proportion still in pre-primary school (4 %) and a small number already attending pre-secondary school (75 children).

Non-attendance is more of an issue in rural than urban areas, with only 68.2 percent of rural based children aged 6-11 attending primary school. More than 26 percent of rural based children aged 6-11 have never attended school, compared to 11 percent of urban based children.

Attendance rates are higher for girls than boys in all areas of the country except Ermera and Liquica, where boys are slightly better attenders. The districts of Oecussi and Ermera have the lowest attendance rates with just over half the children aged 6-11 currently in primary school (56.5 % and 57.3 % respectively).

Primary school attendance rates are highest in Dili, Lautem and Baucau, with around three quarters of official primary school age children in school.

The gross attendance ratios (GAR), which relates to the total number of students attending primary school, regardless of age, to the official school age population, shows that a high number of current primary school students are outside the official age range of 6-11 years old. Indeed, as Figure 8 illustrates, one third (34 %) of primary school students are aged 12-22. There were no primary students aged below six years old.

Figure 8: Number of current primary school students by age, Timor-Leste 2010

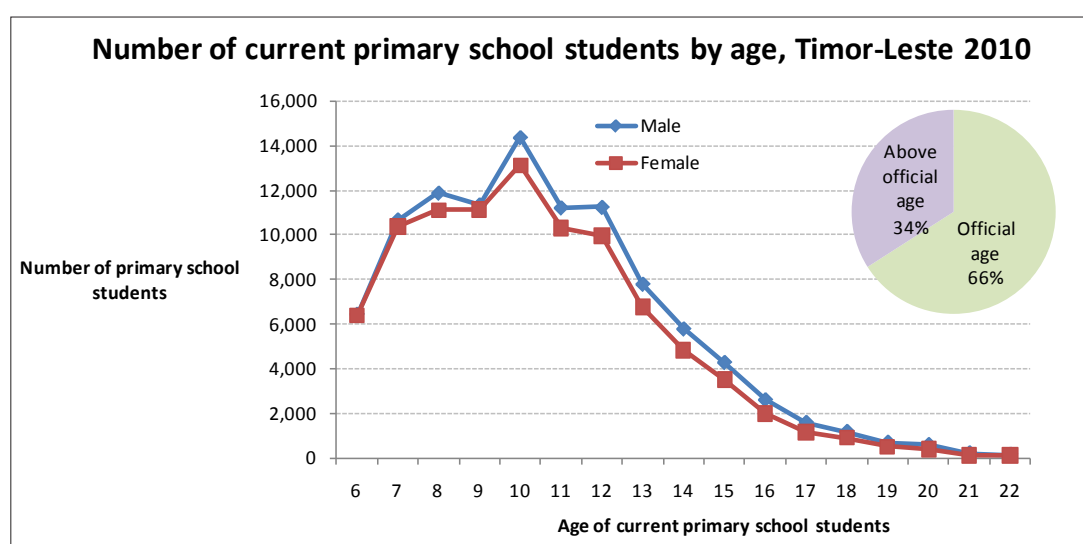
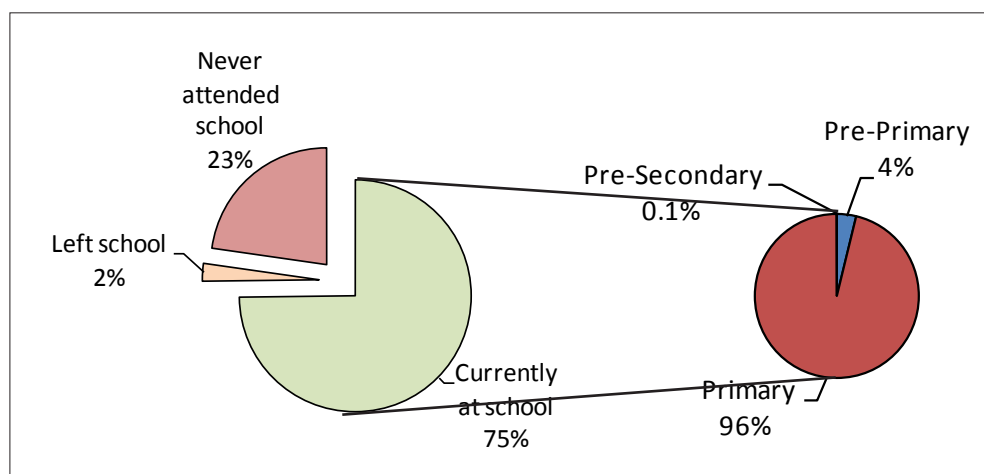


Figure 9: Education status of children aged 6-11, Timor-Leste 2010

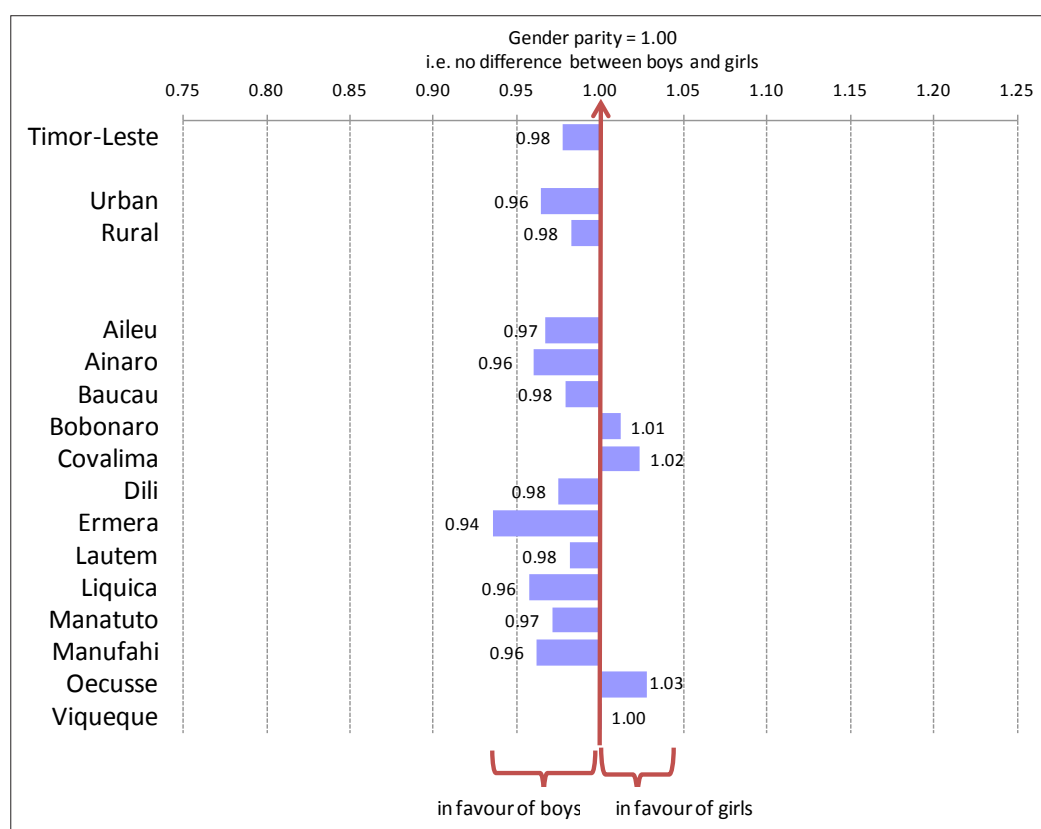


The gender parity index (GPI) is one of the indicators of progress towards the Millennium Development Goals (MDGs) of gender equality and universal primary education. The GPI is calculated by comparing the GAR for girls with the GAR for boys. A GPI of 1.0 indicates parity (same attendance rates between boys and girls); higher than 1.0 indicates a gender disparity in favour of girls (more girls attending than boys); lower than 1.0 indicates a gender disparity in favour of boys (more boys attending than girls).

According to the 2010 population census, the primary school GPI for Timor-Leste is 0.98, slightly in favour of boys as shown in Figure 10. The gender differences are similar across all areas of Timor-Leste, except in the districts of Dili and Ermera, where attendance rates for girls are slightly higher than for boys.

Attendance at primary school close to equal for boys and girls

Figure 10: Gender parity index (GPI) for primary school attendance, Timor-Leste 2010



Pre-secondary school students

Pre-secondary school goes from Class 7 (age 12) to Class 9 (age 14) and is compulsory in accordance with Timor-Leste's basic education policy.

In 2010, there were more than 59,000 students currently attending pre-secondary school – around 7percent of the total Timor-Leste population aged five and above. Just over half of these were male (30,487) and 49 percent were female (28,865).

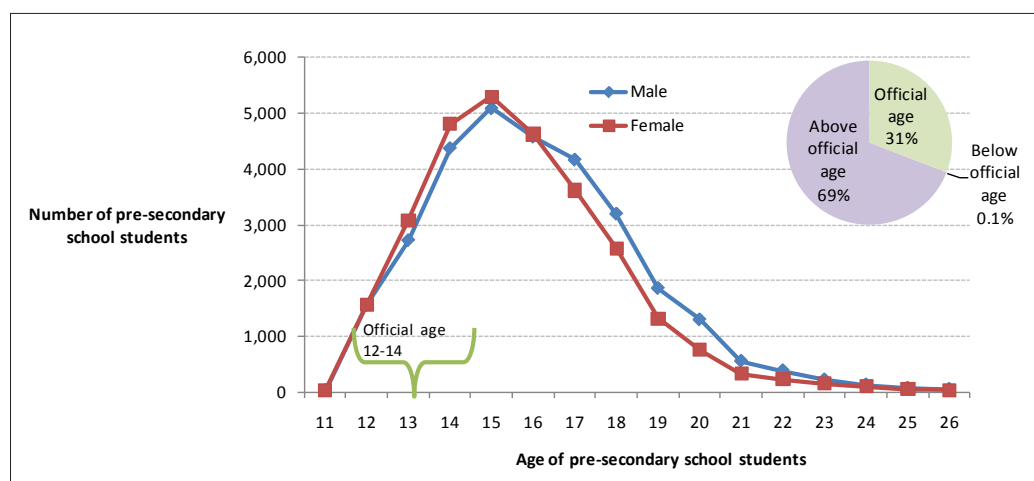
The majority of pre-secondary school students are in rural areas (35,990), with around one third being based in urban centres (23,362).

Table 4: Total number of pre-secondary school students, net and gross attendance ratios (age 12-14), by sex and location, Timor-Leste 2010

	Total number of pre-secondary school students			Net attendance ratio (NAR) pre-secondary school			Gross attendance ratio (GAR) pre-secondary school		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
	number	number	number	percent	percent	percent	percent	percent	percent
Timor-Leste	30,487	28,865	59,352	21.8	25.7	23.7	76.7	78.4	77.5
Urban	11,876	11,486	23,362	37.4	45.8	41.5	118.7	123.8	121.2
Rural	18,611	17,379	35,990	16.5	18.9	17.7	62.5	63.1	62.8
Aileu	1,284	1,318	2,602	16	19.1	17.5	69.6	74.8	72.2
Ainaro	1,592	1,515	3,107	22.8	26.8	24.7	64.6	67.7	66.1
Baucau	3,398	3,215	6,613	23.5	26.8	25.1	74.4	77.7	76
Bobonaro	2,043	1,978	4,021	14.9	19.4	17.1	64.3	65.1	64.7
Covalima	2,061	1,983	4,044	26.2	30.5	28.3	83.8	85.7	84.7
Dili	7,895	7,464	15,359	35.1	42.8	38.8	117.4	118.1	117.7
Ermera	2,725	2,435	5,160	13.8	14.6	14.2	54.2	51.2	52.7
Lautem	2,031	1,848	3,879	20.8	22.5	21.7	78	76.6	77.3
Liquica	1,830	1,694	3,524	16.7	21.2	18.8	72.4	75.1	73.7
Manatuto	1,100	1,031	2,131	18.2	22	20	67.7	69.2	68.5
Manufahi	1,523	1,508	3,031	25.1	29	26.9	73.4	85.3	78.9
Oecussi	1,087	1,020	2,107	12.5	14.4	13.4	52.7	54.1	53.4
Viqueque	1,918	1,856	3,774	20	24.1	22	73.5	75.4	74.5

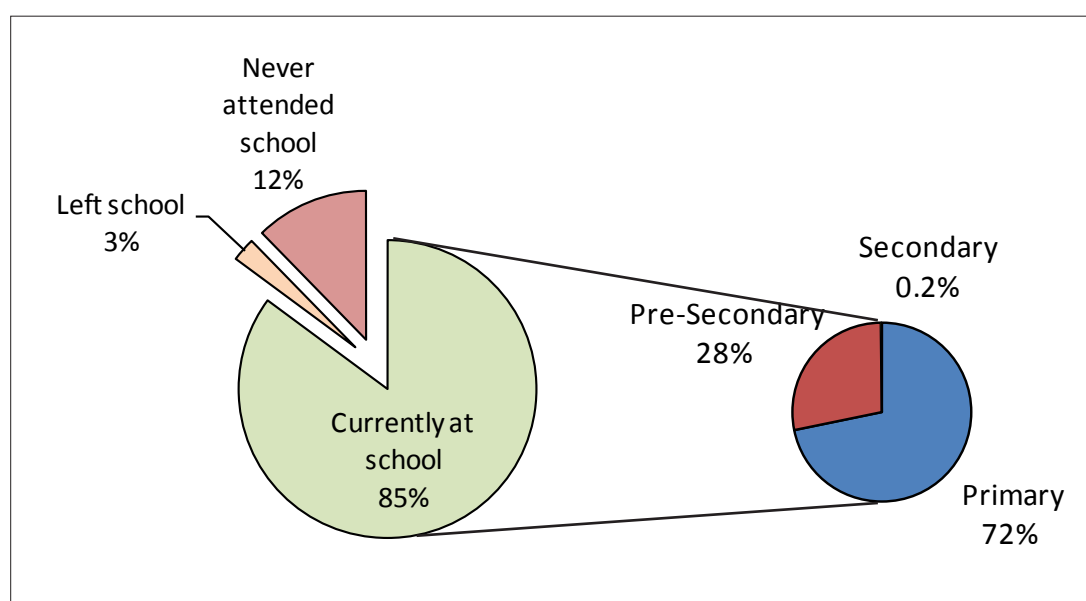
Less than one quarter (23.7 %) of children aged 12-14 were attending pre-secondary school at the time of the 2010 census. This low net attendance rate for pre-secondary education is illustrative of the varying ages of students at this level rather than poor attendance. In fact, most children aged 12-14 are attending school (85 %), but almost three quarters of them (72 %) are still in primary school rather than pre-secondary school. Most pre-secondary students (69 %) are aged 15 years and above (Figure 11).

Figure 11: Number of current pre-secondary school students by age, Timor-Leste 2010



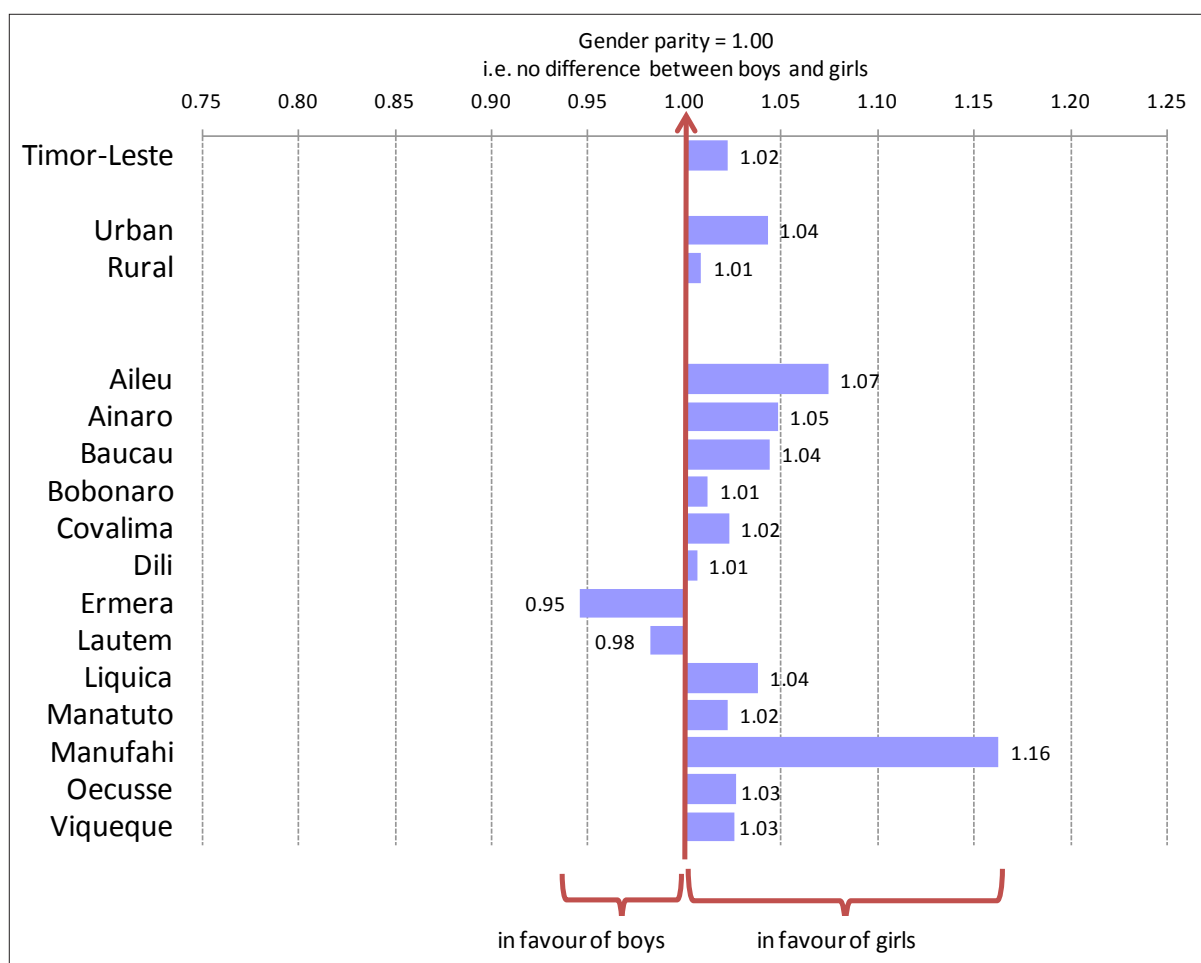
About 12 percent of children aged 12-14 years old have never attended school (Figure 11). Worse still, 3 percent of these children have already left school.

Figure 12: Education status of children aged 12-14, Timor-Leste 2010



According to the 2010 population census, the pre-secondary school GPI for Timor-Leste is 1.02, slightly in favour of girls. The gender differences are noticeably higher in the districts of Aileu and Manufahi, where more girls attend pre-secondary than boys. The situation is similar in other districts, except in Ermera and Lautem, where attendance rates for boys are slightly higher than for girls.

Figure 13: Gender parity index (GPI) for pre-secondary school attendance, Timor-Leste 2010



Secondary school students

In Timor-Leste, secondary school runs from Class 1 (age 15) to Class 3 (age 17) and is not compulsory.

In 2010, there were more than 48,500 students attending secondary school. Over half (52 %) of them were male (25,411) and 48 percent female (23,164).

Unlike earlier levels of schooling, the majority of secondary school students (62 %) are in urban areas, compared to rural areas.

Table 5: Total number of secondary school students, net and gross attendance ratios (age 15-17), by sex and location, Timor-Leste 2010

	Total number of secondary school students			Net attendance ratio (NAR) secondary school			Gross attendance ratio (GAR) secondary school		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
	number	number	number	percent	percent	percent	percent	percent	percent
Timor-Leste	25,411	23,164	48,575	14.6	18.4	16.5	71.6	65.8	68.7
Urban	15,622	14,489	30,111	27.1	34.3	30.8	137	120.7	128.6
Rural	9,789	8,675	18,464	8.7	10.2	9.4	40.6	37.4	39
Aileu	1,006	933	1,939	9.8	12.2	11	57.7	56.8	57.2
Ainaro	953	833	1,786	14.1	19	16.5	50.2	46.1	48.2
Baucau	2,341	2,448	4,789	15.1	19.4	17.2	60.8	65.1	62.9
Bobonaro	1,197	1,231	2,428	8	11.8	9.9	41.1	42	41.6
Covalima	1,139	1,079	2,218	13.2	17.1	15.1	52.7	51.8	52.2
Dili	10,958	9,962	20,920	26.2	33.5	29.9	142.1	126.1	134
Ermera	1,793	1,381	3,174	9	9.6	9.3	43.5	33.5	38.5
Lautem	1,225	1,157	2,382	12.8	14.7	13.7	56.4	59	57.6
Liquica	1,184	989	2,173	9.2	11.8	10.5	53.2	43.2	48.1
Manatuto	697	537	1,234	11.5	12.6	12	50.7	42.8	46.9
Manufahi	1,009	995	2,004	15.1	20.8	17.9	59.9	58.4	59.1
Oecussi	921	736	1,657	9	8.9	9	57	42.9	49.8
Viqueque	988	883	1,871	10.4	12	11.2	48.5	43	45.7

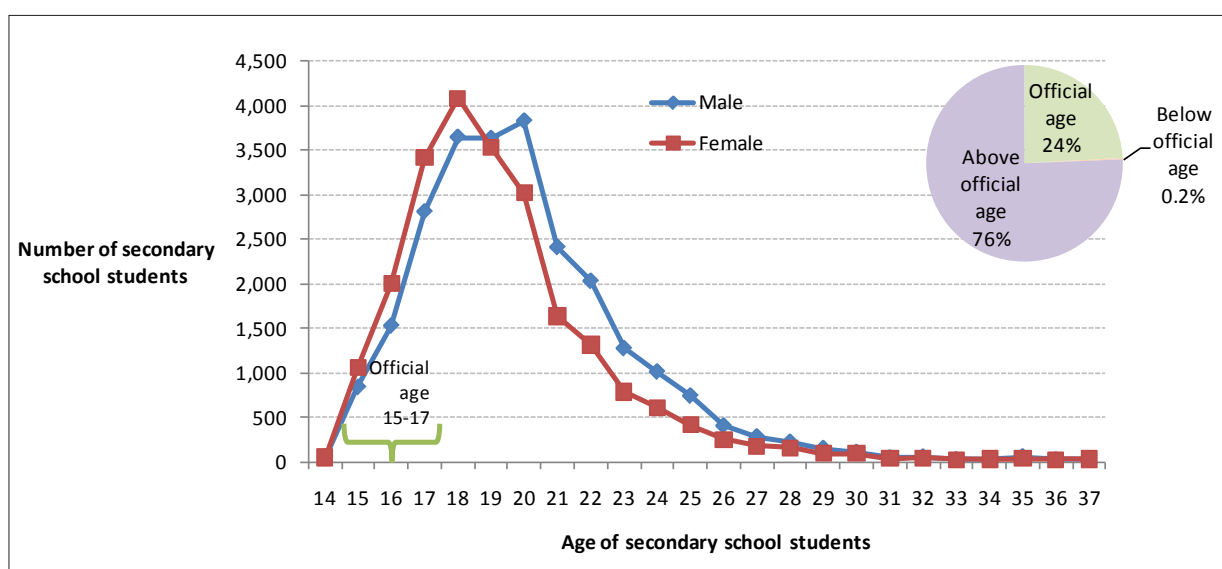
According to the 2010 census results, the NAR for secondary school is 16.5 percent - that is 16.5 percent of children aged 15-17 are currently attending secondary school.

There is a large difference between the secondary school NAR and GAR, indicating that most students are outside the official age range of 15-17 years. As we saw for earlier levels of education, students are often older than the official age range.

Secondary school attendance is much higher in urban than in rural areas. Around 30 percent of urban dwellers aged 15-17 are in secondary school versus 9 percent in rural areas.

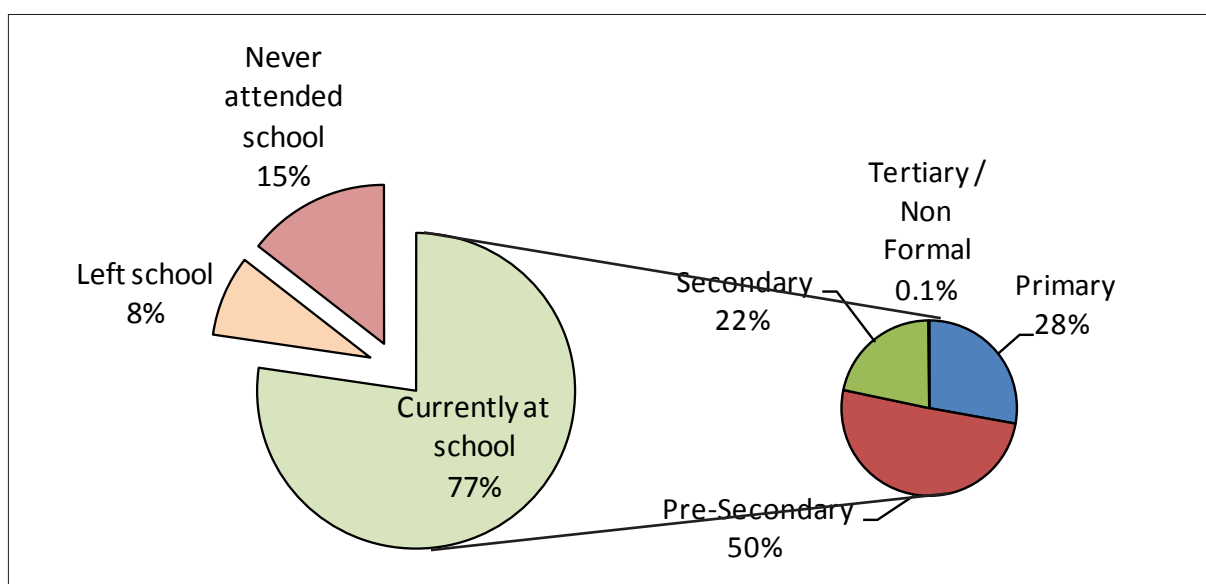
As illustrated by Figure 14, there are a small number who start secondary school early (119 students aged 14), but most (76 %) are 18 years or older. This late attendance at secondary school may be due to the prolonged impact of war or lack of accessibility to secondary education.

Figure 14: Number of secondary school students by age, Timor-Leste 2010



It is important to note that most children aged 15-17 are still at some level of schooling (77 %), as Figure 15 below shows. Of these, half (50 %) are in pre-secondary school and more than a quarter (28 %) are still at primary school level. A small number (132 students) are already at tertiary /non-formal level.

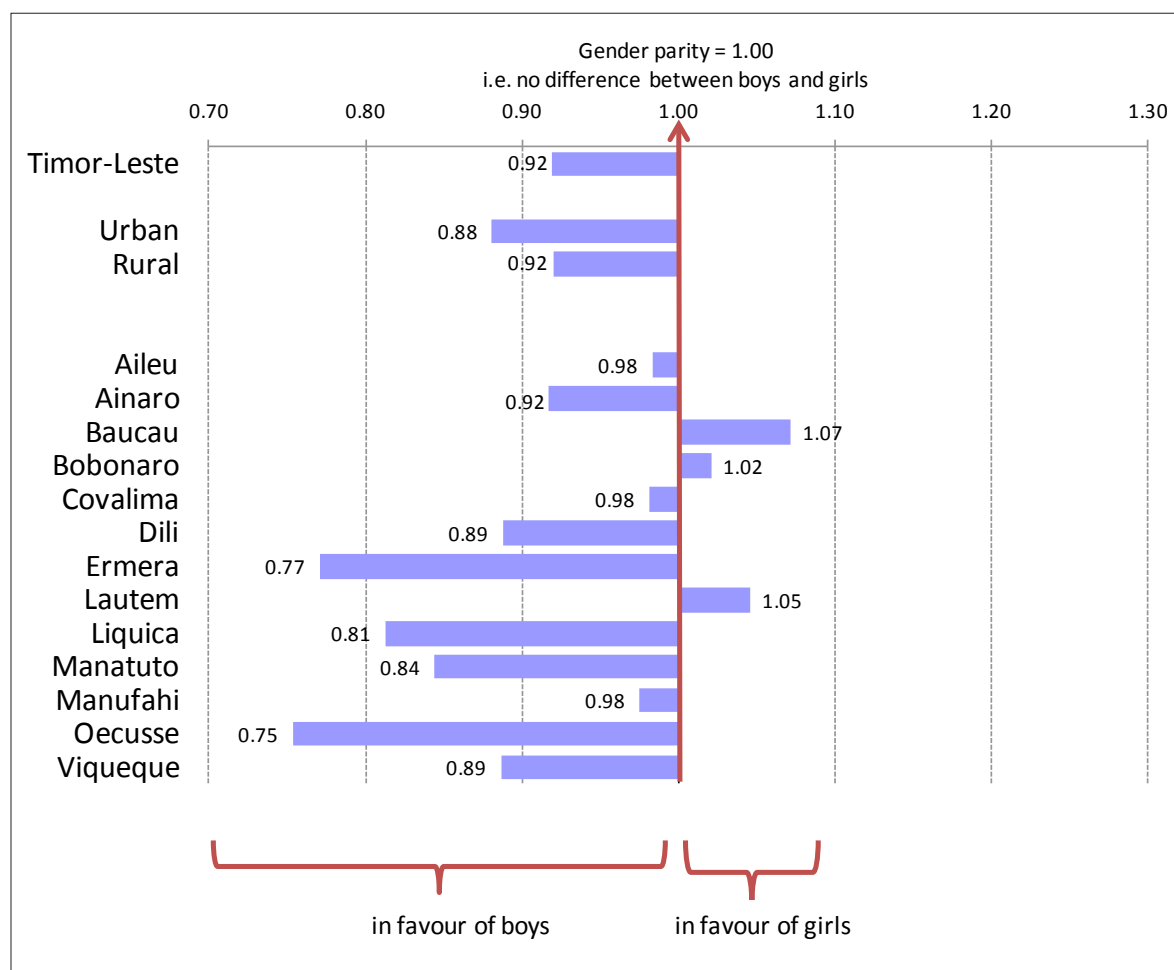
Figure 15: Education status of children aged 15-17, Timor-Leste 2010



As education levels increase, so does the gender gap in favour of boys. Boys are more likely to attend secondary school than girls in almost all areas of Timor-Leste, as shown by Figure 16. This is particularly the case in the districts of Liquica, Ermera and Oecussi. The situation is different in Baucau, Bobonaro and Lautem, with girls more likely than boys to attend secondary school. Participation is close to equal in the districts of Aileu, Bobonaro, Covalima and Manufahi.

Boys more likely to attend secondary school than girls

Figure 16: Gender parity index (GPI) for secondary school attendance, Timor-Leste 2010



Tertiary students

In Timor-Leste, there are two classifications of tertiary study: polytechnic / diploma and university. Data has been provided for both, and combined into one result for tertiary education in Table 6. For purpose of analyzing net attendance, the official age range of 18-23 years old is used, as per UNESCO recommendations⁷. Non-formal education is not included in this analysis, although non-formal students are mostly adults, the type and standard of their study is not necessarily at tertiary level.

In 2010, almost 18,000 students were attending tertiary education – less than 2 percent of the total Timor-Leste population aged five and above. About 59 percent of them were male (10,419) and 41 percent female (7,332).

The vast majority of tertiary students reside in Dili (71 %) where the main institutions are located. Almost 20 percent of tertiary students live in rural areas.

Of the tertiary students, most were attending university (15,898) with approximately 1,800 students at polytechnic/diploma level.

⁷ Refer to methods of computation outlined at <http://mdgs.un.org/unsd/mdg/Metadata.aspx?IndicatorId=9>

Table 6: Total number of tertiary students, net and gross attendance ratios (age 18-23), by sex and location, Timor-Leste 2010

	Total number of tertiary students			Net attendance ratio			Gross attendance ratio (GAR) tertiary		
				(NAR) tertiary					
	Males	Females	Total	Males	Females	Total	Males	Females	Total
	number	number	number	percent	percent	percent	percent	percent	percent
Timor-Leste	10,419	7,332	17,751	6.8	6.5	6.7	17.6	12.3	14.9
Urban	8,221	6,078	14,299	12.6	13.4	13	31.4	24.8	28.2
Rural	2,198	1,254	3,452	2.3	1.7	2	6.7	3.6	5.1
Aileu	184	103	287	2.6	2.3	2.4	7.8	4.5	6.2
Ainaro	117	81	198	1.2	1.9	1.6	5.3	3.5	4.4
Baucau	444	349	793	3.9	4	3.9	10	7.5	8.7
Bobonaro	285	154	439	2.8	1.7	2.2	7.7	3.6	5.5
Covalima	175	85	260	3.1	1.6	2.3	7.6	3.4	5.4
Dili	7,175	5,446	12,621	14.9	16.1	15.5	36.8	29.7	33.4
Ermera	352	183	535	2.3	1.6	2	6.2	3.1	4.6
Lautem	166	91	257	2.8	1.7	2.3	7.6	4.2	5.8
Liquica	235	119	354	2.6	1.7	2.1	6.7	3.4	5
Manatuto	104	72	176	2.2	2	2.1	5.5	4.1	4.8
Manufahi	112	66	178	1.1	1.2	1.1	4.8	2.8	3.8
Oecussi	285	132	417	3.1	2.1	2.6	11.5	4.7	7.9
Viqueque	223	121	344	2.6	1.7	2.1	9.8	4.9	7.3

As the NAR shows, approximately one out of every 20 youths aged 18-23 were studying at tertiary level at the time of the census. Almost half (40 %) of tertiary students are aged 25 and above.

Table 7: Total number of polytechnic/diploma students, net and gross attendance ratios (age 18-23), by sex and location, Timor-Leste 2010

	Total number of polytechnic/ diploma students			Net attendance ratio (NAR) polytechnic/diploma			Gross attendance ratio (GAR) polytechnic/diploma		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
	number	number	number	percent	percent	percent	percent	percent	percent
Timor-Leste	1,094	759	1,853	0.9	0.7	0.8	1.8	1.3	1.6
Urban	704	524	1,228	1.3	1.2	1.3	2.7	2.1	2.4
Rural	390	235	625	0.5	0.3	0.4	1.2	0.7	0.9
Aileu	15	11	26	0.6	0.5	0.5	1.3	0.8	1.1
Ainaro	12	6	18	0.5	0.3	0.4	1.1	0.6	0.8
Baucau	46	61	107	0.8	1.1	1	2.1	2.1	2.1
Bobonaro	27	14	41	0.6	0.3	0.5	1.4	0.6	1
Covalima	15	10	25	0.8	0.4	0.6	1.5	0.7	1.1
Dili	297	270	567	1.3	1.3	1.3	2.8	2.3	2.6
Ermera	40	20	60	0.6	0.3	0.4	1.3	0.6	0.9
Lautem	23	6	29	1.1	0.3	0.7	1.5	0.6	1.1
Liquica	9	6	15	0.3	0.2	0.2	0.6	0.3	0.5
Manatuto	10	7	17	0.5	0.4	0.4	0.8	0.7	0.7
Manufahi	7	5	12	0.3	0.2	0.2	0.5	0.3	0.4
Oecussi	16	9	25	0.6	0.4	0.4	1.5	0.7	1.1
Viqueque	15	4	19	0.6	0.2	0.4	1.8	0.7	1.2

While there are many mature age students at polytechnic/diploma, half (50 %) of the 1,853 students are within the official tertiary age range of 18-23.

Figure 17: Number of polytechnic/diploma students, by age and sex, Timor-Leste 2010

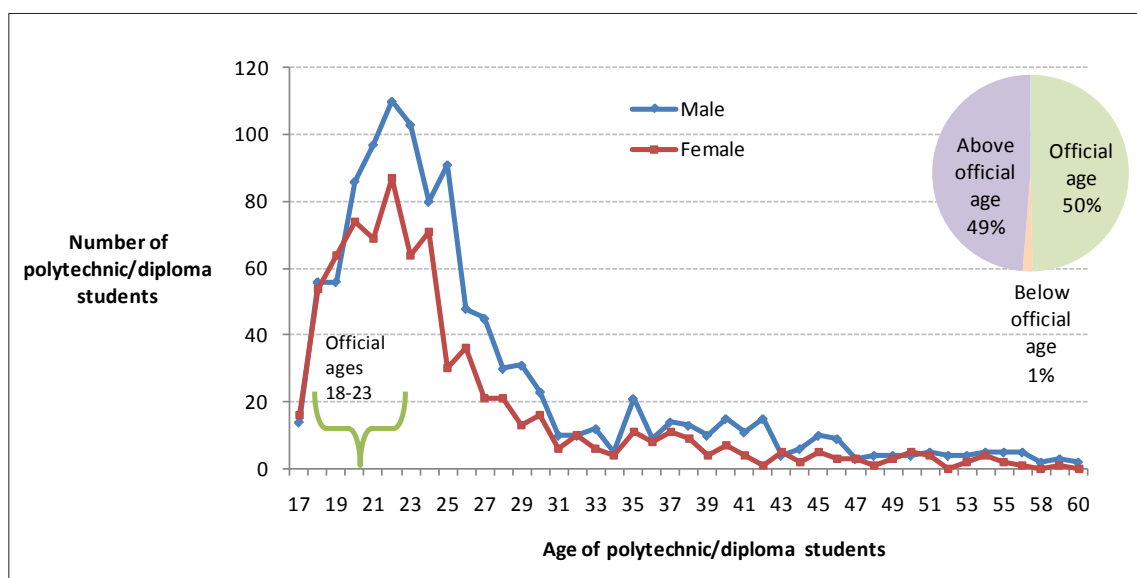
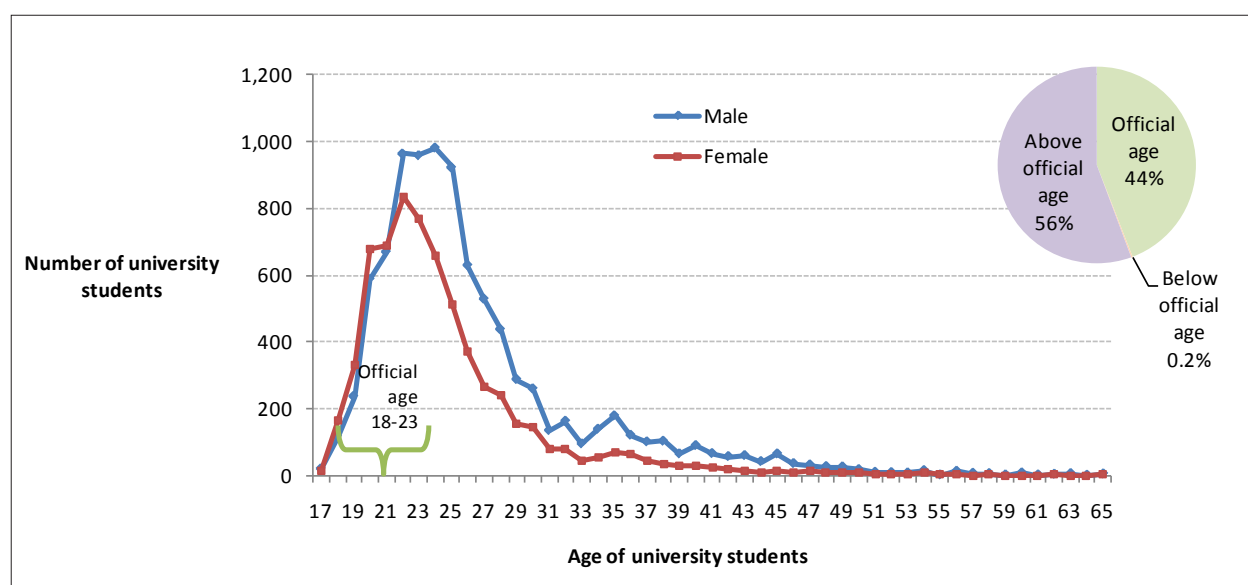


Table 8: Total number of university students, net and gross attendance ratios (age 18-23), by sex and location, Timor-Leste 2010

	Total number of university students			Net attendance ratio (NAR) university			Gross attendance ratio (GAR) university		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
	number	number	number	Percent	Percent	Percent	Percent	Percent	Percent
Timor-Leste	9,325	6,573	15,898	6	5.8	5.9	15.7	11	13.4
Urban	7,517	5,554	13,071	11.3	12.1	11.7	28.7	22.7	25.8
Rural	1,808	1,019	2,827	1.7	1.4	1.6	5.5	2.9	4.2
Aileu	169	92	261	2	1.8	1.9	6.5	3.7	5.1
Ainaro	105	75	180	0.8	1.6	1.2	4.1	2.9	3.5
Baucau	398	288	686	3	2.9	2.9	7.8	5.5	6.6
Bobonaro	258	140	398	2.1	1.4	1.7	6.3	3	4.6
Covalima	160	75	235	2.3	1.3	1.8	6.1	2.7	4.3
Dili	6,878	5,176	12,054	13.6	14.8	14.2	34	27.3	30.8
Ermera	312	163	475	1.8	1.3	1.5	4.9	2.5	3.7
Lautem	143	85	228	1.7	1.4	1.6	6.1	3.5	4.8
Liquica	226	113	339	2.3	1.5	1.9	6.1	3	4.6
Manatuto	94	65	159	1.7	1.6	1.7	4.8	3.4	4.1
Manufahi	105	61	166	0.8	1	0.9	4.4	2.5	3.4
Oecussi	269	123	392	2.6	1.7	2.1	9.9	4	6.8
Viqueque	208	117	325	2	1.5	1.7	8.1	4.2	6.1

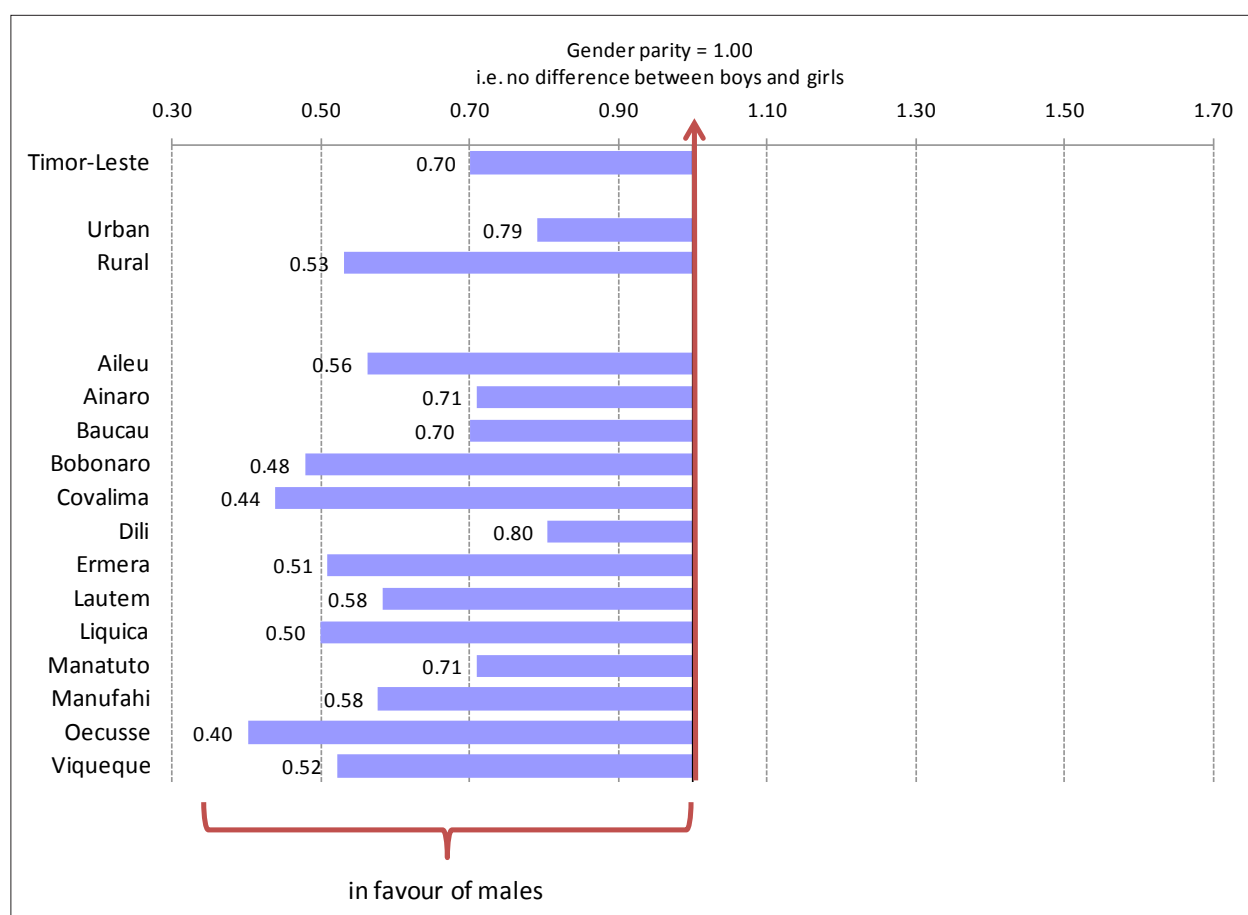
The age of university students varies between 17 and 65 years, although the vast majority are less than 30 years old. Almost half of university students (44 %) are within the official age range of 18-23 years old with a small number that are aged 17 (36 students).

Figure 18: Number of university students, by age and sex, Timor-Leste 2010



As Figure 19 shows, proportionally more males attend university education than females. This is consistently the case in all areas and districts of Timor-Leste.

Figure 19: Gender parity index (GPI) for university attendance, ages 18-23, Timor-Leste 2010



Education and vulnerable groups

Timor-Leste's national education policy identifies several groups that are often vulnerable to missing out on a basic education:

1. Learners with disabilities
2. Children living in severe poverty and remote areas
3. Pregnant girls and young mothers
4. Minority ethnic communities
5. Working children and children living on the street
6. Children affected/infected by HIV/AIDS.

It is possible to obtain data on the education status and attainment of several of these groups from the 2010 population census.

This section provides some analysis of school attendance and education level for current students with a disability, young mothers, working children and migrant children.

Students with a disability

Less than 1 percent (2,764) of current students at all levels of education in Timor-Leste (343,187) are disabled. Of these, more than half are male (1,642) and 1,122 female. Most students with a disability are at primary school level (1,633 students) as shown in Table 9.

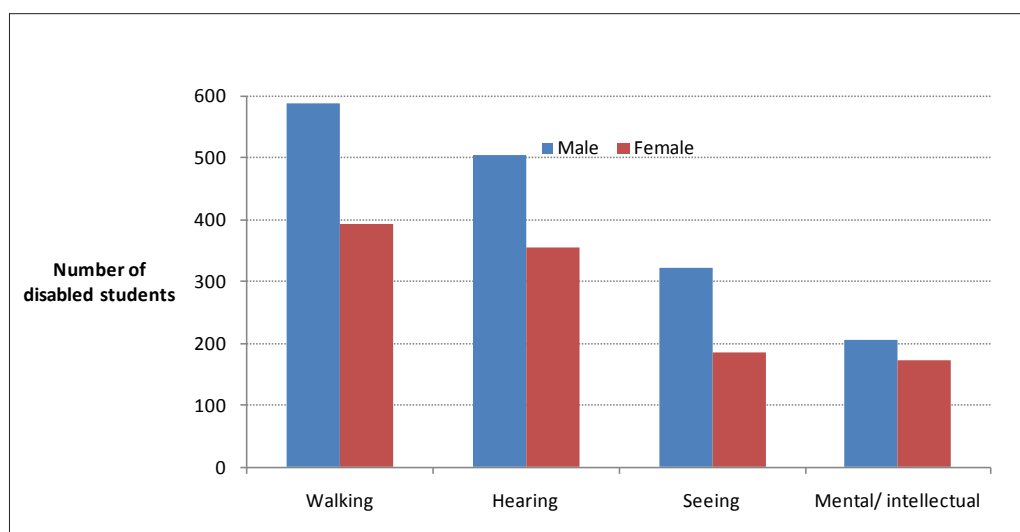
For students with a disability, problems with walking and hearing were the most common severe disability type. Mental disability was indicated as the most severe for less than 400 disabled students as shown in Figure 20.

For both males and females, about one quarter of disabled students live in urban areas, and three quarters live in rural areas.

Table 9: Disabled school students by level of schooling, Timor-Leste 2010

Level of schooling	Number of disabled students	Percent of total disabled students
Pre-primary	116	4.20%
Primary	1,633	59.10%
Pre-secondary	397	14.40%
Secondary	281	10.20%
Polytechnic/ diploma	22	0.80%
University	132	4.80%
Non-formal	183	6.60%
Total	2,764	100.00%

Figure 20: Current students aged five and above by type of most severe disability and sex, Timor-Leste 2010



Children with a disability

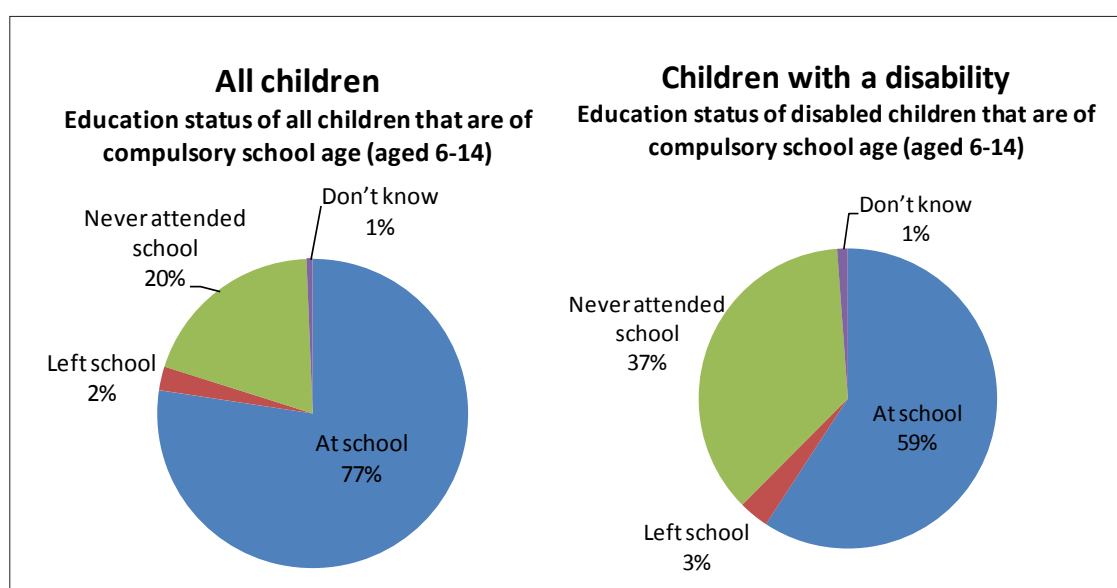
There were a total of 2,444 children aged between 6 and 14 (i.e. the official age range for compulsory basic education) with some form of disability at the time of the 2010 population census.

As the table 10 and figure 21 below illustrate, children with a disability are more likely to have never attended school than all children of the same age groups. This highlights the need for targeted assistance to ensure this vulnerable group receives compulsory basic education.

Table 10: Total number and proportion of disabled children by education status, Timor-Leste 2010

	All children aged 6-14		Disabled children aged 6-14	
At school	198,566	77.40%	1,447	59.20%
Left school	6,331	2.50%	80	3.30%
Never attended school	49,987	19.50%	889	36.40%
Don't know	1,642	0.60%	28	1.10%
Total	256,526	100.00%	2,444	100.00%

Figure 21: Education status of all children aged 6-14 compared to children with a disability aged 6-14, Timor-Leste 2010



Adolescent mothers

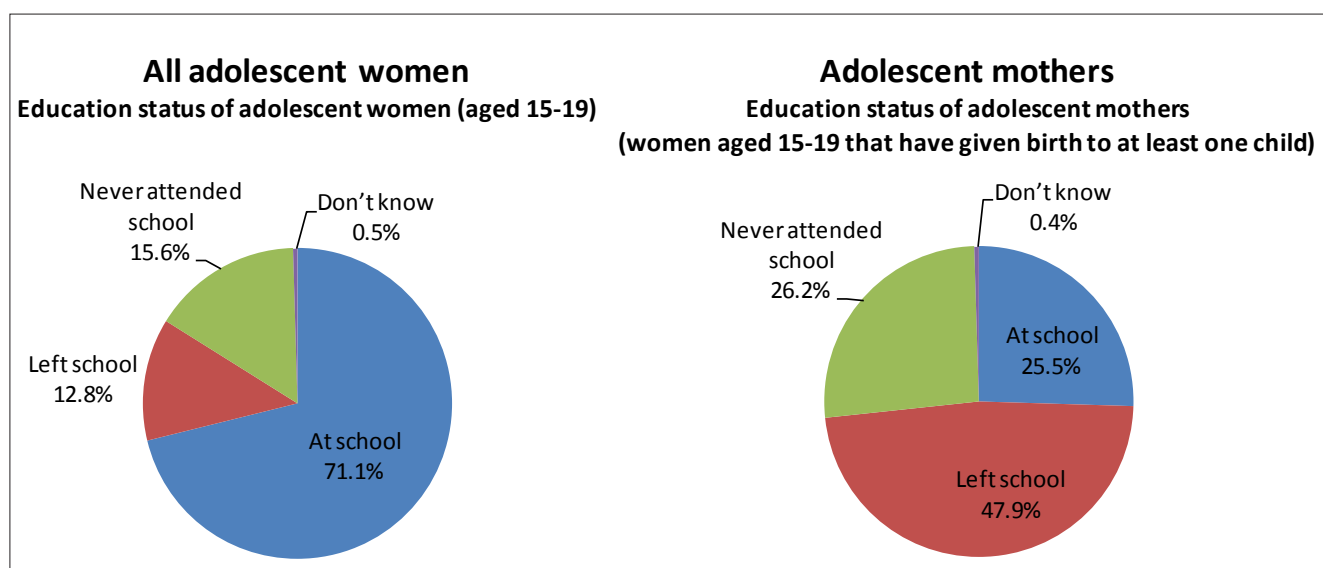
Young mothers (aged 15-19) are targeted as a vulnerable group in Timor-Leste's education policy. Indeed, according to the 2010 population census, almost half (47.9 %) of the 3,569 teenage mothers in Timor-Leste had left school, compared to only 12.8 percent of all young women.

Further still, most adolescent mothers had never attended school compared to the overall female population of the same age; emphasizing the role that education can play in reducing teenage pregnancies as shown in table 11 and Figure 22.

Table 11: Total number and proportion of adolescent mothers by education status, Timor-Leste 2010

	All women aged 15-19		Mothers aged 15-19	
At school	40,479	71.10%	909	25.50%
Left school	7,265	12.80%	1,708	47.90%
Never attended school	8,904	15.60%	935	26.20%
Don't know	259	0.50%	17	0.40%
Total	56,907	100.00%	3,569	100.00%

Figure 22: Education status of all adolescent women (aged 15-19) compared to adolescent mothers, Timor-Leste 2010



Working children

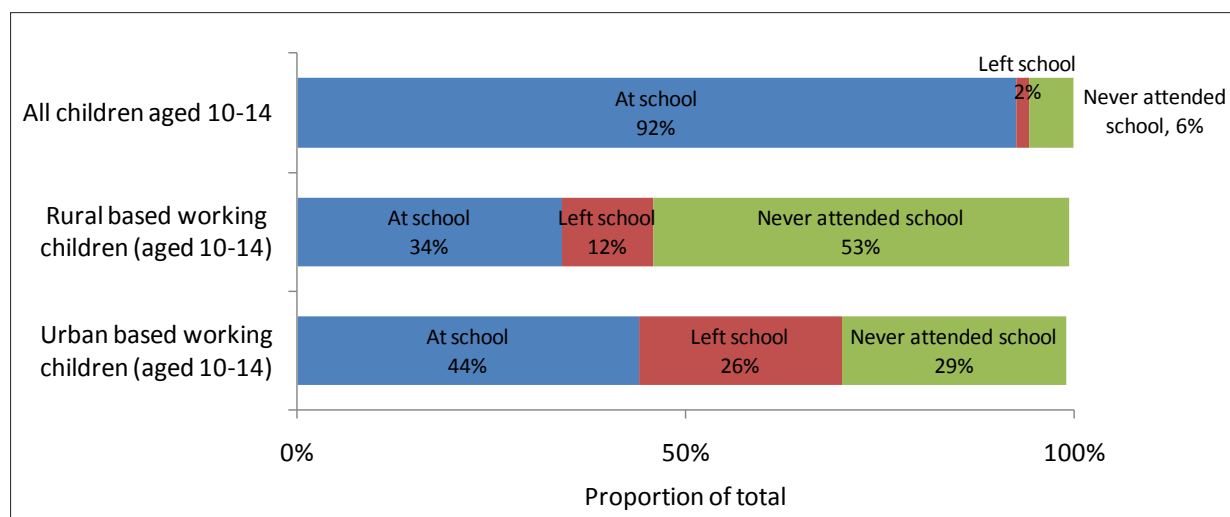
The questions on work in the census were asked of every child aged 10 years and above. Working children are considered to be aged 10-14, given that children of these ages should be attending compulsory basic education.

At the time of the 2010 population census, there were more than 8,000 working children in Timor-Leste. Of these, most were boys (58 %) and almost all (93 %) were residing in rural areas. About one third (35 %) of working children were still in school, compared to 92 percent of all children aged 10-15. In rural areas, where the vast majority of working children reside, there is no significant difference in school attendance between working boys and girls.

Table 12: Number of working children aged 10-14 by education status and sex, Timor-Leste 2010

		Working children			All children aged 10-14		
		Male	Female	Total	Male	Female	Total
Timor-Leste	At school	1,670	1,214	2,884	59,587	54,951	114,538
	Left school	661	412	1,073	1,493	2,749	2,749
	Never attended school	2,491	1,809	4,300	8,921	8,183	17,104
	Don't know	36	31	67	225	421	421
	Total	4,858	3,466	8,324	70,226	75,225	134,812
Urban	At school	157	94	251	15,830	14,650	30,480
	Left school	104	46	150	322	256	578
	Never attended school	120	45	165	1,026	836	1,862
	Don't know	5	1	6	30	40	70
	Total	386	186	572	17,208	15,782	32,990
Rural	At school	1,513	1,120	2,633	43,757	40,301	84,058
	Left school	557	366	923	1,171	1,000	2,171
	Never attended school	2,371	1,764	4,135	7,895	7,347	15,242
	Don't know	31	30	61	195	156	351
	Total	4,472	3,280	7,752	53,018	48,804	101,822

Figure 23: Proportion of working children (aged 10-14) that currently attend school compared to all children aged 10-14, by rural/urban location, Timor-Leste 2010



The number and relative proportion of working children varies across districts, as the table 13 below illustrates. The proportion of children aged 10-14 who are working ranges from 16 percent in Ermera to 1 percent in Dili. In some districts, such as Oecussi, Manatuto, Liquica and Bobonaro, there is a higher proportion of boys compared to girls in the work force.

Table 13: Number and proportion of working children by district and sex, Timor-Leste 2010

		Number of working children					Total number of children		
		(aged 10-14)					(aged 10-14)		
	Male	Percent of boys aged 10-14	Female	Percent of girls aged 10-14	Total	Percent of children aged 10-14	Male	Female	Total
Aileu	350	11%	258	9%	608	10%	3,260	2,976	6,236
Ainaro	403	9%	367	9%	770	9%	4,372	3,972	8,344
Baucau	405	5%	212	3%	617	4%	7,970	7,221	15,191
Bobonaro	425	7%	236	4%	661	6%	5,743	5,384	11,127
Covalima	148	3%	73	2%	221	3%	4,317	3,936	8,253
Dili	221	2%	106	1%	327	1%	11,730	10,888	22,618
Ermera	1,402	16%	1,300	16%	2,702	16%	8,858	8,322	17,180
Lautem	133	3%	78	2%	211	2%	4,488	4,233	8,721
Liquiça	334	8%	204	5%	538	7%	4,303	3,901	8,204
Manatuto	171	6%	74	3%	245	4%	2,925	2,573	5,498
Manufahi	146	4%	72	2%	218	3%	3,616	3,114	6,730
Oecussi	478	12%	272	7%	750	10%	3,842	3,647	7,489
Viqueque	242	5%	214	5%	456	5%	4,802	4,419	9,221
Total	4,858	7%	3,466	5%	8,324	6%	70,226	64,586	134,812

The occupations of working children vary from urban to rural areas. The tables below provide a list of the most common occupations for children in urban and rural areas. Majority is field, crop and vegetable growers; stalls and market salespersons. Children in urban areas are more engaged in building related jobs, whereas rural children are mainly involved in agricultural work.

Table 14: Occupations of urban based working children, by sex, Timor-Leste 2010

Occupations	Male	Female	Total
Field crop and vegetable growers	95	71	166
Builders, traditional materials	50	8	58
Stall and market salespersons	35	15	50
Tree and shrub crop growers	26	18	44
Street vendors, non-food products	12	2	14
Housekeepers and related workers	8	12	20
Other	160	60	220
Total	386	186	572

Table 15: Occupations of rural based working children, by sex, Timor-Leste 2010

Occupations	Male	Female	Total
Field crop and vegetable growers	2073	1291	3364
Tree and shrub crop growers	1352	1226	2578
Subsistence agricultural and fishery workers	398	270	668
Stall and market salespersons	110	52	162
Weavers, knitters and related workers	85	117	202
Farm-hands and labourers	65	89	154
Housekeepers and related workers	52	42	94
Dairy and livestock producers	32	1	33
Fishery, hunting and trapping labourers	22	48	70
Other	283	141	427
Total	4472	3280	7752

More information on the situation of working children is provided in the Timor-Leste Census Analytical Report on the Labour Force (Volume 10).

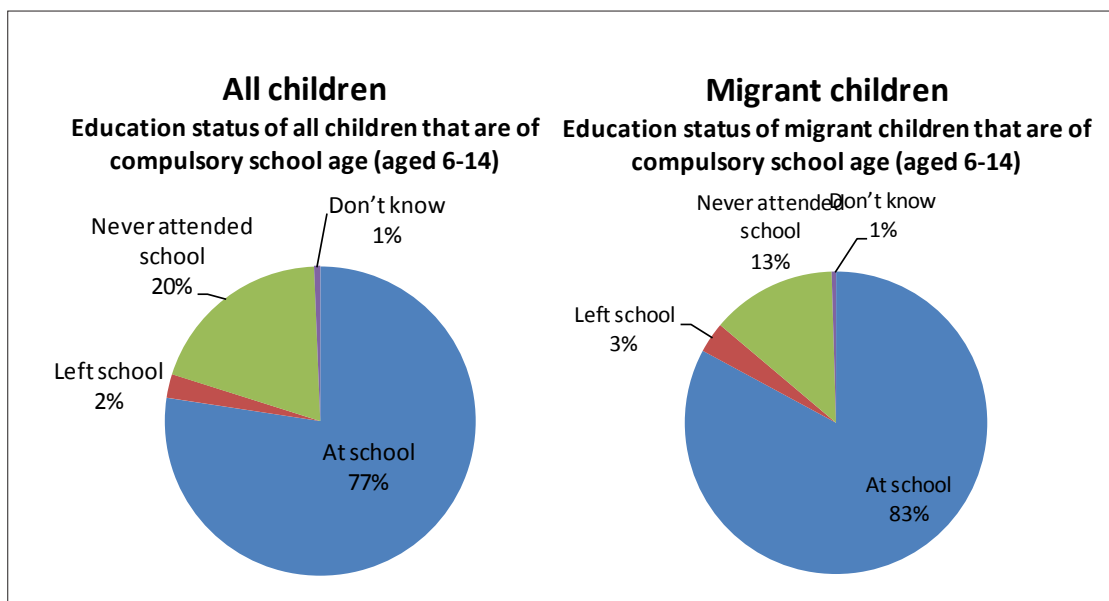
Migrant children

There were more than 23,000 migrant children at the time of the 2010 population census, that is, children counted in a district other than the districts in which they were born. Comparing the current education status of migrant children aged 6-14 to all children aged 6-14 indicates that migrant children are more likely to be attending school than non-migrants. This is not surprising because, migrants often move to urban centres to seek for opportunities; thus school attendance is higher for migrants in urban than rural areas.

Table 16: Total number and proportion of migrant children by education status, Timor-Leste 2010

	All children		Migrant children	
	aged 6-14		aged 6-14	
At school	198,566	77.40%	19,258	82.90%
Left school	6,331	2.50%	761	3.30%
Never attended school	49,987	19.50%	3,110	13.40%
Don't know	1,642	0.60%	108	0.50%
Total	256,526	100.00%	23,237	100.00%

Figure 24: Proportion of migrant children (aged 6-14) that currently attend school compared to all children aged 10-14, Timor-Leste 2010



Chapter 4

Education Level of Timor-Leste Population

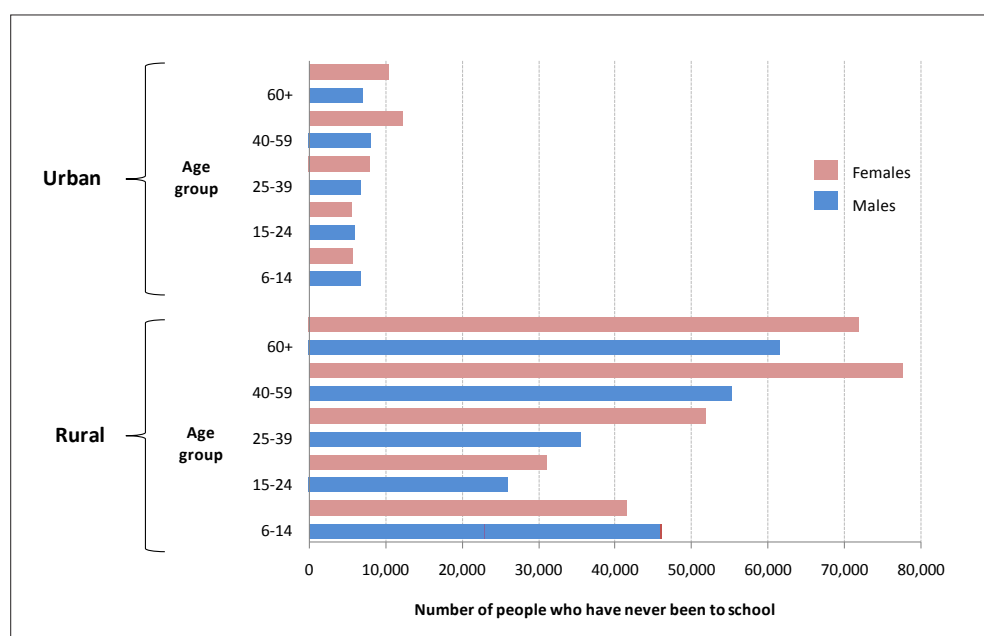
The 2010 population census gathered a range of information on the education level of all people residing in Timor-Leste, aged five and above. This chapter explores the regional and gender differences in participation in school, educational attainment, as well as primary and secondary school completion. It also examined the relationship between education and disability.

One third (33 %) of people aged six and above have never been to school. The proportion of people with no schooling increases with age, as shown by Figure 17. More than three quarters of men aged 60 and above have never been to school (81 %) and almost all women (91 %).

Table 17: Population that has never been to school, by age and sex, Timor-Leste 2010

Age Group	Population that has never been to school				
	Total	Male		Female	
	number	number	Percent of total age group	number	Percent of total age group
6-14	49,987	26,352	20%	23,635	19%
15-24	34,275	15,917	15%	18,358	18%
25-39	51,033	21,165	23%	29,868	33%
40-59	76,506	31,578	44%	44,928	68%
60 and above	75,341	34,220	81%	41,120	91%
Total	287,143	129,232	29%	157,909	37%

More women have never been to school, particularly in rural areas
Figure 25: Population aged 6 and above that have never been to school by sex, age group and rural/urban location, Timor-Leste 2010



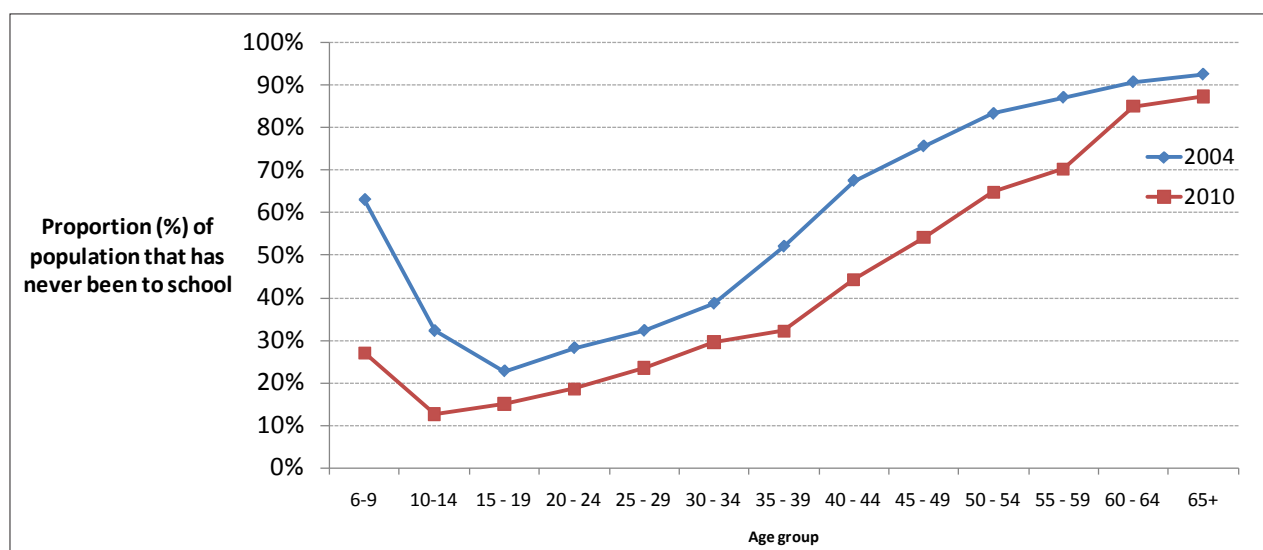
The 2010 census results indicate that school attendance had improved since 2004, when the last population census was conducted. However, direct comparison is limited given the significant difference in the methodologies used to gather education information by the two censuses⁸. The proportion of the population that has never attended school dropped from 49 percent in 2004 to 33 percent in 2010. The greatest improvements in attendance were in the youngest age groups. In 2004, 63 percent of children aged 6-9 were not attending school, but by 2010, only 27 percent were not in school. These trends are a positive reflection on the efforts made by government, civil society and stakeholders to increase participation in primary school.

Table 18: Population aged 6 and above that has never attended school by age group, Timor-Leste 2004 and 2010

Age group	2004			2010		
	Number with no schooling	Total population	Percent that has never attended school	Number with no schooling	Total population	Percent that has never attended school
6 - 9	64,931	103,052	63%	32,883	121,714	27%
10 - 14	38,063	118,213	32%	17,104	134,812	13%
15 - 19	21,449	94,283	23%	17,207	114,304	15%
20 - 24	21,012	74,561	28%	17,068	91,997	19%
25 - 29	18,244	56,559	32%	17,742	75,312	24%
30 - 34	23,936	61,970	39%	15,075	50,940	30%
35 - 39	25,252	48,518	52%	18,216	56,502	32%
40 - 44	30,862	45,724	67%	21,100	47,605	44%
45 - 49	25,837	34,175	76%	20,672	38,195	54%
50 - 54	27,311	32,808	83%	19,217	29,628	65%
55 - 59	16,654	19,134	87%	15,517	22,079	70%
60 - 64	18,556	20,462	91%	31,587	37,142	85%
65+	29,657	32,071	92%	43,753	50,078	87%
TOTAL	361,764	741,530	49%	287,141	870,308	33%

⁸ In 2004, more than 40% of people aged six and above did not state their educational attainment and only 6% indicated that they have “no schooling”. According to the 2004 census national priority tables: “Education attainment “Not Stated” often means that the person never attended school.” To enable comparison between 2004 and 2010, those with no schooling in 2004 is a combination of those that indicated “no schooling” and those that were categorized as “not stated”. It may be that some of the respondents that did not state their education in 2004 have been incorrectly considered as having never attended school.

Figure 26: Proportion of the population that has never been to school, by age group, Timor-Leste 2004 and 2010



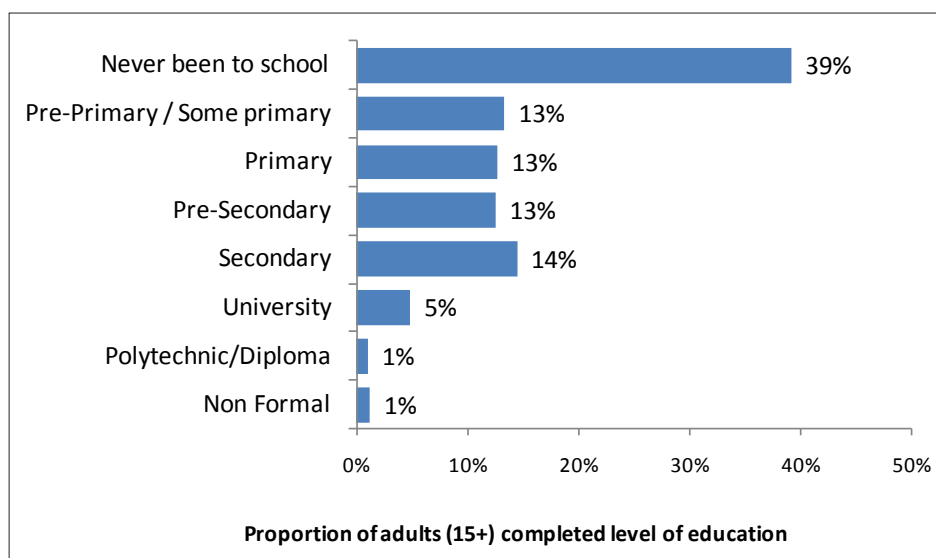
Education attainment

The adult population of Timor-Leste (aged 15 and above) have varying degrees of education. Although it should be noted that some of them may still be studying and likely reach higher levels, the largest proportion of people have never been to school (39 %). The 2004 population census reveals that the proportion of adults that had never attended school was close to 50 percent.

About one of every ten adults had completed secondary school (14 %). Similar proportions of the adult population had either completed pre-primary / some primary, primary or pre-secondary, with 3 percent respectively.

Only one fifth of every 100 Timorese had completed some university studies (5 %).

Figure 27: Highest level of education completed, adults aged 15+, Timor-Leste 2010



The educational attainment of people in decision-making positions (i.e. legislators, senior officials and managers) is explored below.

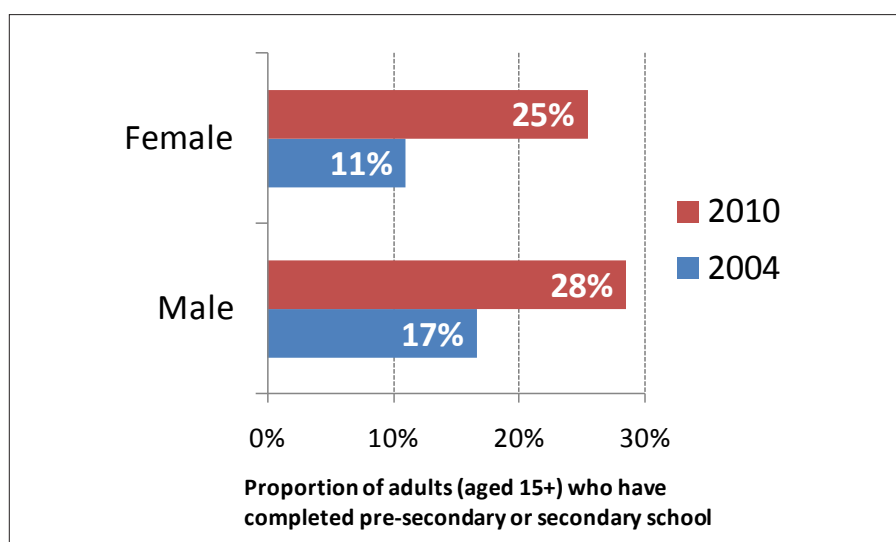
Adult primary and secondary school completion

The proportion of adults that had completed primary and secondary school are a useful indicator of the education level of the population. In Timor-Leste, 45 percent of the total population aged 15 and above had at least completed primary school (i.e. class 6 or higher).

There is a striking difference between urban and rural areas, with 70 percent of people in urban centres having completed primary school, versus just over one third of adults in rural areas (34 %). There is also a gap between men and women: 49 percent of men in Timor-Leste have completed primary school, compared to 42 percent of women.

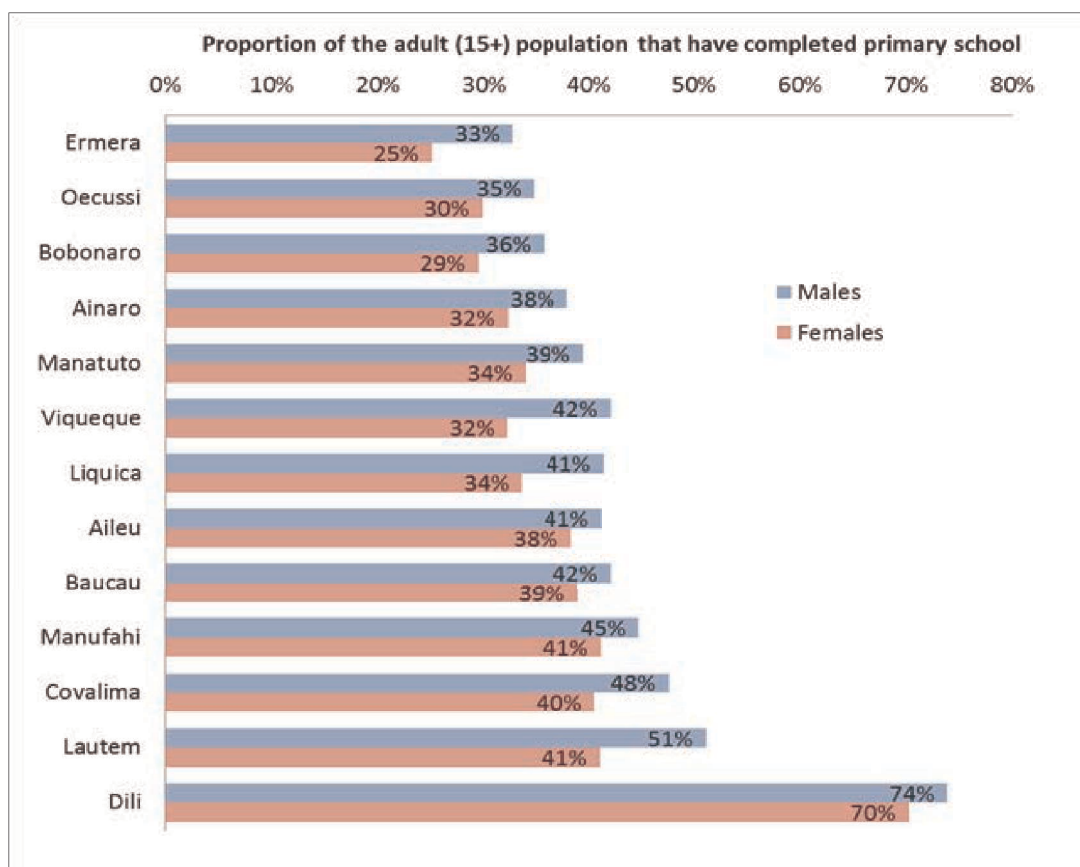
It is possible to compare completion of pre-secondary / secondary school between the 2004 and 2010 population censuses. As Figure 28 illustrates, completion of pre-secondary/secondary school studies has greatly improved between the two periods. This is particularly so for women.

Figure 28: Proportion of adults (aged 15+) that have completed pre-secondary or secondary school, by sex, Timor-Leste 2004 and 2010



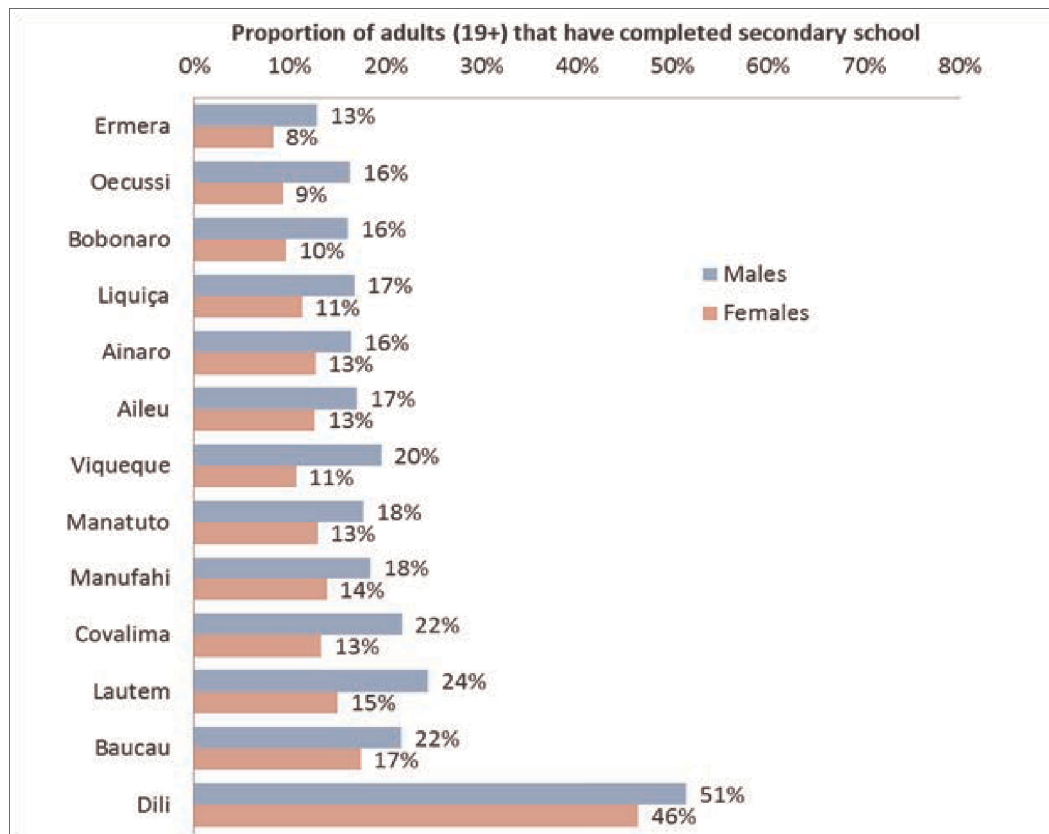
Primary school completion ratios in 2010 vary between districts, as the chart below shows. The lowest proportion of primary school completions are in Ermera, Oecussi and Bobonaro. Completion rates are highest in Dili, which is well ahead of the other districts at 74 percent for men and 70 percent for women.

Figure 29: Adult (aged 15 and above) primary school completion rates by district, Timor-Leste 2010



Only 23 percent of Timorese have completed secondary school (i.e. class 3 of secondary /technical education). In case of primary school completion, there is a striking difference between urban and rural residents: 47 percent of people in urban centres have completed secondary school, compared to only 13 percent of those in rural areas. In all areas, most men had completed secondary school education than women.

Figure 30: Adult (aged 19 and above) secondary school completion rates by district, Timor-Leste 2010



The 2010 population census gathered information on whether people have completed some level of

A total of 6,181 people had completed some polytechnic/diploma studies. The majority of these are male (62 %) and most are residing in urban centres (60 %).

There are 25,299 Timorese who had completed undergraduate university studies and some 4,290 percent were male and 38 percent female.

Approximately 6 percent of the male population aged 17 and above had been to university, compared to 2 percent of the female population.

Table 19: Adults aged 17 and above that have completed some tertiary studies, by level, sex and urban/rural location, Timor-Leste 2010

		Timor-Leste	Urban	Rural
Polytechnic/ diploma	Male aged 17+	3,857	2,194	1,663
	% male population aged 17+	1.40%	2.60%	0.80%
	Female aged 17+	2,324	1,522	802
	% female population aged 17+	0.40%	0.80%	0.20%
	Total	6,181	3,716	2,465
University	Male aged 17+	15,394	11,923	3,471
Under-graduate	% male population aged 17+	5.50%	14.00%	1.80%
	Female aged 17+	9,905	8,196	1,709
	% female population aged 17+	1.80%	4.50%	0.40%
	Total	25,299	20,119	5,180
University	Male aged 17+	2,889	2414	475
Masters and above	% male population aged 17+	1.00%	2.80%	0.20%
	Female aged 17+	1,401	1225	176
	% female population aged 17+	0.50%	1.40%	0.10%
	Total	4,290	3,639	651

Chapter 5

Literacy and Language

Being literate in one or more of Timor-Leste's four main languages is a key outcome of education. To be literate is to be able to speak, read *and* write in one or more languages.

Literacy is usually measured by self-assessment, testing or a combination of both. In the 2010 Timor-Leste population census, literacy was measured by self-assessment only. In most cases, the assessment was done by the head of the household responding on behalf of the individuals concerned.

Self-assessment is not always reliable as some people are reluctant to admit their illiteracy, or the person reporting may not have a good understanding of the reading or writing ability of another household member. This implies that, the ability to speak, read or write in a particular language is more likely to be overstated than understated.

Timor-Leste is a multi-lingual country, so questions asked were about the ability to speak read and write in each of the four main languages: Tetun, Portuguese, Bahasa Indonesian and English.

As indicated in Table 20, Tetun is the most commonly understood language with only 12.7 percent of the population being unable to speak, read or write in it. This cranks with 68.6 percent English, 49.5 percent Portuguese and 44.6 percent for Bahasa - (Indonesian).

Comparing the 2010 census results with the 2004 census, results indicate that literacy has increased in all four languages, except Bahasa Indonesia which has declined slightly.

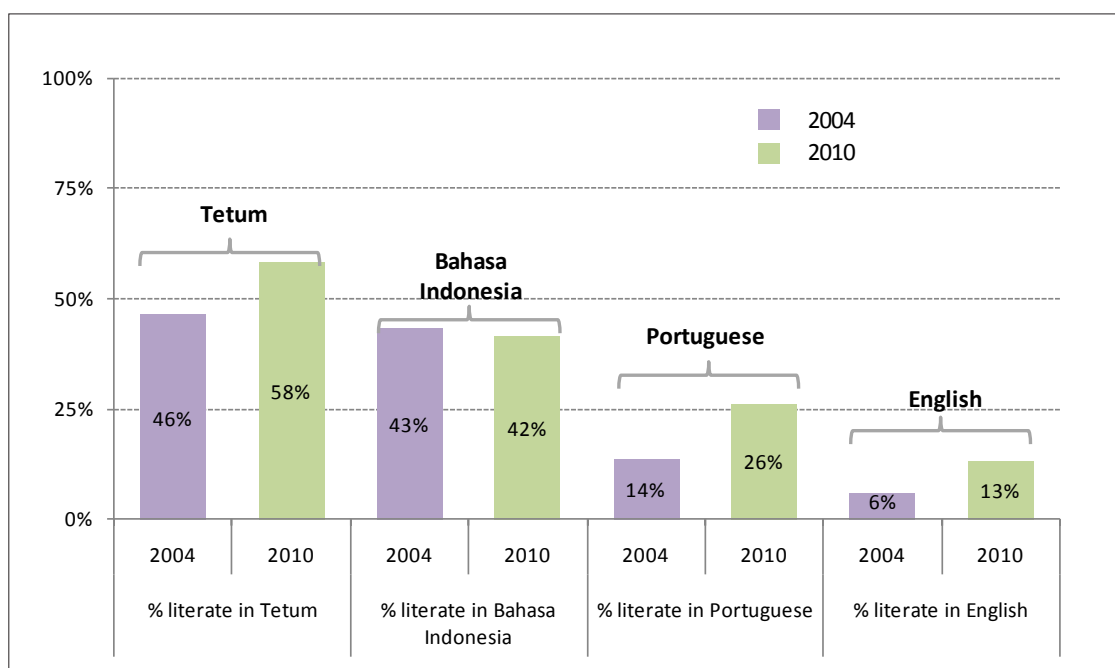
The biggest increase in literacy has been in the Tetum and Portuguese languages.

Literacy in English has also increased considerably, although it remains low at only 13 percent of the population aged 10 and above being able to speak, read and write in English.

Table 20: Total population aged 5 and above by ability to speak, read and write by language, Timor-Leste 2010

	Percent of total pop-ulation	Total population numbers
Tetun		
Do not speak read or write	12.7	115,000
Speak only	30.5	274,641
Read only	2.4	21,413
Speak and read only	1	8,695
Speak read and write	53.4	481,578
Total	100	901,327
	Percent of total pop-ulation	Total population numbers
Portuguese		
Do not speak read or write	49.5	446,108
Speak only	4.1	36,597
Read only	20.9	188,765
Speak and read only	1.9	17,103
Speak read and write	23.6	212,754
Total	100	901,327
	Percent of total population	Total population numbers
Bahasa Indonesia		
Do not speak read or write	44.6	401,937
Speak only	7.2	64,676
Read only	11.2	101,185
Speak and read only	1	8,793
Speak read and write	36	324,736
Total	100	901,327
	Percent of total population	Total population numbers
English		
Do not speak read or write	68.6	618,204
Speak only	2.5	22,602
Read only	16.1	144,901
Speak and read only	1.3	11,940
Speak read and write	11.5	103,680
Total	100	901,327

Literacy has increased in all main languages except Bahasa
Figure 31: Proportion of people aged 10+ who are literate in each
language, Timor-Leste 2004 and 2010



Literacy rates, an MDG indicator, are determined by the ability to read and write in any one of the four main languages. The literacy rate is the percentage of the population under review that is literate. For example, the youth literacy rate is the percentage of youth (aged 15-24 years) that are literate. It is calculated by dividing the number that are literate by the total population and then multiplying by 100 to get a percent.

Table 21 shows the number and proportion of the total, urban and rural populations, aged 10 and above, that are illiterate and literate. Around 40 percent of everyone aged 10 and above in Timor-Leste is illiterate in all four main languages. Illiteracy is higher amongst females, with 44.5 percent being illiterate, compared to 36.0 percent of males in Timor-Leste. There is a significant difference between literacy levels of those residing in urban versus those in rural areas. More than half of rural residents aged 10 and above are illiterate (50.7 %). Whereas, in urban centres, only 16.1 percent of the population (aged 10 and above) are illiterate. The national figures for illiteracy are high because most of Timor-Leste's population is in rural areas.

Table 21: Total population aged 10 and above who are illiterate / literate in Timor-Leste's main languages, by urban/rural and sex, Timor-Leste 2010

			Total population enumerated (aged 10+)		Illiterate population			Literate population	
			Male	Female	Total	Male	Female	Total	Male
Timor-Leste	Number	748,594	378,801	369,793	300,880	136,359	164,521	447,714	242,442
	Percent of population				40.20%	36.00%	44.50%	59.80%	64.00%
Urban	Number	228,320	119,802	108,518	36,848	16,499	20,349	191,472	103,303
	Percent of population				16.10%	13.80%	18.80%	83.90%	86.20%
Rural	Number	520,274	258,999	261,275	264,032	119,860	144,172	256,242	139,139
	Percent of population				50.70%	46.30%	55.20%	49.30%	53.70%

As Table 22 shows, of the 300,880 people aged 10 and above who are illiterate, 77 percent of them never attended school and 10 percent have left school. Around 11 percent are still at school.

The education status is similar for both illiterate men and women. However, more illiterate women than men have never been to school (80 % compared to 74 %), as is the case for the total population.

Table 22: Education status and highest level attained by the illiterate populations by sex, Timor-Leste 2010

	Total		Male		Female	
	number	Percent of total	number	Percent of illiterate males	number	Percent of illiterate females
Illiterate population aged 10 and above	300,880	100%	136,359	100%	164,521	100%
Education status						
At school	33,916	11%	18,297	13%	15,619	9%
Left school	29,806	10%	15,240	11%	14,566	9%
Never attended school	233,140	77%	101,110	74%	132,030	80%
Don't Know	4,018	1%	1,712	1%	2,306	1%

Timor-Leste's youth literacy rate (age 15-24 years) is 79.1, indicating that almost four in every five youth can speak, read and write in one or more of the four main languages. Adult literacy (aged 15 and above) is much lower at 57.8, illustrative of poor literacy levels in the older generations.

According to the United Nations MDG database⁹, Timor-Leste's youth literacy rate is similar to 2009 rates in countries such as Morocco, Ghana and Nepal. In 2008, Indonesia recorded a youth literacy rate of 99.5 percent and Philippines it was 97.8 percent. Papua New Guinea's youth literacy rate was 67.5 percent in 2009.

⁹ Millennium Development Goal Indicators: the official United Nations site for the MDG indicators (<http://mdgs.un.org>)

While youth and adult (aged 15 years and above) literacy rates vary across the country, the youth literacy rate is higher in every region than the adult literacy rate. This is encouraging as it indicates that literacy levels are improving. However, there is still a way to go before universal literacy can be achieved.

It is worrying that more than 20 percent of youth are illiterate in Timor-Leste's main languages (i.e. cannot read and write a simple sentence in any of the four languages). In rural areas the situation is more worrying with 30 percent of youth being illiterate. The youth literacy rates of males and females are similar, although males are slightly more literate than females.

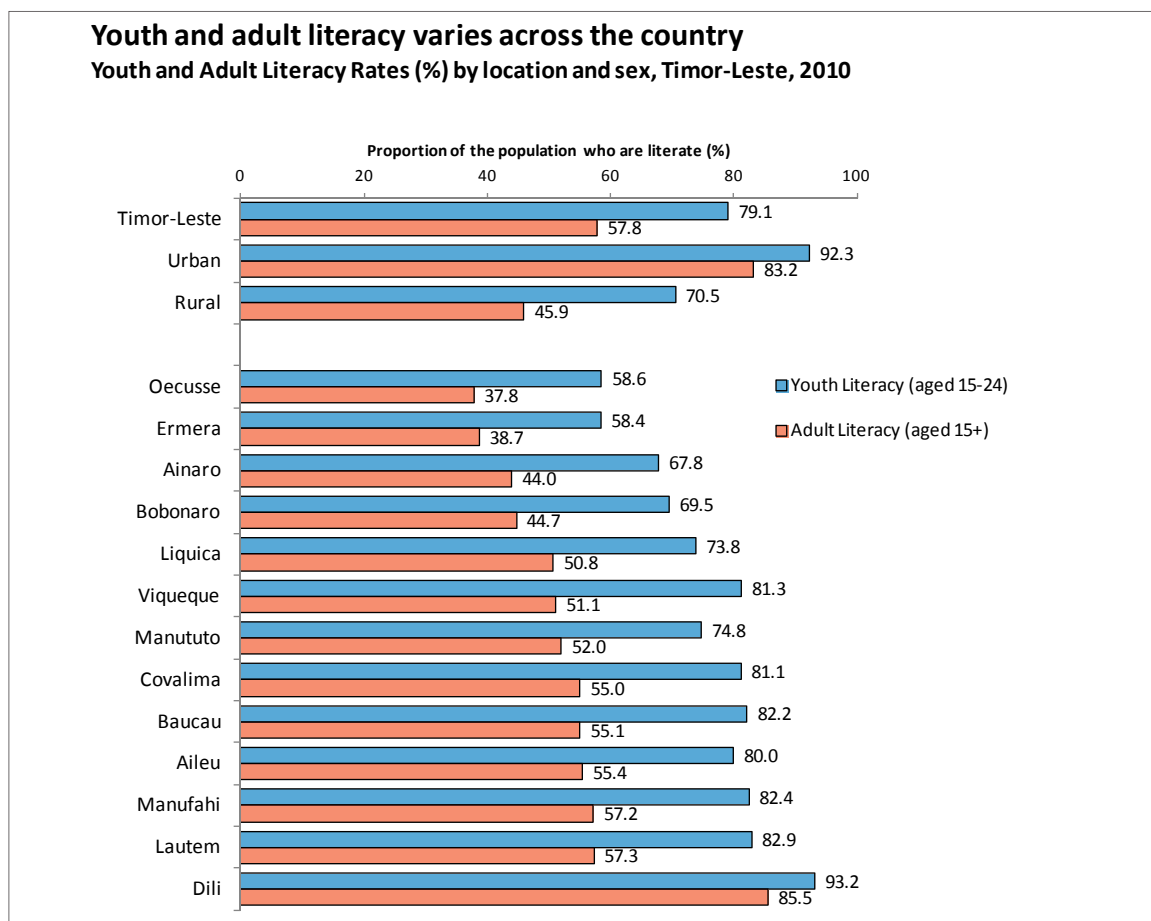
Differences in adult literacy are more significant. Not only are adults much less likely to be literate than youth - only 57.8 percent of adults (aged 15+) are literate - but the difference between men and women is larger.

Overall, the female adult literacy rate is 52.5 percent and the male adult literacy rate is 63.1 percent. Urban females are twice as likely to be literate compared to their rural counterparts. The same pattern is true for men, but to a different extent (86.1 percent in urban areas compared with 51.6 percent in rural areas). The gender gap in literacy is far less pronounced in Dili than the other districts.

Table 23: Youth and adult literacy rates by district and sex, Timor-Leste 2010

	Youth Literacy			Adult Literacy		
	(aged 15-24)			(aged 15+)		
	Total	Male	Female	Total	Male	Female
Timor-Leste	79.1	80	78.1	57.8	63.1	52.5
Urban	92.3	92.2	92.4	83.2	86.1	80
Rural	70.5	71.9	69.2	45.9	51.6	40.4
Ainaro	67.8	68.4	67.1	44	48.5	50.6
Aileu	80	80.6	79.3	55.4	60	39.4
Baucau	82.2	82.3	82.1	55.1	59.3	51
Bobonaro	69.5	69.9	69.2	44.7	50.4	39.3
Covalima	81.1	80.3	81.9	55	60.4	49.8
Dili	93.2	93.1	93.3	85.5	88.1	82.6
Ermera	58.4	62.2	54.6	38.7	44.7	32.6
Lautem	82.9	83.3	82.5	57.3	66	49.5
Liquica	73.8	76.5	71.2	50.8	57.4	44
Manututo	74.8	75.5	73.9	52	56.4	47.6
Manufahi	82.4	81.7	83.2	57.2	61.2	53.1
Oecussi	58.6	59.4	57.8	37.8	42.4	33.5
Viqueque	81.3	82.8	79.8	51.1	58	44.7

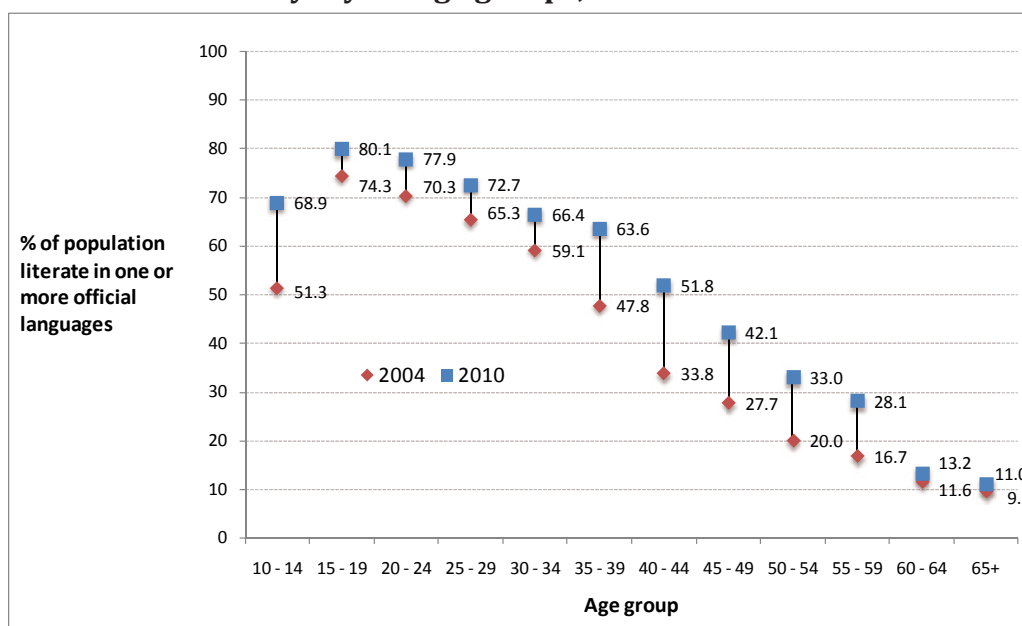
Figure 32: Youth and adult literacy rates by district and sex, Timor-Leste 2010



Literacy levels have improved markedly between 2004 and 2010. The proportion of people aged 10-14 that are literate has jumped from just over half in 2004 (51.3%) to more than two thirds in 2010 (68.9 %).

census, suggesting adult literacy programs are having a positive effect.

Figure 33: Trends in literacy levels between 2004 and 2010, by 5-year age groups, Timor-Leste



Chapter 6

Education and Work

Education is often a determinant of the type of work a person does. The Table 24 below shows that over half (54.3 %) of the working population had attained at least primary school level of education.

More than two in every five workers (42 %) has no formal education. Around two thirds of these are own account workers. These are often amongst the lowest paid workers and are often in vulnerable employment.

At the other end of the education spectrum, just over 7 percent of workers have a tertiary (polytechnic/diploma or university) education. The vast majority of these are employees (88 %).

Table 24: Employed population age 15-64 by employment status, education and sex, Timor-Leste 2010

	Total	Employee		Employer		Own Account Worker		Contributing Family Worker		Producers' Cooperative	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	278,032	65,824	25,365	1,580	735	90,699	45,105	28,899	18,953	574	298
No education / not stated	117,366	9,936	4,990	323	219	46,190	29,706	14,352	11,396	140	114
	42.20%	15.10%	19.70%	20.40%	29.80%	50.90%	65.90%	49.70%	60.10%	24.40%	38.30%
Pre-primary	2,918	817	425	27	15	821	383	261	156	10	3
	1.00%	1.20%	1.70%	1.70%	2.00%	0.90%	0.80%	0.90%	0.80%	1.70%	1.00%
Primary	55,281	11,751	2,740	356	110	22,411	6,843	7,358	3,500	154	58
	19.90%	17.90%	10.80%	22.50%	15.00%	24.70%	15.20%	25.50%	18.50%	26.80%	19.50%
Pre-secondary	25,818	6,429	1,915	229	101	8,948	3,481	2,953	1,659	63	40
	9.30%	9.80%	7.50%	14.50%	13.70%	9.90%	7.70%	10.20%	8.80%	11.00%	13.40%
Secondary	52,353	23,527	9,462	462	202	9,918	3,553	3,244	1,780	150	55
	18.80%	35.70%	37.30%	29.20%	27.50%	10.90%	7.90%	11.20%	9.40%	26.10%	18.50%
Polytechnic/ Diploma	4,048	2,356	1,118	27	8	284	105	94	42	8	6
	1.50%	3.60%	4.40%	1.70%	1.10%	0.30%	0.20%	0.30%	0.20%	1.40%	2.00%
University	15,590	9,749	4,095	123	54	874	305	243	101	31	15
	5.60%	14.80%	16.10%	7.80%	7.30%	1.00%	0.70%	0.80%	0.50%	5.40%	5.00%
Non Formal	4,658	1,259	620	33	26	1,253	729	394	319	18	7
	1.70%	1.90%	2.40%	2.10%	3.50%	1.40%	1.60%	1.40%	1.70%	3.10%	2.30%

The most common occupation in Timor-Leste is that of 'Skilled Agricultural Worker' (63 % of those employed). Most of these have no schooling (57 %) and only 1 percent has a tertiary education.

Almost 18 percent of workers were engaged in the services sector or were clerical workers.

Only 2.1 percent of workers were engaged in professional occupations, Among these professional workers, nearly three quarters (72.2 %) had university degrees with women accounting for almost one third (31.5 %) of the professional degree holders. Women constituted 27.9 percent of all the persons in management positions.

Table 25: Employed population age 15-64 by education Level, sex and occupation, Timor-Leste 2010

Occupation	Total	Pre-Primary	Primary	Pre-Secondary	Secondary	Polytechnic/ Diploma	University	Non Formal	None
Total- Timor	278,032	2,918	55,281	25,818	52,353	4,048	15,590	4,658	117,366
Armed Forces	708	13	67	48	416	19	93	11	41
Managers	6,924	52	743	545	2,766	254	1,876	95	593
Professionals	5,914	-	-	-	-	1,644	4,270	-	-
Technicians	4,541	-	19	3	3,063	377	1,078	1	-
Clerical	15,683	133	1,377	922	8,381	689	3,839	304	38
Service and sales	34,332	540	6,286	4,055	13,117	294	1,948	630	7,462
Skilled agricultural workers	175,392	1,561	38,330	15,667	16,013	434	1,076	2,740	99,571
Craft and related trades	12,328	161	3,127	1,516	2,752	90	357	192	4,133
Machine operators	7,783	112	2,167	1,427	2,483	56	272	198	1,068
Elementary Occupations	11,488	209	2,768	1,351	2,553	79	415	283	3,830
Not Stated	2,939	137	397	284	809	112	366	204	630
Male									
Total	187,576	1,936	42,030	18,622	37,301	2,769	11,020	2,957	70,941
Armed Forces	632	11	65	48	355	19	86	10	38
Managers	4,993	37	647	436	1,949	188	1,296	64	376
Professionals	4,015	-	-	-	-	1,090	2,925	-	-
Technicians	2,985	-	14	3	2,081	191	696	-	-
Clerical	10,354	74	1,004	645	5,346	473	2,603	182	27
Service and sales	21,297	294	4,079	2,467	8,941	209	1,444	351	3,512
Skilled agricultural workers	117,275	1,068	29,201	11,309	11,864	326	838	1,705	60,964
Craft and related trades	9,106	120	2,623	1,249	2,256	76	307	150	2,325
Machine operators	7,149	109	2,044	1,341	2,239	51	255	173	937
Elementary Occupations	7,718	135	2,037	907	1,720	57	297	190	2,375
Not Stated	2,052	88	316	217	550	89	273	132	387
Female									
Total	90,456	982	13,251	7,196	15,052	1,279	4,570	1,701	46,425
Armed Forces	76	2	2	-	61	-	7	1	3
Managers	1,931	15	96	109	817	66	580	31	217
Professionals	1,899	-	-	-	-	554	1,345	-	-
Technicians	1,556	-	5	-	982	186	382	1	-
Clerical	5,329	59	373	277	3,035	216	1,236	122	11
Service and sales	13,035	246	2,207	1,588	4,176	85	504	279	3,950
Skilled agricultural workers	58,117	493	9,129	4,358	4,149	108	238	1,035	38,607
Craft and related trades	3,222	41	504	267	496	14	50	42	1,808
Machine operators	634	3	123	86	244	5	17	25	131
Elementary Occupations	3,770	74	731	444	833	22	118	93	1,455
Not Stated	887	49	81	67	259	23	93	72	243

Two thirds of workers are in the Agriculture, forestry and fishing industry. The majority of the professionals (81.1 %) worked in the Education industry. The second largest industry was Public Administration (9.0 %) which includes government employees. As the Table 26 shows,

Most of university graduates (31.8 %) are employed in Public Administration with Education and in Agriculture, Forestry and Fishing being important industries for graduate employment. (22.0 % and 8.1 % respectively).

Table 26: Employed Population Age 15-64 by Industry and Level of Education Completed, Timor-Leste 2010

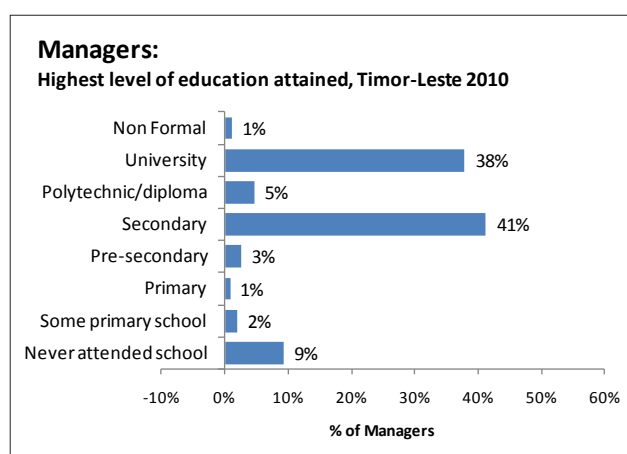
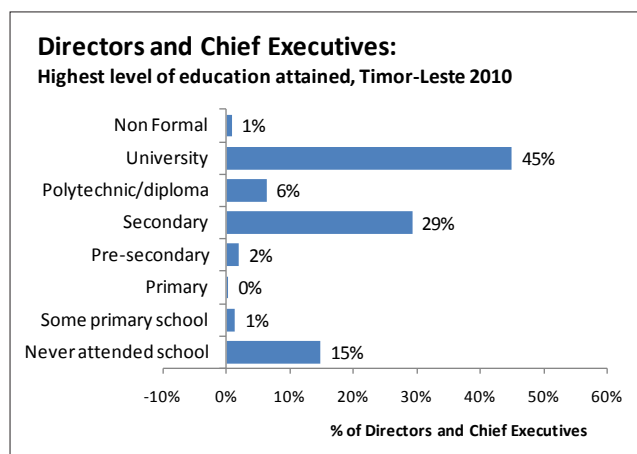
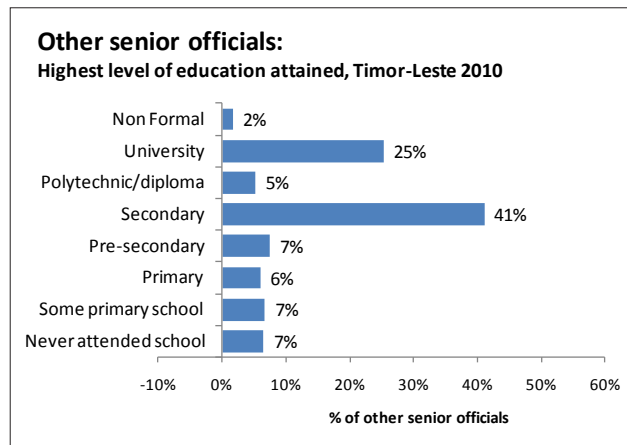
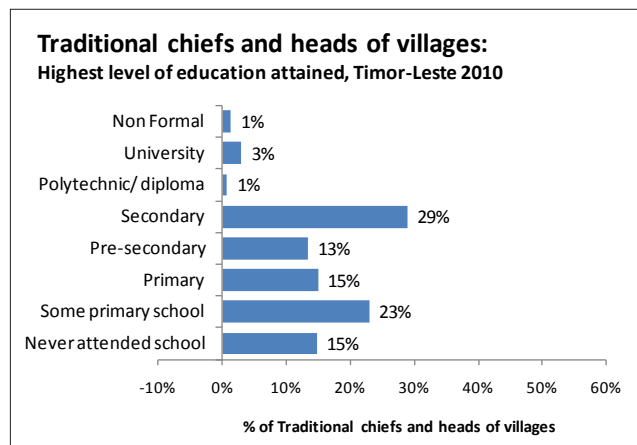
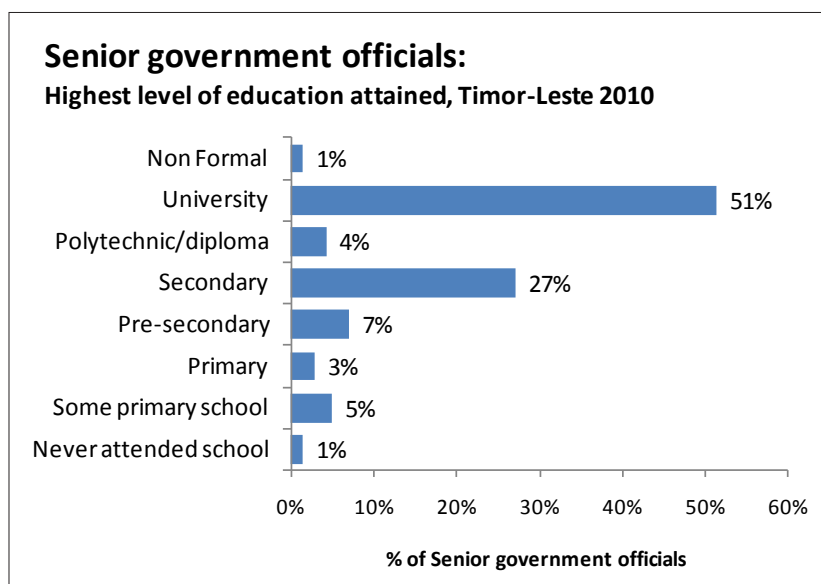
Industry	Total	Pre-Primary	Primary	Pre-Secondary	Secondary	Polytechnic/Diploma	University	Non Formal	None
Total	278,032	2,918	55,281	25,818	52,353	4,048	15,590	4,658	117,366
Agriculture forestry fishing	185,137	1,700	40,413	16,518	17,392	486	1,263	2,923	104,442
Mining & quarrying	1,107	18	300	123	276	11	56	12	311
Manufacturing	5,191	59	1,085	547	1,114	41	188	84	2,073
Electricity etc.	228	-	28	10	120	7	40	6	17
Water supply	115	-	20	9	44	5	12	7	18
Sewerage	113	-	31	20	23	1	6	1	31
Construction	7,505	124	1,992	909	2,038	116	654	184	1,488
Wholesale & retail trade	13,194	245	2,787	1,724	4,167	142	749	285	3,095
Accommodation & food	2,025	66	385	254	771	25	154	43	327
Transportation & storage	6,290	108	1,836	1,191	1,829	52	279	141	854
Info & communications	970	4	37	28	493	46	308	14	40
Financial & insurance	419	8	32	24	161	14	152	7	21
Real Estate Activities	38	-	2	5	25	-	2	-	4
Administrative & support	5,303	88	1,009	740	2,522	43	299	84	518
Professional & scientific	194	1	13	9	63	9	92	1	6
Public administration	25,065	237	2,684	1,958	12,369	823	4,953	433	1,608
Education	9,359	58	593	286	3,064	1,515	3,432	173	238
Health & social work	4,412	43	247	214	2,219	426	1,051	50	162
Arts & entertainment	169	3	24	22	68	1	23	3	25
Other service activities	4,998	52	657	525	2,070	184	1,015	79	416
Households as employers	3,861	84	852	506	715	22	98	91	1,493
International organizations	1,476	11	117	87	490	69	598	17	87
Not Stated	863	9	137	109	320	10	166	20	92

Education levels of people in decision-making positions

People occupying decision-making positions, such as senior officials, Directors/Chief Executives and managers have varying levels of education, as shown in the charts below.

Half of senior government officials and Directors/Chief Executives have a university education. The proportion is closer to 30 percent for other senior officials and managers. About 6 percent of Suco Chiefs have tertiary qualifications.

Figure 34: Highest level of education attained by people in decision-making positions



Chapter 7

Teachers and Educators

The quality and number of teachers are important determinants of education outcomes.

A total of 4,831 people indicated they were working as a teaching related occupation in the 2010 census. These were predominantly professional teachers with only a small number (47) working as associate professionals (special education, other). This number is much lower than the figures published by the Ministry of Education (2008/2009), which suggest the number of teachers in Timor-Leste is closer to 11,270.

Based on the 2010 census results, more teachers work in urban centres (54 %) than rural areas (46 %). This opposes the distribution of school age students of which most (64 %) live in rural areas.

Table 27: Number of teachers / educators in Timor-Leste 2010

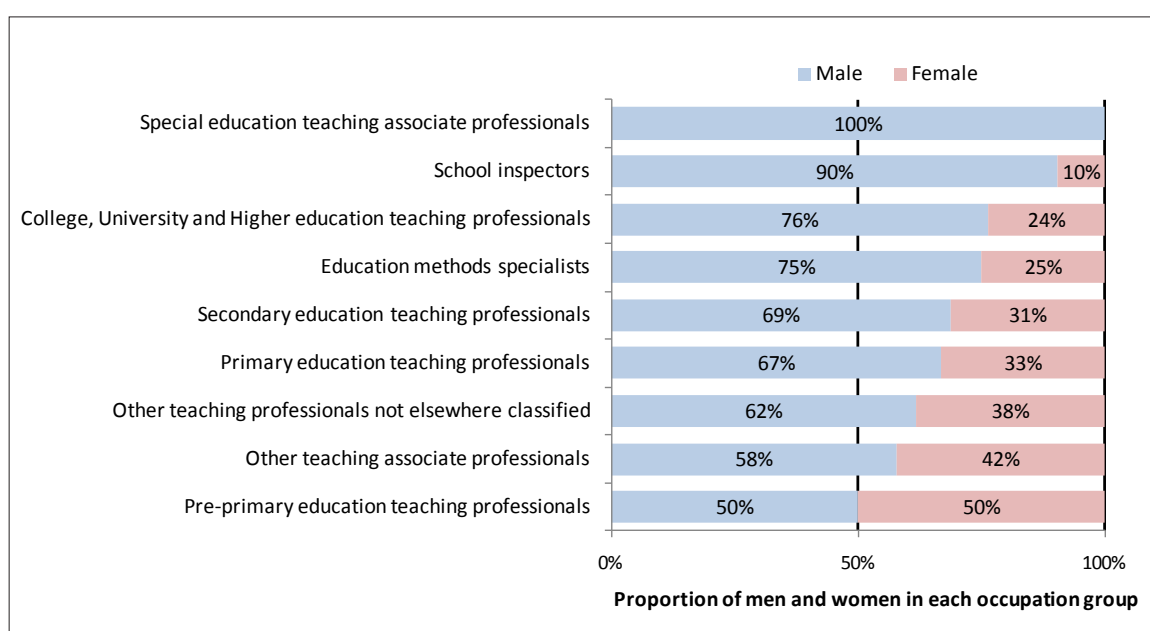
	Total number	Urban	Rural	Male	Female
Total Professionals and Associate Professionals					
Total number	4,831	2,602	2,229	3,287	1,544
Percent of total	100%	54%	46%	68%	32%
Teaching professionals	4,784	2,574	2,210	3,259	1,525
Pre-primary education teaching professionals	26	13	13	13	13
Primary education teaching professionals	2,207	1,029	1,178	1,475	732
Secondary education teaching professionals	1,984	1,045	939	1,363	621
College, University and Higher education teaching professionals	342	318	24	261	81
School inspectors	21	12	9	19	2
Education method specialists	16	15	1	12	4
Other teaching professionals not elsewhere classified	188	142	46	116	72
Associate professionals	47	28	19	28	19
Special education teaching associate professionals	2	2	0	2	0
Other teaching associate professionals	45	26	19	26	19

Overall, there are more male (68 %) than female teachers (32 %). As students progress through the education system they are most likely to be taught by men. By the time they reach tertiary levels, there will be few teaching professionals who are women (24 %).

The only education level where there is the same proportion of female teachers as male is in pre-primary education where only 50 percent of the teachers are men.

Secondary school teachers are mostly men with almost three of every four teachers being male. School inspectors are similarly mostly men, with only 2 of the 21 people in this senior position being women.

Figure 35: Proportion of men and women in teaching and education related occupations, Timor-Leste 2010



Based on census results, there are very few teachers compared to the number of students in Timor-Leste. At primary school level, there is only one professional primary school teacher for every 89 students. The student to teacher ratio is especially low in rural areas (124:1). The situation is better for secondary school students, with one teacher for every 24 students.

Ministry of Education records show that the student to teacher ratio is much better than the census results suggest. According to the 2008/2009 Statistical Yearbook (Ministry of Education, 2008/2009), the ratios are:

- 29 students per teacher in Primary School
- 23 students per teacher in Pre-Secondary School
- 17 students per teacher in Secondary School.

Student to teacher ratio will impact on the quality of education outcomes and, according to UNESCO, ratios exceeding 40 students per teacher are worrying. The OECD average of 18 students per teacher at primary school level may be a good benchmark to aim for (OECD/UNESCO, 2001).

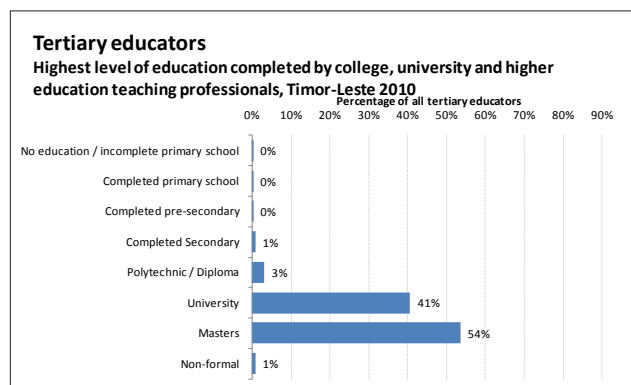
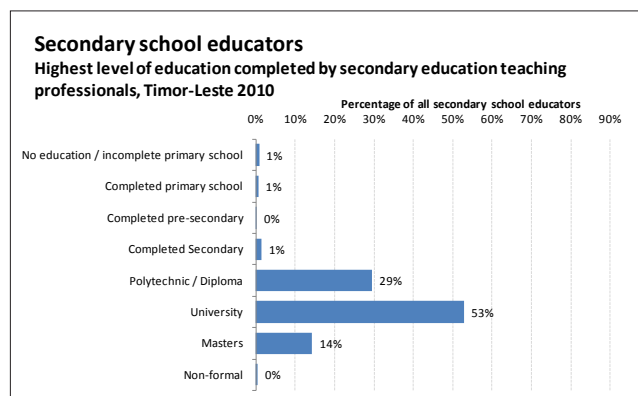
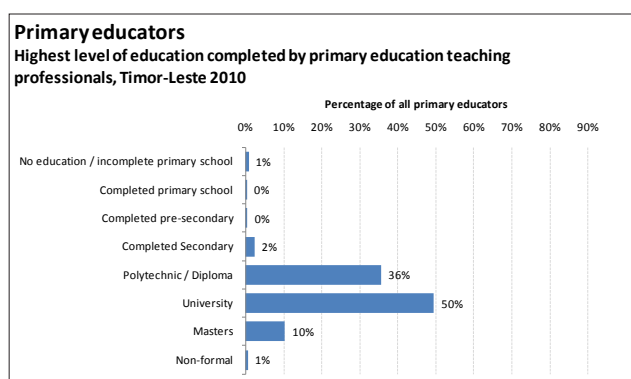
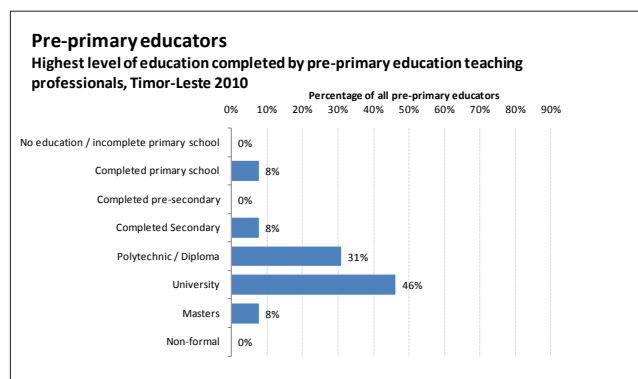
Table 28: Student to teacher ratios by education level and district, Timor-Leste 2010

	Primary school			Secondary school		
	Number of teachers	Number of students	Student / teacher ratio	Number of teachers	Number of students	Student / teacher ratio
Timor-Leste	2,207	195,852	89:01:00	1,984	48,575	24:01:00
Urban	1,029	50,141	49:01:00	1045	30,111	29:01:00
Rural	1,178	145,711	124:01:00	939	18,464	20:01
Aileu	101	10,033	99:01:00	78	1,939	25:01:00
Ainaro	87	11,842	136:01:00	61	1,786	29:01:00
Baucau	330	22,679	69:01:00	192	4,789	25:01:00
Bobonaro	177	17,138	97:01:00	122	2,428	20:01
Covalima	112	12,006	107:01:00	95	2,218	23:01
Dili	674	35,659	53:01:00	660	20,920	32:01:00
Ermera	158	20,482	130:01:00	72	3,174	44:01:00
Lautem	120	13,529	113:01:00	103	2,382	23:01
Liquica	93	11,049	119:01:00	113	2,173	19:01
Manatuto	67	8,332	124:01:00	48	1,234	26:01:00
Manufahi	88	9,425	107:01:00	81	2,004	25:01:00
Oecussi	63	9,634	153:01:00	103	1,657	16:01
Viqueque	137	14,044	103:01:00	256	1,871	7:01

The quality of the teachers is important to education outcomes. One measure of teacher quality, but by no means the only one, is the level of education of the teacher.

The following graphs show that the proportion of teachers with a tertiary education is high for pre-primary through to tertiary educators. University/Masters qualifications increase from 54 percent for pre-primary educators to 96 percent for tertiary educators.

Figure 36: Highest level of education completed by education professionals, by level, Timor-Leste



Chapter 8

Recommendations

The population census has provided key information about current students in Timor-Leste. It also gives educational attainment information and updated data on literacy levels. These findings should assist educators and policy makers when assessing distribution of resources and assist the government and development partners in the assessment of progress towards education goals.

The census confirms that the educational experience of Timorese is improving but there is still a long way to go in raising the educational standards of the community.

When examining educational figures for current students, it is important to remember that the census is concerned with attendance and does not look at enrolment. The census measures formal education success in terms of education level reached and completed.

There was an attempt to measure literacy. The self-assessment of literacy indicates that literacy rates are well below what is desirable. It is likely that due to the limitations of the census as a source of information on literacy, true illiteracy is probably higher than measured.

The census results reinforce that education has been neglected in the past. Thus the current policy of improving education outcomes as articulated in the national strategic plan and the National Education Policy are essential.

The census provides benchmark education data on an infrequent basis (possibly 10 yearly in the future) and it provides important baseline information by a range of characteristics.

Given the priority attributed to education, systematic and in depth studies during the intercensal period would enhance the progress on educational priorities.

Some of the areas, the census data indicated and may require further study includes:

Literacy: The census methodology is based on a simple self-assessment. It is likely to underestimate illiteracy rates. Literacy rates as measured in the census are lower than desired but improving. Testing of literacy of children in the school system or who have recently left via a written test would provide further insight into the effectiveness of the education system.

Pre-school: Rates of pre-school attendance are relatively low. Further understanding as to why this is so may lead to targeted policies to increase attendance and better education outcomes at higher levels.

Regional differences: There are differences in school attendance, teacher/student ratios and levels of education across the country. Regions with the poorest results should be targeted for special studies to determine the reasons.

Compulsory schooling: Students of compulsory schooling age are not universally attending school. Particular groups and regions should be studied to determine why.

Secondary schooling: This is not currently compulsory, but is expected to become compulsory before 2020. Significant numbers of Timorese are not currently completing secondary school. Reasons and strategies to improve this situation need investigating.

Gender differences: The gender gap in education is rapidly closing, but still exists in the higher levels of the education system. This points to a need for special emphasis for girls at higher levels.

Disadvantaged groups: Disadvantaged students such as the disabled, young mothers and working children, do not do as well within the education system as all students. They require special programs and assistance.

Teachers: The student/teacher ratios are low. Male teachers hold most positions at the higher levels and there needs to be strategies to attract more women to the profession.

Glossary

2010 Population census

The United Nations defines a population census as *“the total process of collecting, compiling, evaluating, analysing and publishing or otherwise disseminating demographic, economic and social data pertaining, at a specified time, to all persons in a country or in a well delineated part of a country”*. A population census is a complete enumeration of all persons in a country at a specified time. A population census is the primary source of benchmark statistics on the size, distribution, composition and other social and economic characteristics of the population. The census provides information up to the lowest administrative unit (*Suco*). Timor-Leste conducted her first Population and Housing Census in 2004. It provided benchmark information at all administrative levels.

Contributing family worker

Persons who were working without pay in the business or farm of another household/family member.

Disabled or ill

Is somebody who cannot work due to some form of disability or illness.

Disability is defined as: physical, sensory, mental or other impairment, including a visual, hearing or physical disability, which has a substantial long term adverse effect on a person's ability to carry out usual (day to day) activities.

Disability is, therefore, viewed as a physical, mental, or psychological condition or impairment that substantially affects a person's daily activities or limits a person to perform one or more major life activities (referred to herein as activities of daily life) such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working and interacting with other persons.

In this context, activities refer to a wide range of deliberate actions performed by an individual as opposed to particular body functions or structures. These are basic deliberate actions undertaken in order to accomplish a task such as dressing, toileting, feeding oneself or moving around the house.

Economically Inactive (not in the labour force)

Persons who were neither working nor available/looking for work are classified as “not in the labour force”. This includes people who did household work, fulltime students, pensioners, retired or elderly persons, incapacitated or persons with disability, and people who were not economically active for any other reason.

Employed

Currently employed can either be actually working in the week prior to the census, or has an attachment to a job or business but did not work during the week prior to the census. Those with a job attachment but not at work are defined as those who have a job to return to. These include those who do seasonal work for wages, provided they are sure to return within six months and continue to receive a wage or salary during the off season; those who were absent from work last week for technical or economic reasons (due to machinery breakdown, energy cuts, lack of orders, etc.) provided they are sure to return to work within three months; and those who gave any other reason (often of a social nature) for their absence from work last week. In the 2010 census, the employed are those who worked for at least 1 hour for pay, profit or family gain or were absent from work but had a job, farm or business.

Employee (working for someone else for pay in cash or in kind)

Comprises persons who during the week preceding the census night worked for wages, salaries, commissions, tips, contracts and payment in-kind (especially in the rural areas where people who have rendered services may be paid using food or clothing).

Employer (employing one or more employees)

Comprise persons who during the week preceding the census night worked in their own business which also employs other persons. The person must have also been spending much of his/her time at the place. The people employed can either be paid in cash or kind.

Gross attendance ratio (GAR)

Provides the total number of students attending a particular level of education, regardless of their age, expressed as a percentage of the total official school age population. For example, the primary school GAR is calculated as follows:

$$\frac{\text{Number of children of any age who attend primary school}}{\text{Number of children of primary school age in the population}}$$

Where there are a large number of over or under age children attending a particular level of schooling (e.g. primary school), then the GAR may exceed 100 percent.

Highest level of education

The education level is defined as a grouping of education years as provided by Ministry of Education. These levels are Pre-primary education, Primary education, Lower or Pre-secondary education, (Upper) Secondary education, Polytechnic/Diploma (Post-secondary non-tertiary education), University education and non-formal education. Persons may have been educated under differing education systems (e.g Portuguese, Indonesian, foreign system). A conversion table was provided by the Ministry of Education to enable education to be coded to the equivalent under the current Timor-Leste education system.

Household work (homemaker, housewife)

A person of either sex involved in household chores in his/her own home such as cooking, babysitting, etc, who did not work for pay or profit or look for work. This category excluded houseboys and house girls.

Household/family

A household consists of one or more persons who usually share their living quarters and share their principal meals. Residence in the same quarters and sharing of principal meals are two necessary conditions for persons to be members of the same household. In common usage it might be said that a household consists of “**all persons living and eating together out of the same cooking pot**”. These are the people to be enumerated in the census under population type commonly referred to as **private or conventional** households.

The word “family” does not have the same meaning as the word “household” in the 2010 census. A family consists of all persons related by blood or marriage whether or not they live miles apart. To be members of the same household, all persons must live and eat together as defined above.

A household might be a family, a group of unrelated people living together, or a single person living alone. In some cases one family might be considered as two households. For example, if the father, his wife and daughter took their meals together and on the other hand their married son, his wife and two children prepare and take their meals together but separate from their father's family. In such a case these are two households.

Household head

The household head was determined by the household members. In Timor-Leste this is usually a male, but it could be a female even if adult males were present. The exception to this was in households which consisted of a group of people not related by blood or marriage. These household types most commonly occur in Dili and in these cases the interviewer chose the household head and then coded all others as non-relative

Industry

Industry refers to the activity of the establishment in which an employed person worked during the week prior to the census. Industry was coded to the four-digit level in line with the International Standard Industrial Classification (ISIC Rev. 4), adapted to meet the special requirements of Timor-Leste.

Labour Force

The labour force comprises all those who are currently employed or currently unemployed.

Labour force participation rate

The ratio of the economically active (employed and unemployed) in a certain age group divided by the total population in the same age group multiplied by 100.

Member of a producers' cooperative

This category includes members of cooperative societies and therefore works in the one of the various farms.

Migrant children

Children aged 6-14 years old who, through the 2010 population and housing census, were enumerated in a different district to that in which they were born.

Net attendance ratio (NAR)

Provides the percentage of children attending the level of schooling appropriate for their age. For example, the primary NAR is calculated as follows:

$$\frac{\text{Number of children of primary school age (6-12) who attend primary school}}{\text{Number of children of primary school age in the population}}$$

Non-Conventional Household (institutions)

Groups of people who are living together but do not belong to an "ordinary" household are non-conventional households. Examples of these households which are institutions are hospitals, boarding schools, prisons, orphanages, military barracks. Guest in Hotels and lodges were separately counted.

Persons working in institutions but who live in their own households were counted with their own household members and not with the institution. Thus, a nurse on night duty was counted with her household and not with patients at the hospital. Similarly, a teacher was counted with his/her household and not with students or boarders at the school or training institution. The same applied to night workers of all kind such as security guards (watchmen), factory workers, policemen, fishermen, sales girls at hotels.

Non-formal Education

Non-formal education refers to specific literacy programmes aimed at young adults. According to the Ministry of Education, Statistical Yearbook 2008/2009, the courses are offered in Tetun and Portuguese for duration of three or six months.

Occupation

Occupation refers to the type of work done during the reference period, irrespective of industry or status in employment. A job or activity is defined as a set of tasks and duties which are carried out by, or can be assigned to, one person. Persons were classified by occupations to the four-digit level, in accordance with the International Standard Classification of Occupations (ISCO-08), but adapted to meet the particular requirements of Timor-Leste

Own-account worker (with no employee)

Comprises self-employed persons who worked on own business or worked on own/ family business for family gain. It includes artisans, mechanics, traders in farm produce and family workers offering services in own or family business.

Pensioner, retired, elderly person

A person who was not engaged in any economic activity because he/she had retired either due to age, sickness or voluntarily.

Private Household

A private household consists of a person or a group of persons who live together in the same compound but not necessarily in the same dwelling unit and have common housekeeping/ cooking arrangements. Members of a household are not necessarily related by blood or marriage.

All persons who spent census night with the household, whether visitors, servants, etc were included as part of the household.

Examples of different households are:

- a) A household may consist of one or more persons and may occupy a whole building or part of a building or many buildings in the same compound/homestead.
- b) If two or more groups of persons live in the same dwelling unit and have separate eating arrangements, they are separate households.
- c) A domestic servant who eats with the household is included in the household. If the servant cooks and eats separately, he/she is in a separate household.
- d) Persons who spent the census night with another household were recorded in the questionnaire for the other household.
- e) It is the practice in some parts of Timor-Leste for young boys to live in separate quarters, while continuing to take their meals with their parents. If the quarters were away from the household compound then the quarters were counted as a separate household.

School attendance

School attendance is defined as regular attendance at any accredited educational institution or programme, public or private, for organized learning at any level of education at the time of the census. Instructions in particular skills which are not part of the recognised educational structure (e.g. employee in service training course) is not considered as educational attendance for census purposes

Student

A person who spent most of his/her time in a regular educational institution (primary, secondary, college, university etc.) and hence not available for work. If, for instance, a student was on holiday during the week preceding the census and may have been engaged in gainful employment, he/she was coded as employed.

Student: Teacher Ratio

The number of students divided by the number of teachers at that level of education. For example, there were 1,984 secondary school teachers in Timor-Leste at the time of the census and 48,575 secondary school students. Dividing 48,575 by 1,984 equals around 24 students for every one teacher. UNESCO recommends calculating student: teacher ratios using the number of full-time equivalent teachers and full-time equivalent students (OECD and UNESCO, 2001). Information on full-time/part-time hours was not gathered through the 2010 population census.

Work

The concept of work covers all persons undertaking economic activities either for pay, profit or family gain. As described in the System of National Accounts (SNA), the concept of economic activity includes all market production and certain types of non-market production. The types of non-market production referred to include:

- (a) The production of primary products for own consumption;
- (a) The processing of primary commodities for own consumption by the producers of these items;
- (b) The production of fixed assets for own use; and
- (c) Production for own-consumption of other commodities by persons who also produce them for the market.

Unemployed

The definition of unemployment is based on three criteria which must be satisfied simultaneously, namely, 'without work', 'currently available for work', and 'seeking work'.

Unemployment rate

The proportion of the unemployed to the labour force multiplied by 100.

Urban/Rural

All areas were classified as urban or rural.

The criteria for urban classifications were:

- 1) All district headquarters were urban with the built up areas used as the boundaries for the urban area
- 1) Areas not covered by 1) will be urban if they met the following characteristics:
 - 1.0.i) population of 2000 or more
 - 1.0.ii) less than 50 percent of employed in agriculture/fisheries activities and the remaining people employed in the "modern sector"
 - 1.0.iii) electricity and piped water, or
 - 1.0.iv) access to schools, medical care and recreational facilities

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Statistical Annex

Table 29: Total number of students by level of study, sex and location – Timor-Leste 2010

	Pre-primary students				Primary school students				Pre-secondary school students			
	Males	Females	Total		Males	Females	Total		Males	Females	Total	
	Total number	Total number	Total number	Percent of total area population aged 5+	Total number	Total number	Total number	Percent of total area population aged 5+	Total number	Total number	Total number	Percent of total area population aged 5+
Timor-Leste	7,902	7,718	15,620	1.70%	102,549	93,303	195,852	21.70%	30,487	28,865	59,352	6.60%
Urban	2,931	2,925	5,856	2.20%	26,429	23,712	50,141	18.70%	11,876	11,486	23,362	8.70%
Rural	4,971	4,793	9,764	1.50%	76,120	69,591	145,711	23.00%	18,611	17,379	35,990	5.70%
Aileu	449	406	855	2.30%	5,326	4,707	10,033	26.60%	1,284	1,318	2,602	6.90%
Ainaro	501	451	952	2.00%	6,244	5,598	11,842	24.40%	1,592	1,515	3,107	6.40%
Baucau	771	722	1,493	1.60%	11,990	10,689	22,679	24.00%	3,398	3,215	6,613	7.00%
Bobonaro	795	754	1,549	2.00%	8,785	8,353	17,138	22.10%	2,043	1,978	4,021	5.20%
Covalima	502	513	1,015	2.00%	6,200	5,806	12,006	23.40%	2,061	1,983	4,044	7.90%
Dili	2,046	2,084	4,130	2.10%	18,731	16,928	35,659	18.00%	7,895	7,464	15,359	7.70%
Ermera	597	588	1,185	1.20%	10,757	9,725	20,482	20.70%	2,725	2,435	5,160	5.20%
Lautem	458	445	903	1.80%	7,019	6,510	13,529	26.60%	2,031	1,848	3,879	7.60%
Liquica	348	337	685	1.30%	5,874	5,175	11,049	20.50%	1,830	1,694	3,524	6.50%
Manatuto	372	354	726	2.00%	4,403	3,929	8,332	23.40%	1,100	1,031	2,131	6.00%
Manufahi	317	322	639	1.50%	4,981	4,444	9,425	22.70%	1,523	1,508	3,031	7.30%
Oecusse	288	302	590	1.10%	4,868	4,766	9,634	18.30%	1,087	1,020	2,107	4.00%
Viqueque	458	440	898	1.50%	7,371	6,673	14,044	23.80%	1,918	1,856	3,774	6.40%

(Continued)

Table 29 (continued): Total number of students by level of study, sex and location – Timor-Leste 2010

	Secondary school students				University students			
	Males	Females	Total	Percent of total area population aged 5+	Males	Females	Total	Percent of total area population aged 5+
	Total number	Total number	Total number		Total number	Total number	Total number	
Timor-Leste	25,411	23,164	48,575	5.40%	9,325	6,573	15,898	1.80%
Urban	15,622	14,489	30,111	11.20%	7,517	5,554	13,071	4.90%
Rural	9,789	8,675	18,464	2.90%	1,808	1,019	2,827	0.40%
Aileu	1,006	933	1,939	5.10%	169	92	261	0.70%
Ainaro	953	833	1,786	3.70%	105	75	180	0.40%
Baucau	2,341	2,448	4,789	5.10%	398	288	686	0.70%
Bobonaro	1,197	1,231	2,428	3.10%	258	140	398	0.50%
Covalima	1,139	1,079	2,218	4.30%	160	75	235	0.50%
Dili	10,958	9,962	20,920	10.50%	6,878	5,176	12,054	6.10%
Ermera	1,793	1,381	3,174	3.20%	312	163	475	0.50%
Lautem	1,225	1,157	2,382	4.70%	143	85	228	0.40%
Liquica	1,184	989	2,173	4.00%	226	113	339	0.60%
Manatuto	697	537	1,234	3.50%	94	65	159	0.40%
Manufahi	1,009	995	2,004	4.80%	105	61	166	0.40%
Oecusse	921	736	1,657	3.10%	269	123	392	0.70%
Viqueque	988	883	1,871	3.20%	208	117	325	0.50%

(Continued)

Table 29 (continued): Total number of students by level of study, sex and location – Timor-Leste 2010

	Polytechnic/diploma students			Non formal students			
	Males	Females	Total	Males	Females	Total	
	Total number	Total number	Total number Percent of area population	Total number	Total number	Total number Percent of area population	
Timor-Leste	1,094	759	1,853 0.20%	3,193	2,844	6,037 0.70%	
Urban	704	524	1,228 0.50%	1,219	1,028	2,247 0.80%	
Rural	390	235	625 0.10%	1,974	1,816	3,790 0.60%	
Aileu	34	21	55 0.10%	128	128	256 0.70%	
Ainaro	28	15	43 0.10%	173	139	312 0.60%	
Baucau	108	109	217 0.20%	338	332	670 0.70%	
Bobonaro	59	27	86 0.10%	250	223	473 0.60%	
Covalima	40	20	60 0.10%	156	151	307 0.60%	
Dili	573	438	1,011 0.50%	824	660	1,484 0.70%	
Ermera	83	38	121 0.10%	335	258	593 0.60%	
Lautem	35	15	50 0.10%	156	174	330 0.60%	
Liquica	22	13	35 0.10%	152	154	306 0.60%	
Manatuto	15	13	28 0.10%	131	106	237 0.70%	
Manufahi	11	7	18 0.00%	205	199	404 1.00%	
Oecussi	41	23	64 0.10%	168	141	309 0.60%	
Viqueque	45	20	65 0.10%	177	179	356 0.60%	

Table 30: Number of teachers / educators by district and sex, Timor-Leste 2010

	Men		Women		Total
	Number	Percent of total	Number	Percent of total	Number
Timor-Leste	3,287	68	1,544	32	4,831
Urban	1,652	63	950	37	2,602
Rural	1,635	73	594	27	2,229
Aileu	139	72	53	28	192
Ainaro	107	61	68	39	175
Baucau	378	63	221	37	599
Bobonaro	228	73	86	27	314
Covalima	152	71	63	29	215
Dili	1,108	63	657	37	1,765
Ermera	171	72	68	28	239
Lautem	192	84	37	16	229
Liquica	160	75	53	25	213
Manatuto	87	70	37	30	124
Manufahi	121	68	58	32	179
Oecussi	129	74	46	26	175
Viqueque	315	76	97	24	412

Table 31: Gender Parity Indices (GPI) by district and sex, Timor-Leste 2010.

The Gender Parity Index (GPI) measures gender related differences in school participation by dividing the gross attendance ratio for females by that of males. A GPI of 1.0 indicates parity (no difference between males and females); higher than 1.0: more females than males; lower than 1.0: more males than females.

Gender Parity Indices (GPI)					
	Pre-Primary	Primary school	Pre-secondary	Secondary school	University
Timor-Leste	1.04	0.98	1.02	0.92	0.7
Urban	1.09	0.96	1.04	0.88	0.79
Rural	1.02	0.98	1.01	0.92	0.53
Districts					
Aileu	1.02	0.97	1.07	0.98	0.56
Ainaro	1.04	0.96	1.05	0.92	0.71
Baucau	0.98	0.98	1.04	1.07	0.7
Bobonaro	1.03	1.01	1.01	1.02	0.48
Covalima	1.08	1.02	1.02	0.98	0.44
Dili	1.11	0.98	1.01	0.89	0.8
Ermera	0.97	0.94	0.95	0.77	0.51
Lautem	1.11	0.98	0.98	1.05	0.58
Liquica	1	0.96	1.04	0.81	0.5
Manatuto	0.92	0.97	1.02	0.84	0.71
Manufahi	1.15	0.96	1.16	0.98	0.58
Oecussi	1.09	1.03	1.03	0.75	0.4
Viqueque	1.06	1	1.03	0.89	0.52
Sub-districts					
Aileu	1.04	0.97	1.18	0.96	0.68
Ainaro	0.99	0.98	1.03	0.85	0.8
Alas	0.79	0.98	1.13	0.64	1.2
Atabae	1.15	1.05	0.91	0.53	0.35
Atauro	0.88	1.03	0.95	0.79	0.46
Atsabe	1.32	0.9	0.98	0.79	0.43
Baguia	0.88	0.97	0.96	1.16	0.28
Balibo	1.25	1.01	0.88	1.39	0.36
Natarbora	0.6	0.96	1.12	0.55	1.1
Baucau	1.02	0.97	1.09	1	0.88
Bazartete	1.09	0.97	1.13	0.87	0.34
Bobonaro	1.11	1.02	0.93	0.87	0.34
Cailaco	0.95	1.06	1.25	3.45	0.72
Cristo-Rei	1.13	0.96	1.02	0.89	0.83
Dom Aleixo	1.17	0.98	1.01	0.87	0.81
Ermera	1.03	0.91	1	0.8	0.59
Fatuberliu	1.13	0.99	1.28	0.87	0.77
Fatululic	1.01	1.02	1.25	1	0.35
Fatumean	1.1	1.06	0.84	1.1	0
Forohem	1.03	1.02	1.05	1.01	0.91
Hatolia	0.79	0.97	0.76	0.63	0.37
Hatu-builico	0.92	0.92	1.04	0.72	0.57

(Continued)

Table 31: Gender Parity Indices (GPI) by district and sex, Timor-Leste 2010.

The Gender Parity Index (GPI) measures gender related differences in school participation by dividing the gross attendance ratio for females by that of males. A GPI of 1.0 indicates parity (no difference between males and females); higher than 1.0: more females than males; lower than 1.0: more males than females.

Gender Parity Indices (GPI)					
	Pre-Primary	Primary school	Pre-secondary	Secondary school	University
Hatu-udo	1.46	1.01	1.15	0.93	0.78
Iliomar	1.28	1.01	1.01	0.76	0.2
Laclo	0.84	1	0.97	0.98	0.44
Laclubar	1.18	1.01	0.93	0.78	0.5
Lacluta	0.81	0.93	0.93	0.62	0.38
Laga	0.85	0.98	1.21	0.95	0.72
Laleia	1.23	0.92	1.04	1.2	1.69
Laulara	1.23	0.93	0.81	0.92	0.62
Lautem	1.12	0.99	0.95	0.95	0.32
Letefoho	0.85	0.95	0.96	0.72	0.37
Liquica	0.94	0.94	0.95	0.85	0.71
Liquidoe	1.05	0.93	1.06	1.22	0.25
Lolotoe	1.07	1	1.28	0.77	2.07
Lospalos	1.16	0.97	0.98	1.09	0.71
Luro	1.06	0.96	1.17	0.64	0.24
Maliana	0.87	0.97	1.05	0.89	0.55
Manatuto	1.03	0.93	1.08	1.06	0.58
Maubara	0.93	0.95	1.01	0.49	0.59
Maubisse	1.1	0.95	1	1.08	0.54
Maukatar	0.82	1.03	0.93	1.42	0.25
Metinaro	1.23	1.01	1.06	1	0.9
Nain	1.07	0.97	1.03	0.89	0.87
Nitibe	1.48	1.06	0.86	1.14	0.2
Oesilo	1.46	1.08	1.16	0.84	0.56
Ossu	1.07	1.04	1.08	0.99	0.69
Pante Makasar	1.02	1.01	1.06	0.76	0.43
Passabe	0.64	1.01	0.81	0.68	0.12
Quelicaí	1.1	0.96	0.99	1.09	0.38
Railaco	0.95	0.93	1.14	0.8	0.69
Remexio	0.85	1.02	1.16	0.92	0.3
Same	1.28	0.95	1.14	0.98	0.55
Soibada	0.95	0.97	1.03	0.57	0.57
Suai	1.17	1.04	1.04	0.87	0.57
Tilomar	1	1	0.96	1.51	0.36
Turiscái	1.32	1.01	1.12	1.18	0.36
Tutuala	0.67	1.07	0.9	0.88	0.76
Uatucarbau	1.13	1.04	0.97	1.12	0.78
Vemase	1.26	1.02	1.02	0.78	0.41
Venilale	0.78	0.99	0.93	1.47	0.63
Vera	0.97	0.98	0.97	0.93	0.73
Viqueque	1.17	0.98	0.94	0.94	0.52
Watulari	0.98	0.99	1.17	0.74	0.42
Zumalai	1.17	0.99	1.12	1.01	0.27

Table 32: Net attendance ratios (NAR) for primary, pre-secondary and secondary school, by district and sex, Timor-Leste 2010

	Net attendance ratio (NAR), in percent													
	(the percentage of children attending the level of schooling appropriate for their age)													
	Pre-primary School				Primary School				Pre-secondary School				Secondary School	
	(age 5)		(aged 6-11)		(aged 12-14)		(aged 15-17)		(aged 18-23)		(aged 18-23)		(aged 18-23)	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Iliomar	26.2	35.7	30.9	73.3	74.1	73.7	16.6	18.5	17.6	2.9	2.3	2.6	1	0.6
Laclo	18.1	20.7	19.5	62.4	64	63.2	12.1	14.2	13.1	4	2.5	3.3	0.6	0
Laclubar	18.1	23.7	21.2	66.5	65.8	66.2	16.4	14.6	15.5	10.1	7.9	9.1	0.9	0.6
Lacluta	27.9	24.4	26.2	68.6	67.3	68	13.8	17.5	15.6	8.5	5.1	6.9	1.6	0.8
Laga	20.1	14.5	17.5	66	67	66.5	11.2	14.7	12.9	3.8	4.9	4.4	1.2	1.6
Laleia	28.3	37.8	32.2	78.8	80.5	79.6	29.2	31.8	30.4	9	12.6	10.8	1.9	3.5
Laulara	37.8	46.9	42.1	83.7	80.1	81.9	19.9	17.6	18.7	9.4	10.8	10.1	1.9	2.9
Lautem	27.1	34.5	30.4	76.5	76.8	76.7	14.2	18.6	16.4	13.1	11.1	12.2	2.1	0.6
Letefoho	27.8	24.4	26.1	57.9	57.5	57.7	11.9	12.4	12.2	4.9	4.1	4.5	1.5	0.4
Liquica	31.4	29.4	30.4	69.4	66.4	68	21.7	24.6	23.1	11.7	16.6	14.2	2.1	1.8
Liquidoe	38.9	44.9	41.8	79	79.9	79.4	14.5	17.6	15.9	3.4	8.3	5.6	0.6	0.7
Lolotoe	44.9	46.3	45.6	84.1	86.5	85.3	10	15.1	12.5	1.7	2	1.9	0	0.3
Lospalos	35.4	41	38	79.1	79	79	27.9	28.7	28.3	15.9	20.4	18	1.9	2
Luro	13.8	16.5	15.2	59	66.3	62.6	8.2	10.3	9.1	5.5	0.7	3.3	0	0
Maliana	41.1	37.2	39.2	78.2	80.5	79.3	27.9	38.2	32.9	17.2	25.8	21.7	3.4	2.3
Manatuto	55.1	58.9	56.8	74.9	73.3	74.1	19.1	29	23.7	14.6	22.7	18.6	3.6	3
Maubara	18.9	19	18.9	57.2	56.9	57.1	8.5	11.1	9.7	5.1	2.7	3.9	1	1.1
Maubisse	24.8	21.7	23.4	63.3	63.2	63.2	12.2	12.5	12.3	4.8	5.8	5.3	0.5	0.7
Maukatar	34	27.1	30.7	75.1	79.5	77.2	23	25.9	24.4	8.5	15.2	11.7	4	0.3
Metinaro	17.3	25.9	20.9	74.2	79.3	76.6	23.1	30.6	26.8	9.9	14.4	11.9	2.7	4.5
Nain	34.2	39.7	36.8	80.1	82.9	81.5	39.7	51.8	45.6	34.7	40.2	37.5	14.6	17.3
Nitibe	13.3	16.7	14.8	49.1	52.4	50.7	6.9	3.1	5.1	1.6	3.4	2.5	0.3	0.5
Oesilo	12.7	18.7	15.7	50.7	58.1	54.4	5.6	7.8	6.6	3.5	3	3.2	1.7	1.2
Ossu	22.5	27.2	24.9	68.8	72.7	70.6	19.2	22.9	21	10.2	14.4	12.2	1	1.4

(Continued)

Table 32: Net attendance ratios (NAR) for primary, pre-secondary and secondary school, by district and sex, Timor-Leste 2010

	Net attendance ratio (NAR), in percent															
	(the percentage of children attending the level of schooling appropriate for their age)															
	Pre-primary School			Primary School			Pre-secondary School			Secondary School			University			
	(age 5)			(aged 6-11)			(aged 12-14)			(aged 15-17)			(aged 18-23)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Pante	20.8	22.9	21.9	61.5	64.2	62.8	17.5	20.7	19	13.5	13	13.3	3.4	2.3	2.8	
Passabe	12.6	8.1	10.3	41.7	43.8	42.7	6.7	10.8	8.8	0	1.6	0.8	1.3	0.3	0.7	
Quelical	19.7	26.5	22.8	74.7	73.1	73.9	16.4	15.8	16.1	3.7	5.6	4.6	2.7	1.2	1.9	
Railaco	28.8	28.5	28.6	73.1	72	72.5	17.7	23.1	20.1	11.6	16.1	13.9	2.1	2.1	2.1	
Remexio	35.1	31.1	33.2	65.5	69.9	67.6	8.3	9.8	9	4.3	4.2	4.2	1.7	0.8	1.2	
Same	22.4	28.9	25.4	68.4	70.3	69.3	27.4	31	29.1	16.4	24.3	20.4	0.9	1.3	1.1	
Soibada	16.2	23.1	19.7	84.9	87	85.9	30.8	30.3	30.5	4.8	3.6	4.2	1.9	2.7	2.3	
Suai	35.7	44.7	40	71.2	77.2	74.1	26.4	31.7	29	17.5	21.5	19.5	2.4	1.7	2.1	
Tilomar	26.3	33.1	29.9	81.8	83.8	82.7	26.3	30	28.1	6.9	11	8.9	2.3	0.8	1.6	
Turiscai	17.9	19.8	18.8	66.3	66.6	66.4	16.7	17.2	17	8.9	13.8	11.2	1.3	0.8	1	
Tutuala	6.8	7.9	7.4	80.5	83.4	81.9	13.8	10.5	12.2	1.8	4.4	3.1	1	0.9	1	
Uatucarbau	21.2	29.3	25.4	70.2	74.2	72.2	16.4	18.7	17.6	5.3	8	6.7	1.6	1.7	1.7	
Vemase	27.7	27.9	27.8	71.1	75.2	73	17.5	22.6	20	9.6	5.9	7.9	2.1	0.9	1.5	
Venilale	18.1	20.3	19.3	72.5	76.2	74.3	30.6	25	28.1	10.8	20	15.3	2.8	2.5	2.6	
Vera	40.6	44.3	42.4	82.2	83.8	83	33.6	41.6	37.6	25.3	36.7	31.2	12.4	13.9	13.1	
Viqueque	36.4	39.8	37.9	72.8	73.9	73.3	22.2	27.4	24.7	11.5	14	12.8	2.7	2.3	2.5	
Watulari	22	21.3	21.7	79.2	77.7	78.5	21	25.1	23	11.9	11	11.4	1.9	0.3	1.1	
Zumalai	17.9	24.7	21.3	69.7	69.8	69.8	24.9	28.2	26.4	9.6	15	12.4	1.9	1.1	1.5	

Table 33: Gross attendance ratios (NAR) for primary, pre-secondary and secondary school, by district and sex, Timor-Leste 2010
The gross attendance ratio (GAR) provides the total number attending each level of schooling, regardless of age. When higher than 100%, the GAR indicates there are over or under-age students in school.

Gross attendance ratio (GAR), in percent														
(the total number of children attending the level of schooling regardless of their age expressed as a percentage of the official school age population)														
	Pre-primary School			Primary School			Pre-secondary School			Secondary School			University	
	(age 5)			(aged 6-11)			(aged 12-14)			(aged 15-17)			(aged 18-23)	
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Timor-Leste	49.3	51.5	50.4	110	107.6	108.9	76.7	78.4	77.5	71.6	65.8	68.7	15.7	11
Urban	68.6	74.5	71.4	113.4	109.4	111.5	118.7	123.8	121.2	137	120.7	128.6	28.7	22.7
Rural	42.3	43.3	42.8	108.9	107	108	62.5	63.1	62.8	40.6	37.4	39	5.5	2.9
Districts														
Aileu	64.9	66.2	65.5	125.8	121.6	123.8	69.6	74.8	72.2	57.7	56.8	57.2	6.5	3.7
Ainaro	48.5	50.6	49.5	110.5	106.1	108.4	64.6	67.7	66.1	50.2	46.1	48.2	4.1	2.9
Baucau	46.4	45.4	46	119	116.5	117.8	74.4	77.7	76	60.8	65.1	62.9	7.8	5.5
Bobonaro	55.5	57	56.2	107.6	108.9	108.2	64.3	65.1	64.7	41.1	42	41.6	6.3	3
Covalima	55.4	59.6	57.4	111.8	114.4	113	83.8	85.7	84.7	52.7	51.8	52.2	6.1	2.7
Dili	65.7	72.9	69.1	112.6	109.8	111.2	117.4	118.1	117.7	142.1	126.1	134	34	27.3
Ermera	35.8	34.6	35.2	98.6	92.2	95.5	54.2	51.2	52.7	43.5	33.5	38.5	4.9	2.5
Lautem	44.8	49.7	47.1	117.9	115.8	116.9	78	76.6	77.3	56.4	59	57.6	6.1	3.5
Liquica	37.9	38.1	38	108.4	103.7	106.1	72.4	75.1	73.7	53.2	43.2	48.1	6.1	3
Manatuto	60.3	55.7	57.9	113.3	110.1	111.7	67.7	69.2	68.5	50.7	42.8	46.9	4.8	3.4
Manufahi	41.3	47.4	44.2	110.9	106.7	108.9	73.4	85.3	78.9	59.9	58.4	59.1	4.4	2.5
Oecussi	27.6	30	28.8	87.3	89.8	88.5	52.7	54.1	53.4	57	42.9	49.8	9.9	4
Viqueque	39.5	42	40.7	110.7	110.7	110.7	73.5	75.4	74.5	48.5	43	45.7	8.1	4.2

(Continued)

Table 33: Gross attendance ratios (NAR) for primary, pre-secondary and secondary school, by district and sex, Timor-Leste 2010
The gross attendance ratio (GAR) provides the total number attending each level of schooling, regardless of age. When higher than 100%, the GAR indicates there are over or under-age students in school.

Gross attendance ratio (GAR), in percent																
(the total number of children attending the level of schooling regardless of their age expressed as a percentage of the official school age population)																
	Pre-primary School			Primary School			Pre-secondary School			Secondary School			University			
	(age 5)			(aged 6-11)			(aged 12-14)			(aged 15-17)			(aged 18-23)			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Sub-districts																
Aileu	71.1	74.1	72.5	125.1	121	123.2	75.7	89.1	82.2	85.8	82.1	84	6.6	4.5		5.6
Ainaro	64.2	63.7	64	112.8	110.1	111.5	86	88.3	87.1	94.1	80	87.1	7.5	6		6.7
Alas	47.2	37.4	42.4	108.1	105.6	106.9	69	77.7	73.2	26.7	17.1	22.2	1.8	2.2		2
Atabae	68.9	79.5	73.6	112.9	119.1	115.9	63.9	58.2	61.2	10.4	5.5	8	6	2.1		3.9
Atauro	115.5	101.8	108.7	117.4	120.5	118.9	112.8	107.5	110.1	61.9	49.1	55.2	6.3	2.9		4.6
Atsabe	21.5	28.4	24.9	89.1	80.2	84.7	41.9	41.2	41.5	15.3	12.1	13.7	2.2	1		1.5
Baguia	57	50.4	53.8	131.2	127	129.1	66.3	63.6	65	29	33.7	31.2	10.2	2.8		6.1
Balibo	39.4	49.3	44.3	99.9	100.6	100.2	43.2	38.2	40.9	5.9	8.2	6.9	4.1	1.5		2.8
Barique/natarbora	56.7	33.8	45.2	121.5	116.1	119	69.6	77.8	73.2	119.9	65.4	96.8	0.9	1		0.9
Baucau	54.7	55.6	55.2	115.7	112.8	114.4	89.8	97.6	93.5	100.2	100	100.1	8.8	7.7		8.3
Bazartete	39.8	43.2	41.5	110.7	107.7	109.3	77.4	87.4	82	56.3	48.8	52.5	8.1	2.7		5.5
Bobonaro	39.4	43.8	41.5	103.7	105.4	104.5	56.3	52.5	54.4	31.8	27.5	29.7	5	1.7		3.2
Cailaco	78.4	74.2	76.3	94.5	100.5	97.2	35.2	44	39.7	10.1	34.9	22.7	4.4	3.1		3.7
Cristo	57.9	65.6	61.7	114.3	109.2	111.8	114.3	116.7	115.5	123.8	109.8	116.8	24.2	20.2		22.3
Dom	66.6	78	72	109.3	106.9	108.1	120	120.9	120.5	162.1	141.6	151.8	40.4	32.7		36.7
Ermera	45.2	46.7	46	107	97.9	102.5	69.4	69.8	69.6	77.7	61.8	69.7	8.3	4.9		6.7
Fatuberliu	72.8	82.1	77	130.1	129	129.6	90.4	115.4	102	78.2	68.2	73.1	2.2	1.7		1.9
Fatululic	86.2	87	86.5	124.7	127	125.9	64.3	80.2	72.6	12.5	12.5	12.5	7.1	2.5		4.1

(Continued)

Table 33: Gross attendance ratios (NAR) for primary, pre-secondary and secondary school, by district and sex, Timor-Leste 2010
The gross attendance ratio (GAR) provides the total number attending each level of schooling, regardless of age. When higher than 100%, the GAR indicates there are over or under-age students in school.

	Gross attendance ratio (GAR), in percent														
	(the total number of children attending the level of schooling regardless of their age expressed as a percentage of the official school age population)														
	Pre-primary School			Primary School			Pre-secondary School			Secondary School			University		
	(age 5)			(aged 6-11)			(aged 12-14)			(aged 15-17)			(aged 18-23)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Fatumean	57.4	63.3	60.2	104.7	110.9	107.7	84.2	70.8	78.1	18.8	20.6	19.6	2.4	0	1
Forohem	55.6	57.1	56.3	112.7	114.5	113.6	60	62.9	61.5	35	35.3	35.1	3.3	3	3.1
Hatolia	27.6	21.7	24.6	86.3	83.5	85	40.9	31.3	36.1	23.7	14.9	19.4	2.3	0.9	1.6
Hatu-builico	52.5	48.1	50.2	111.9	103	107.5	49.2	51	50.1	24	17.3	20.9	3.4	2	2.7
Hatu-udo	29.1	42.3	35.7	101.7	102.7	102.2	85.8	99.1	92.2	63.9	59.7	61.8	5.4	4.2	4.8
Iliomar	32.3	41.3	36.7	110.5	111.9	111.2	53.8	54.5	54.2	10.5	7.9	9.2	6.2	1.2	3.1
Laclo	44.9	37.9	41.2	104.5	104	104.2	48.2	46.8	47.5	12.4	12.1	12.3	1.2	0.5	0.8
Laclubar	29.7	35.1	32.7	107.1	108.1	107.6	51.1	47.4	49.3	32.3	25.2	28.8	1.6	0.8	1.2
Lacluta	37.2	30.2	33.7	114	106.6	110.4	68.1	63.2	65.7	39	24.2	31.8	7	2.7	4.8
Laga	45.4	38.5	42.2	118.4	116.6	117.6	42.6	51.4	46.8	19.8	18.7	19.3	4	2.9	3.4
Laleia	52.8	64.9	57.8	118.1	108.7	113.6	109.4	113.6	111.4	42	50.5	46.2	7.5	12.8	10
Laulara	52.3	64.3	57.9	134.8	125.7	130.2	80.5	65.2	72.8	56.4	51.9	54.3	9.7	6.1	8.1
Lautem	39.9	44.8	42.1	117	115.3	116.2	60.3	57.6	59	48	45.6	46.9	6.3	2	4.1
Letefoho	34.9	29.6	32.2	104.1	98.8	101.6	53.5	51.6	52.6	30.5	21.9	26.2	4.1	1.5	2.8
Liquica	50	47.2	48.7	114.4	108	111.3	82.9	79.2	81.1	68.3	58.3	63.2	5.9	4.2	5
Liquidoe	58.9	61.8	60.3	138.2	128.6	133.6	79.1	83.5	81.2	15.6	19	17.1	3.9	1	2.4
Lolotoe	66.3	70.7	68.3	128.8	128.7	128.8	55.8	71.6	63.6	5.7	4.4	5	0.9	1.8	1.4
Lospalos	56	64.8	60	120.5	116.3	118.4	100.7	98.8	99.8	74.9	81.6	78.1	6.4	4.6	5.5
Luro	20.7	22	21.3	110.3	105.4	107.9	28.3	33	30.3	11	7	9.2	2.7	0.6	1.6

(Continued)

Table 33: Gross attendance ratios (NAR) for primary, pre-secondary and secondary school, by district and sex, Timor-Leste 2010
The gross attendance ratio (GAR) provides the total number attending each level of schooling, regardless of age. When higher than 100%, the GAR indicates there are over or under-age students in school.

Gross attendance ratio (GAR), in percent															
(the total number of children attending the level of schooling regardless of their age expressed as a percentage of the official school age population)															
	Pre-primary School			Primary School			Pre-secondary School			Secondary School			University		
	(age 5)			(aged 6-11)			(aged 12-14)			(aged 15-17)			(aged 18-23)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Maliana	63.7	55.6	59.7	113.1	109.6	111.4	100.6	105.3	102.9	100.3	89.5	94.6	9.3	5.1	7.2
Manatuto	108.4	111.4	109.8	114.9	107.1	111.1	81.1	87.9	84.3	72.7	76.7	74.7	10.3	6	8.2
Maubara	24.7	23	23.9	98.4	93.3	96	51.1	51.7	51.4	27.1	13.2	20.1	3.1	1.8	2.5
Maubisse	43.5	48	45.5	112.1	106.4	109.3	50.4	50.4	50.4	23.5	25.3	24.4	1.9	1	1.5
Maukatar	62.8	51.8	57.5	114.1	117.6	115.8	87.5	81.2	84.4	43.1	61.1	51.8	6.7	1.7	4
Metinaro	22.7	27.8	24.8	116.2	117.4	116.8	107.5	114.1	110.8	64.5	64.4	64.5	7.6	6.8	7.2
Nain	65.5	70.3	67.8	112.6	109.5	111.1	117	119.9	118.4	148.6	132.4	140.2	36.5	31.7	34.1
Nitibe	17.9	26.4	21.7	80.6	85.7	83.1	29.7	25.6	27.8	8.5	9.7	9.2	3.4	0.7	1.9
Oesilo	17	24.7	20.8	84.9	91.5	88.2	24	27.8	25.7	18.9	15.8	17.2	4	2.2	3.1
Ossu	29.1	31.1	30.1	106.6	111.1	108.7	67.9	73.2	70.4	48.8	48.2	48.5	4.8	3.3	4
Pante Makasar	35.2	35.8	35.5	95.9	97.1	96.5	68.6	72.4	70.4	84.4	63.8	73.9	13.4	5.7	9.4
Passabe	25.2	16.3	20.7	64.2	65.1	64.6	57.9	46.7	52.1	12.2	8.2	10.2	2.5	0.3	1.2
Quelical	34.6	38	36.2	128.1	122.6	125.5	63.9	63.2	63.5	18.1	19.6	18.8	8.4	3.2	5.5
Railaco	58.3	55.6	56.9	120.8	111.8	116.4	68.6	78.2	73	61.8	49.5	55.5	5.6	3.9	4.8
Remexio	64.9	55.4	60.4	113.6	115.6	114.6	40.6	47.3	44	25.3	23.2	24.3	5.2	1.5	3.2
Same	35.5	45.6	40.3	105.3	99.5	102.5	70.9	80.9	75.5	68	66.7	67.3	5.7	3.1	4.4
Soibada	27	25.6	26.3	137.7	134.2	135.9	91	93.9	92.5	14.3	8.1	11.4	4.8	2.7	3.7
Suai	66	77.4	71.4	112.3	116.5	114.3	90.5	94.1	92.2	72.7	63.5	68.2	6.7	3.8	5.3

(Continued)

Table 33: Gross attendance ratios (NAR) for primary, pre-secondary and secondary school, by district and sex, Timor-Leste 2010
The gross attendance ratio (GAR) provides the total number attending each level of schooling, regardless of age. When higher than 100%, the GAR indicates there are over or under-age students in school.

Gross attendance ratio (GAR), in percent															
(the total number of children attending the level of schooling regardless of their age expressed as a percentage of the official school age population)															
	Pre-primary School			Primary School			Pre-secondary School			Secondary School			University		
	(age 5)			(aged 6-11)			(aged 12-14)			(aged 15-17)			(aged 18-23)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Tilomar	40.7	40.6	40.6	121.1	120.5	120.8	89.9	86.7	88.3	20.3	30.7	25.3	4.6	1.7	3.2
Turiscail	27.7	36.5	31.7	116.6	117.2	116.8	69.2	77.2	72.8	36.3	42.7	39.3	3.7	1.3	2.5
Tutuala	35.6	23.8	29.5	127.7	136.5	131.9	73	65.4	69.2	15.9	14	15	4.9	3.7	4.3
Uatucarbau	35.4	39.8	37.7	113.5	117.7	115.6	62.9	61.2	62.1	23.9	26.8	25.3	3.8	3	3.4
Vemase	32.9	41.4	36.9	110.4	112.2	111.3	75.7	77.4	76.5	50.5	39.6	45.4	7	2.8	5.1
Venilale	37.6	29.5	33.3	116.6	115.8	116.2	82.3	76.3	79.6	46.1	67.9	56.6	6.5	4.1	5.2
Vera	71.3	69	70.2	117.5	115.3	116.5	118.8	115.6	117.2	145.6	135.6	140.4	31.7	23.1	27.3
Viqueque	52.9	62.1	57	108.3	106.6	107.5	82.2	77	79.6	54.8	51.4	53.1	12.4	6.5	9.4
Watulari	29.6	28.9	29.3	115.4	114.4	114.9	73.2	85.5	79.2	53.6	39.7	46.2	5.1	2.1	3.6
Zumalai	34.2	40.1	37.2	103.8	103	103.4	75.1	84.1	79.3	44	44.4	44.2	6.1	1.6	3.6

Table 34: Adult (aged 15 and above) primary school completion, by district and sex, Timor-Leste 2010

	Adults aged 15+ who completed primary school or above			All Adults aged 15+			Adult primary completion ratio		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Timor-Leste	150,397	128,496	278,893	308,575	305,207	613,782	49%	42%	45%
Urban	74,347	63,334	137,681	102,594	92,736	195,330	72%	68%	70%
Rural	76,050	65,162	141,212	205,981	212,471	418,452	37%	31%	34%
Aileu	5,246	4,608	9,854	12,729	12,030	24,759	41%	38%	40%
Ainaro	5,871	5,039	10,910	15,459	15,598	31,057	38%	32%	35%
Baucau	13,088	12,589	25,677	31,075	32,370	63,445	42%	39%	40%
Bobonaro	9,123	8,018	17,141	25,586	27,195	52,781	36%	29%	32%
Covalima	8,005	7,013	15,018	16,844	17,317	34,161	48%	40%	44%
Dili	58,096	48,321	106,417	78,680	68,851	147,531	74%	70%	72%
Ermera	10,521	8,051	18,572	32,165	32,114	64,279	33%	25%	29%
Lautem	7,798	7,025	14,823	15,272	17,120	32,392	51%	41%	46%
Liquica	7,667	6,158	13,825	18,517	18,340	36,857	41%	34%	38%
Manatuto	4,731	4,026	8,757	11,983	11,860	23,843	39%	34%	37%
Manufahi	6,310	5,564	11,874	14,121	13,535	27,656	45%	41%	43%
Oecussi	6,012	5,545	11,557	17,295	18,592	35,887	35%	30%	32%
Viqueque	7,929	6,539	14,468	18,849	20,285	39,134	42%	32%	37%

Table 35: Adult (aged 19 and above) secondary school completion, by district and sex, Timor-Leste 2010

	Adults 19+ who completed secondary school or above			Adults 19+			Adult secondary completion rate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Timor-Leste	69,629	51,032	120,661	261,017	258,036	519,053	27%	20%	23%
Urban	42,660	33,145	75,805	86,545	75,931	162,476	49%	44%	47%
Rural	26,969	17,887	44,856	174,472	182,105	356,577	15%	10%	13%
Aileu	1,778	1,243	3,021	10,456	9,831	20,287	17%	13%	15%
Ainaro	2,120	1,682	3,802	12,960	13,254	26,214	16%	13%	15%
Baucau	5,623	4,774	10,397	26,002	27,427	53,429	22%	17%	19%
Bobonaro	3,498	2,244	5,742	21,779	23,281	45,060	16%	10%	13%
Covalima	3,045	1,936	4,981	14,043	14,617	28,660	22%	13%	17%
Dili	34,859	26,760	61,619	67,703	57,663	125,366	51%	46%	49%
Ermera	3,420	2,207	5,627	26,590	26,621	53,211	13%	8%	11%
Lautem	3,061	2,186	5,247	12,543	14,592	27,135	24%	15%	19%
Liquiça	2,600	1,729	4,329	15,507	15,312	30,819	17%	11%	14%
Manatuto	1,801	1,321	3,122	10,207	10,238	20,445	18%	13%	15%
Manufahi	2,197	1,564	3,761	11,931	11,296	23,227	18%	14%	16%
Oecussi	2,455	1,509	3,964	15,076	16,288	31,364	16%	9%	13%
Viqueque	3,172	1,877	5,049	16,220	17,616	33,836	20%	11%	15%

Table 36: Youth literacy by district, sub-district and sex, Timor-Leste 2010

	Total population			Illiterate population			Literate population			Youth literacy rate		
	(aged 15-24)			(aged 15-24)			(aged 15-24)			(aged 15-24)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Timor-Leste	206,301	103,117	103,184	43,132	20,582	22,550	163,169	82,535	80,634	79.1	80	78.1
Urban	81,404	41,504	39,900	6,294	3,243	3,051	75,110	38,261	36,849	92.3	92.2	92.4
Rural	124,897	61,613	63,284	36,838	17,339	19,499	88,059	44,274	43,785	70.5	71.9	69.2
District												
Aileu	9,172	4,676	4,496	1,838	908	930	7,334	3,768	3,566	80	80.6	79.3
Ainaro	9,470	4,753	4,717	3,052	1,501	1,551	6,418	3,252	3,166	67.8	68.4	67.1
Baucau	19,180	9,470	9,710	3,418	1,680	1,738	15,762	7,790	7,972	82.2	82.3	82.1
Bobonaro	15,829	7,561	8,268	4,825	2,278	2,547	11,004	5,283	5,721	69.5	69.9	69.2
Covalima	10,481	5,166	5,315	1,976	1,016	960	8,505	4,150	4,355	81.1	80.3	81.9
Dili	60,932	31,278	29,654	4,172	2,171	2,001	56,760	29,107	27,653	93.2	93.1	93.3
Ermera	22,738	11,282	11,456	9,460	4,263	5,197	13,278	7,019	6,259	58.4	62.2	54.6
Lautem	9,483	4,779	4,704	1,622	797	825	7,861	3,982	3,879	82.9	83.3	82.5
Liquica	12,971	6,464	6,507	3,393	1,516	1,877	9,578	4,948	4,630	73.8	76.5	71.2
Manututo	7,067	3,631	3,436	1,784	888	896	5,283	2,743	2,540	74.8	75.5	73.9
Manufahi	8,898	4,445	4,453	1,562	815	747	7,336	3,630	3,706	82.4	81.7	83.2
Oecussi	9,989	4,699	5,290	4,140	1,906	2,234	5,849	2,793	3,056	58.6	59.4	57.8
Viqueque	10,091	4,913	5,178	1,890	843	1,047	8,201	4,070	4,131	81.3	82.8	79.8

(Continued)

Table 36: Youth literacy by district, sub-district and sex, Timor-Leste 2010

	Total population				Illiterate population				Literate population				Youth literacy rate			
	(aged 15-24)				(aged 15-24)				(aged 15-24)				(aged 15-24)			
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Male	Female	Total	Male	Female	Total	Female
Sub-district																
Alieu	4,724	2,391	2,333	847	423	424	3,877	1,968	1,909			82.1	82.3		82.3	81.8
Ainaro	2,511	1,269	1,242	397	189	208	2,114	1,080	1,034			84.2	85.1		85.1	83.3
Alas	1,017	520	497	191	102	89	826	418	408			81.2	80.4		80.4	82.1
Atabae	1,751	828	923	550	258	292	1,201	570	631			68.6	68.8		68.8	68.4
Atauro	1,586	773	813	169	79	90	1,417	694	723			89.3	89.8		89.8	88.9
Atsabe	2,872	1,374	1,498	1,695	765	930	1,177	609	568			41	44.3		44.3	37.9
Baguia	1,321	640	681	265	113	152	1,056	527	529			79.9	82.3		82.3	77.7
Balibo	2,370	1,207	1,163	1,013	504	509	1,357	703	654			57.3	58.2		58.2	56.2
Barique/natarbora	916	549	367	61	34	27	855	515	340			93.3	93.8		93.8	92.6
Baucau	9,204	4,542	4,662	971	500	471	8,233	4,042	4,191			89.5	89		89	89.9
Bazartete	4,995	2,499	2,496	922	422	500	4,073	2,077	1,996			81.5	83.1		83.1	80
Bobonaro	3,606	1,675	1,931	1,300	566	734	2,306	1,109	1,197			63.9	66.2		66.2	62
Cailaco	1,684	767	917	798	377	421	886	390	496			52.6	50.8		50.8	54.1
Cristo	13,785	7,113	6,672	1,116	578	538	12,669	6,535	6,134			91.9	91.9		91.9	91.9
Dom	28,893	15,111	13,782	1,880	989	891	27,013	14,122	12,891			93.5	93.5		93.5	93.5
Ermera	7,059	3,565	3,494	2,006	882	1,124	5,053	2,683	2,370			71.6	75.3		75.3	67.8
Fatuberliu	1,416	706	710	95	66	29	1,321	640	681			93.3	90.7		90.7	95.9
Fatululic	258	114	144	32	12	20	226	102	124			87.6	89.5		89.5	86.1
Fatumean	375	176	199	73	27	46	302	149	153			80.5	84.7		84.7	76.9
Forohem	561	281	280	144	80	64	417	201	216			74.3	71.5		71.5	77.1
Hatolia	6,520	3,193	3,327	3,436	1,554	1,882	3,084	1,639	1,445			47.3	51.3		51.3	43.4

(Continued)

Table 36: Youth literacy by district, sub-district and sex, Timor-Leste 2010

	Total population			Illiterate population			Literate population			Youth literacy rate		
	(aged 15-24)			(aged 15-24)			(aged 15-24)			(aged 15-24)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Hatu-builico	1,503	744	759	619	283	336	884	461	423	58.8	62	55.7
Hatu-udo	1,580	762	818	373	182	191	1,207	580	627	76.4	76.1	76.7
Iliomar	655	286	369	196	71	125	459	215	244	70.1	75.2	66.1
Laclo	1,234	615	619	517	272	245	717	343	374	58.1	55.8	60.4
Laclubar	1,761	859	902	681	300	381	1,080	559	521	61.3	65.1	57.8
Lacluta	916	458	458	318	134	184	598	324	274	65.3	70.7	59.8
Laga	2,332	1,134	1,198	801	378	423	1,531	756	775	65.7	66.7	64.7
Laleia	537	279	258	107	61	46	430	218	212	80.1	78.1	82.2
Laulara	1,394	766	628	222	106	116	1,172	660	512	84.1	86.2	81.5
Lautem	1,916	990	926	451	227	224	1,465	763	702	76.5	77.1	75.8
Letefoho	4,050	2,017	2,033	1,769	797	972	2,281	1,220	1,061	56.3	60.5	52.2
Liquica	4,741	2,364	2,377	1,166	501	665	3,575	1,863	1,712	75.4	78.8	72
Liquidoe	1,189	613	576	207	100	107	982	513	469	82.6	83.7	81.4
Lolotoe	1,068	461	607	184	96	88	884	365	519	82.8	79.2	85.5
Lospalos	5,778	2,942	2,836	659	345	314	5,119	2,597	2,522	88.6	88.3	88.9
Luro	670	336	334	258	126	132	412	210	202	61.5	62.5	60.5
Maliana	5,350	2,623	2,727	980	477	503	4,370	2,146	2,224	81.7	81.8	81.6
Manatuto	2,135	1,086	1,049	362	187	175	1,773	899	874	83	82.8	83.3
Maubara	3,235	1,601	1,634	1,305	593	712	1,930	1,008	922	59.7	63	56.4
Maubisse	3,876	1,978	1,898	1,663	847	816	2,213	1,131	1,082	57.1	57.2	57
Maukatar	1,051	501	550	173	87	86	878	414	464	83.5	82.6	84.4

(Continued)

Table 36: Youth literacy by district, sub-district and sex, Timor-Leste 2010

	Total population			Illiterate population			Literate population			Youth literacy rate		
	(aged 15-24)			(aged 15-24)			(aged 15-24)			(aged 15-24)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Metinaro	1,080	575	505	148	86	62	932	489	443	86.3	85	87.7
Nain	6,793	3,344	3,449	466	244	222	6,327	3,100	3,227	93.1	92.7	93.6
Nitibe	1,436	656	780	900	426	474	536	230	306	37.3	35.1	39.2
Oesilo	1,304	596	708	694	337	357	610	259	351	46.8	43.5	49.6
Ossu	2,107	1,017	1,090	388	170	218	1,719	847	872	81.6	83.3	80
Pante Makasar	6,235	2,998	3,237	1,913	880	1,033	4,322	2,118	2,204	69.3	70.6	68.1
Passabe	1,014	449	565	633	263	370	381	186	195	37.6	41.4	34.5
Quelilcai	2,292	1,113	1,179	499	221	278	1,793	892	901	78.2	80.1	76.4
Railaco	2,237	1,133	1,104	554	265	289	1,683	868	815	75.2	76.6	73.8
Remexio	1,865	906	959	562	279	283	1,303	627	676	69.9	69.2	70.5
Same	5,060	2,504	2,556	1,024	508	516	4,036	1,996	2,040	79.8	79.7	79.8
Soibada	484	243	241	56	34	22	428	209	219	88.4	86	90.9
Suai	5,127	2,614	2,513	829	445	384	4,298	2,169	2,129	83.8	83	84.7
Tilomar	1,060	539	521	216	121	95	844	418	426	79.6	77.6	81.8
Turiscail	1,405	715	690	252	139	113	1,153	576	577	82.1	80.6	83.6
Tutuala	464	225	239	58	28	30	406	197	209	87.5	87.6	87.4
Uatucarbau	919	431	488	152	77	75	767	354	413	83.5	82.1	84.6
Vemase	1,446	782	664	410	221	189	1,036	561	475	71.6	71.7	71.5
Venilale	2,585	1,259	1,326	472	247	225	2,113	1,012	1,101	81.7	80.4	83
Vera	8,795	4,362	4,433	393	195	198	8,402	4,167	4,235	95.5	95.5	95.5
Viqueque	3,851	1,904	1,947	674	277	397	3,177	1,627	1,550	82.5	85.5	79.6
Watalari	2,298	1,103	1,195	358	185	173	1,940	918	1,022	84.4	83.2	85.5
Zumalai	2,049	941	1,108	509	244	265	1,540	697	843	75.2	74.1	76.1

Table 37: Adult literacy by district, sub-district and sex, Timor-Leste 2010

	Total population			Illiterate population			Literate population			Adult literacy rate		
	(aged 15+)			(aged 15+)			(aged 15+)			(aged 15+)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Timor-Leste	613,782	308,575	305,207	258,987	113,883	145,104	354,795	194,692	160,103	57.8	63.1	52.5
Urban	195,330	102,594	92,736	32,799	14,254	18,545	162,531	88,340	74,191	83.2	86.1	80
Rural	418,452	205,981	212,471	226,188	99,629	126,559	192,264	106,352	85,912	45.9	51.6	40.4
District												
Aileu	24,759	12,729	12,030	11,034	5,095	5,939	13,725	7,634	6,091	55.4	60	50.6
Ainaro	31,057	15,459	15,598	17,405	7,956	9,449	13,652	7,503	6,149	44	48.5	39.4
Baucau	63,445	31,075	32,370	28,500	12,649	15,851	34,945	18,426	16,519	55.1	59.3	51
Bobonaro	52,781	25,586	27,195	29,197	12,703	16,494	23,584	12,883	10,701	44.7	50.4	39.3
Covalima	34,161	16,844	17,317	15,358	6,671	8,687	18,803	10,173	8,630	55	60.4	49.8
Dili	147,531	78,680	68,851	21,348	9,342	12,006	126,183	69,338	56,845	85.5	88.1	82.6
Ermera	64,279	32,165	32,114	39,435	17,795	21,640	24,844	14,370	10,474	38.7	44.7	32.6
Lautem	32,392	15,272	17,120	13,843	5,200	8,643	18,549	10,072	8,477	57.3	66	49.5
Liquica	36,857	18,517	18,340	18,151	7,883	10,268	18,706	10,634	8,072	50.8	57.4	44
Manututo	23,843	11,983	11,860	11,435	5,223	6,212	12,408	6,760	5,648	52	56.4	47.6
Manufahi	27,656	14,121	13,535	11,830	5,485	6,345	15,826	8,636	7,190	57.2	61.2	53.1
Oecussi	35,887	17,295	18,592	22,327	9,966	12,361	13,560	7,329	6,231	37.8	42.4	33.5
Viqueque	39,134	18,849	20,285	19,124	7,915	11,209	20,010	10,934	9,076	51.1	58	44.7

(Continued)

Table 37: Adult literacy by district, sub-district and sex, Timor-Leste 2010

	Total population			Illiterate population			Literate population			Adult literacy rate		
	(aged 15+)			(aged 15+)			(aged 15+)			(aged 15+)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Sub-district												
Alieu	11,761	6,003	5,758	4,759	2,183	2,576	7,002	3,820	3,182	59.5	63.6	55.3
Ainaro	7,810	3,889	3,921	3,344	1,489	1,855	4,466	2,400	2,066	57.2	61.7	52.7
Alas	3,878	1,991	1,887	1,622	766	856	2,256	1,225	1,031	58.2	61.5	54.6
Atabae	6,004	2,971	3,033	3,316	1,487	1,829	2,688	1,484	1,204	44.8	49.9	39.7
Atauro	5,165	2,455	2,710	2,004	748	1,256	3,161	1,707	1,454	61.2	69.5	53.7
Atsabe	9,698	4,663	5,035	7,327	3,262	4,065	2,371	1,401	970	24.4	30	19.3
Baguia	5,297	2,518	2,779	2,897	1,207	1,690	2,400	1,311	1,089	45.3	52.1	39.2
Balibo	8,638	4,337	4,301	5,024	2,260	2,764	3,614	2,077	1,537	41.8	47.9	35.7
Barique/natarbora	2,887	1,528	1,359	969	412	557	1,918	1,116	802	66.4	73	59
Baucau	26,637	13,272	13,365	8,236	3,732	4,504	18,401	9,540	8,861	69.1	71.9	66.3
Bazartete	13,658	6,895	6,763	5,799	2,469	3,330	7,859	4,426	3,433	57.5	64.2	50.8
Bobonaro	13,419	6,280	7,139	9,124	3,921	5,203	4,295	2,359	1,936	32	37.6	27.1
Cailaco	5,684	2,694	2,990	3,776	1,661	2,115	1,908	1,033	875	33.6	38.3	29.3
Cristo	33,128	17,430	15,698	6,077	2,737	3,340	27,051	14,693	12,358	81.7	84.3	78.7
Dom	67,475	36,908	30,567	7,906	3,539	4,367	59,569	33,369	26,200	88.3	90.4	85.7
Ermera	18,435	9,332	9,103	9,153	4,033	5,120	9,282	5,299	3,983	50.3	56.8	43.8
Fatuberliu	4,056	2,055	2,001	1,470	672	798	2,586	1,383	1,203	63.8	67.3	60.1
Fatululic	1,026	483	543	459	194	265	567	289	278	55.3	59.8	51.2
Fatumean	1,737	845	892	1,004	443	561	733	402	331	42.2	47.6	37.1
Forohem	2,360	1,153	1,207	1,356	613	743	1,004	540	464	42.5	46.8	38.4
Hatolia	18,542	9,233	9,309	12,799	5,795	7,004	5,743	3,438	2,305	31	37.2	24.8
Hatu-bullico	6,019	2,953	3,066	3,691	1,627	2,064	2,328	1,326	1,002	38.7	44.9	32.7
Hatu-udo	5,487	2,722	2,765	3,030	1,388	1,642	2,457	1,334	1,123	44.8	49	40.6

(Continued)

Table 37: Adult literacy by district, sub-district and sex, Timor-Leste 2010

	Total population			Illiterate population			Literate population			Adult literacy rate		
	(aged 15+)			(aged 15+)			(aged 15+)			(aged 15+)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Iliomar	3,696	1,687	2,009	2,268	868	1,400	1,428	819	609	38.6	48.5	30.3
Laclo	4,128	2,100	2,028	2,398	1,160	1,238	1,730	940	790	41.9	44.8	39
Laclubar	6,457	3,102	3,355	4,236	1,878	2,358	2,221	1,224	997	34.4	39.5	29.7
Lacluta	3,528	1,772	1,756	2,051	888	1,163	1,477	884	593	41.9	49.9	33.8
Laga	8,079	3,879	4,200	4,749	2,118	2,631	3,330	1,761	1,569	41.2	45.4	37.4
Laleia	1,938	970	968	802	386	416	1,136	584	552	58.6	60.2	57
Laulara	3,963	2,077	1,886	1,865	837	1,028	2,098	1,240	858	52.9	59.7	45.5
Lautem	7,568	3,598	3,970	3,686	1,407	2,279	3,882	2,191	1,691	51.3	60.9	42.6
Letefoho	11,840	5,974	5,866	7,619	3,532	4,087	4,221	2,442	1,779	35.7	40.9	30.3
Liquica	12,311	6,186	6,125	5,595	2,436	3,159	6,716	3,750	2,966	54.6	60.6	48.4
Liquidoe	3,516	1,822	1,694	1,607	748	859	1,909	1,074	835	54.3	58.9	49.3
Lolotoe	4,204	1,965	2,239	1,753	712	1,041	2,451	1,253	1,198	58.3	63.8	53.5
Lospalos	16,183	7,666	8,517	5,282	1,878	3,404	10,901	5,788	5,113	67.4	75.5	60
Luro	2,856	1,361	1,495	1,903	814	1,089	953	547	406	33.4	40.2	27.2
Maliana	14,832	7,339	7,493	6,204	2,662	3,542	8,628	4,677	3,951	58.2	63.7	52.7
Manatuto	6,822	3,474	3,348	2,401	1,087	1,314	4,421	2,387	2,034	64.8	68.7	60.8
Maubara	10,888	5,436	5,452	6,757	2,978	3,779	4,131	2,458	1,673	37.9	45.2	30.7
Maubisse	11,741	5,895	5,846	7,340	3,452	3,888	4,401	2,443	1,958	37.5	41.4	33.5
Maukatar	3,625	1,771	1,854	1,704	721	983	1,921	1,050	871	53	59.3	47
Metinaro	2,809	1,474	1,335	987	450	537	1,822	1,024	798	64.9	69.5	59.8
Nain	17,151	8,947	8,204	2,028	886	1,142	15,123	8,061	7,062	88.2	90.1	86.1
Nitibe	6,180	2,965	3,215	4,643	2,101	2,542	1,537	864	673	24.9	29.1	20.9
Oesilo	5,471	2,580	2,891	4,010	1,799	2,211	1,461	781	680	26.7	30.3	23.5
Ossu	8,540	3,957	4,583	4,736	1,948	2,788	3,804	2,009	1,795	44.5	50.8	39.2

(Continued)

Table 37: Adult literacy by district, sub-district and sex, Timor-Leste 2010

	Total population			Illiterate population			Literate population			Adult literacy rate		
	(aged 15+)			(aged 15+)			(aged 15+)			(aged 15+)		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Pante Makasar	20,052	9,806	10,246	10,257	4,557	5,700	9,795	5,249	4,546	48.8	53.5	44.4
Passabe	4,184	1,944	2,240	3,417	1,509	1,908	767	435	332	18.3	22.4	14.8
Quelicaí	9,535	4,497	5,038	5,700	2,408	3,292	3,835	2,089	1,746	40.2	46.5	34.7
Railaco	5,764	2,963	2,801	2,537	1,173	1,364	3,227	1,790	1,437	56	60.4	51.3
Remexio	5,519	2,827	2,692	2,803	1,327	1,476	2,716	1,500	1,216	49.2	53.1	45.2
Same	15,811	8,025	7,786	6,864	3,105	3,759	8,947	4,920	4,027	56.6	61.3	51.7
Soibada	1,611	809	802	629	300	329	982	509	473	61	62.9	59
Suai	14,720	7,393	7,327	5,425	2,325	3,100	9,295	5,068	4,227	63.1	68.6	57.7
Tilomar	3,942	1,958	1,984	1,716	760	956	2,226	1,198	1,028	56.5	61.2	51.8
Turiscái	3,911	2,050	1,861	1,874	942	932	2,037	1,108	929	52.1	54	49.9
Tutuala	2,089	960	1,129	704	233	471	1,385	727	658	66.3	75.7	58.3
Uatucarbau	3,946	1,881	2,065	1,798	759	1,039	2,148	1,122	1,026	54.4	59.6	49.7
Vemase	5,090	2,578	2,512	2,624	1,231	1,393	2,466	1,347	1,119	48.4	52.2	44.5
Venilale	8,807	4,331	4,476	4,294	1,953	2,341	4,513	2,378	2,135	51.2	54.9	47.7
Vera	21,803	11,466	10,337	2,346	982	1,364	19,457	10,484	8,973	89.2	91.4	86.8
Viqueque	13,694	6,756	6,938	5,900	2,447	3,453	7,794	4,309	3,485	56.9	63.8	50.2
Watulari	9,426	4,483	4,943	4,639	1,873	2,766	4,787	2,610	2,177	50.8	58.2	44
Zumalai	6,751	3,241	3,510	3,694	1,615	2,079	3,057	1,626	1,431	45.3	50.2	40.8

Table 38: Population aged 17 and above that has completed tertiary studies, by district and sex, Timor-Leste 2010

	Total population enumerated			Polytechnic/diploma						Completed some university studies					Masters and above	
	(aged 17+)			Male	Percent male population	Female	Percent female population	Total	Male	Percent male population	Fe-male	Percent female population	Total	Male	Percent male population	
	Male	Female	Total													
Timor-Leste	284,583	281,318	565,901	3,857	1.40%	2,324	0.40%	6,181	15,394	5.50%	9,905	1.80%	25,299	2,889	1.00%	
Urban	95,430	85,230	180,660	2,194	2.60%	1,522	0.80%	3,716	11,923	14.00%	8,196	4.50%	20,119	2,414	2.80%	
Rural	189,153	196,088	385,241	1,663	0.80%	802	0.20%	2,465	3,471	1.80%	1,709	0.40%	5,180	475	0.20%	
Aileu	11,527	10,939	22,466	94	0.90%	45	0.20%	139	282	2.60%	145	0.60%	427	39	0.40%	
Ainaro	14,143	14,310	28,453	91	0.60%	64	0.20%	155	217	1.50%	145	0.50%	362	37	0.30%	
Baucau	28,411	29,799	58,210	468	1.60%	332	0.60%	800	763	2.60%	504	0.90%	1,267	227	0.80%	
Bobonaro	23,601	25,223	48,824	224	0.90%	96	0.20%	320	488	1.90%	258	0.50%	746	73	0.30%	
Covalima	15,362	15,882	31,244	203	1.30%	86	0.30%	289	318	2.00%	112	0.40%	430	41	0.30%	
Dili	73,894	63,948	137,842	1668	2.60%	1191	0.90%	2,859	10,535	16.50%	7,436	5.40%	17,971	2034	3.20%	
Ermera	29,262	29,105	58,367	198	0.70%	94	0.20%	292	490	1.70%	243	0.40%	733	73	0.30%	
Lautem	13,747	15,728	29,475	244	1.60%	96	0.30%	340	451	2.90%	174	0.60%	625	56	0.40%	
Liquica	17,017	16,793	33,810	91	0.50%	36	0.10%	127	425	2.50%	201	0.60%	626	68	0.40%	
Manututo	11,054	10,961	22,015	83	0.80%	50	0.20%	133	213	1.90%	115	0.50%	328	43	0.40%	
Manufahi	12,957	12,345	25,302	96	0.80%	43	0.20%	139	237	1.90%	131	0.50%	368	64	0.50%	
Oecussi	16,175	17,428	33,603	168	1.00%	90	0.30%	258	472	2.70%	213	0.60%	685	71	0.40%	
Viqueque	17,433	18,857	36,290	229	1.20%	101	0.30%	330	503	2.70%	228	0.60%	731	63	0.30%	

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