1. Background – Education Sector

- The SDP 2011-2030 states that the true wealth of any nation is in the strength of its people.

- “Our VISION is that all Timorese children should attend school and receive a quality education that gives them the knowledge and skills to lead healthy, productive lives and to actively contribute to our nation’s development”

1. Background – Education Sector

In the first ten years we established the basis of our Education system from scratch.

- YOUNG PEOPLE - More than half of our population is under 25 years old.

- Right INVESTMENT in education for these young people will be the driving force to economic growth and development.

1. Background – Education Sector

Priority setting

- National Strategic Development Plan 2011-2030
- National Education Strategic Plan 2011-2030
- Program of the 5th Constitutional Government
- Ministry of Education 5 year plan
- Annual Action Plans

1. Background – Education Sector

We are committed to the attainment of the:

- Millennium Development Goals
- Education for All Goals
- Global Partnership for Education goals
- Education First initiative
- ACP education commitment
- and the New Deal
2. Key Progress/Achievements

- Main progress of last ten years is in the ACCESS to EDUCATION.
  - At Basic Education, enrolment rate went from 67%, in 2006, to 91%, in 2011.
  - Number of primary schools and secondary schools doubled.
  - Number of pre-secondary schools increased by 40%.

2. Key Progress/Achievements

- Approval of an extensive legal framework in Education.
  - National Education Act
  - Teacher Career Regime
  - Legal Framework for Administration and Management of the Basic Education System
  - Establishment of the National Agency for Academic Accreditation and Evaluation

3. Key Challenges

- Progress achieved in access has not been matched by improvements in the quality of education and learning. Major challenges remain in:
  - Teachers
  - Infrastructure
  - Curriculum and Learning Materials
  - Service Delivery

3.1 Teachers

- Around half of all teachers are undergoing intensive modular training to meet the requirements of the new teacher career regime.
  - The recognition of voluntary teachers will demand further training and capacity development.
  - We will introduce innovative methods to quality teacher pre-service and in-service training as well as to teacher deployment.

3.2 Infrastructure

- We need to build/rehabilitate more classrooms, especially in remote and marginalized areas, so we can provide all children with a safe and adequate learning environment.
  - By the end of 2013 the Ministry will conclude the National Education School Mapping project, which will provide accurate data per school, for equitable learning opportunities.

3.2 Pre-School mapping (ongoing)
3.2 Central Basic School mapping (ongoing)

3.2 Filial Basic School mapping (ongoing)

3.2 Secondary School mapping (ongoing)

3.3 Curriculum and Learning Materials

- A new and pedagogically sound primary education curriculum will be implemented, with a special focus on early literacy and numeracy.

- Quality learning materials adapted to local context will be made available to all teachers and students.

3.4 Service delivery

- We are undergoing an intensive institutional and organizational reform to ensure the capacity to deliver high quality education services at all levels.

  - New organic law – priority to capacity building at district level
  - Education Mapping - to consolidate information systems
  - Finance and Procurement systems strengthening

- Establishment of the Joint Action for Education in Timor-Leste ACETL to gather all stakeholders and affirm their commitment to the development of Education at the national, district and community level.

4. The Way Forward

- Strengthening of existing partnerships ensuring
  - National ownership – Country owned, Country Led
  - Focus on capacity building and sustainability
  - Mutual accountability
  - Less Alignment versus More Integration
4. The Way Forward

- Matrices are an important tool, which should be flexible and regularly updated in line with implementation progress.
- Coordination with development partners should be made at Ministry level to annually identify and “fill in the gaps”.

Thank you!

OBRIGADU BARAK!