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EDUCATION MONOGRAPH 2015

FACT SHEET

Timor-Leste Population and Housing Census 2015 Thematic Report Vol 11

Note: This brief was developed based on the full report on Education Monograph 2017. Education Monograph was developed using Timor-Leste Population and Housing Census 2015 by an independent consultant, Frank Eelens, with support from General Directorate of Statistics (GDS), UNICEF and UNFPA.

Introduction

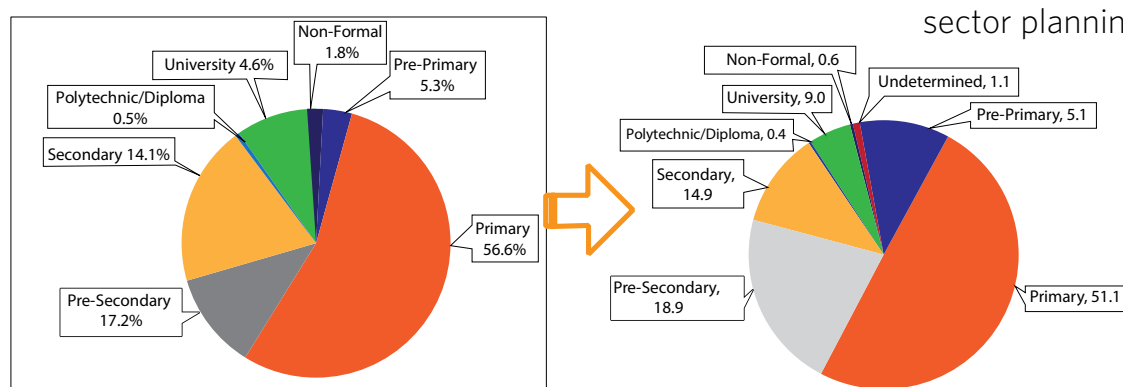
Education matters. It is the way through which one generation passes on its knowledge, experience and cultural legacy to the next generation. Education has the means to empower individuals and impacts every aspect of life. It is the vehicle to how one develops and understands the world. It is important to consider those most vulnerable and deprived of learning and ensure they receive the access to education they deserve.

These aspirations are underpinned in the **2030 Agenda** aiming to transform the world through the Sustainable Development Goals. The fourth goal states: *'Ensure inclusive and quality education for all and promote lifelong learning'*. Successfully implementing Agenda 2030 and reaching the goals requires high quality data. This report uses data from the 2015 Census to assess the situation of education in Timor-Leste. It is an attempt to present a comprehensive picture of the situation of education in the country. As such, its overall goal is to produce information which supports evidence-based national planning and programming, which can create strong and well-educated future generations.

Overall Findings

- Great strides have been made in reducing of those people aged 6 years and above who never went to school compared to 2010 census, when 33 % of the population never went to school.
- Since 2010, the school life expectancy increased from 13.7 years to 15.2 years. However, compared to boys, girls still have a lower school life expectancy: 14.8 years against 15.6 years.
- An important characteristic of the school-going population in Timor-Leste is the high proportion of over-aged students at all levels, where many children and young persons do not start schooling at the appropriate age. There is evidence that this problem is more prominent for boys than for girls.
- Literacy by language is improving quite rapidly. In 2010, 53% of persons 5 years of age and older could read and write in Tetun. In 5 years' time, this increased to 63%. However, large discrepancy exist at all levels between rural and urban areas and between the various municipalities.
- The situation of people belonging to vulnerable groups requires specific action plans to increase their access to quality education. Their position will have to be studied more in depth to allow the formulation of specific programs.
- Need to improve questionnaires for next Census especially related to schooling status, disabilities, and efforts to capture more SDG4 related indicators.
- Despite the relatively short period of time between 2010 and 2015, the distribution of students by level of education has changed as shown in Figure 1, and require attention for policy makers for education sector planning.

Figure 1. Percentage distribution of school going population in Timor-Leste from 2010 Census (left) to 2015 (right)



Findings by key area

School attendance

- Impressive progress has been made in several areas since the census of 2010.
- However, 39.1 % of all children 5 and 6 years old are still not in either pre-school or primary school in 2015. Among 5 year old children this is 48.6%. Levels for girls are slightly lower than for boys.
- Attendance of primary school at the proper age has improved substantially. However, the fact that the net primary attendance ratio in 2015 stood at 80.8 indicates that an intensified effort is needed to reach the goals of the National Education Strategic Plan to provide universal basic education.
- 11% of all children between 6 and 14 years old had never been to school. The non-attendance of boys in primary education is slightly higher than for girls, 11.7% compared to 11.0%,
- Significant differences in net primary attendance ratios still exist between the various municipalities. Therefore, efforts will have to be concentrated in some of the more disadvantaged areas.
- Over the years, the government has made significant efforts to increase the number of pre-secondary schools and to hire many pre-secondary school teachers, but the census shows that the net-attendance ratio for pre-secondary school stood at 44.2, and there is still a long way to go to reach universality in the third cycle of basic education.
- The number of females who never attended school is considerably higher than the number of males. Furthermore, it is significantly higher in rural than in urban areas.
- About a quarter of all persons 15 years of age and older (25.9 percent) had some primary education, but did not finish such education.

Figure 2. Relative Risk (RR) ratios for children 5-6 years old of “not” being in pre-primary education, Timor-Leste, 2015

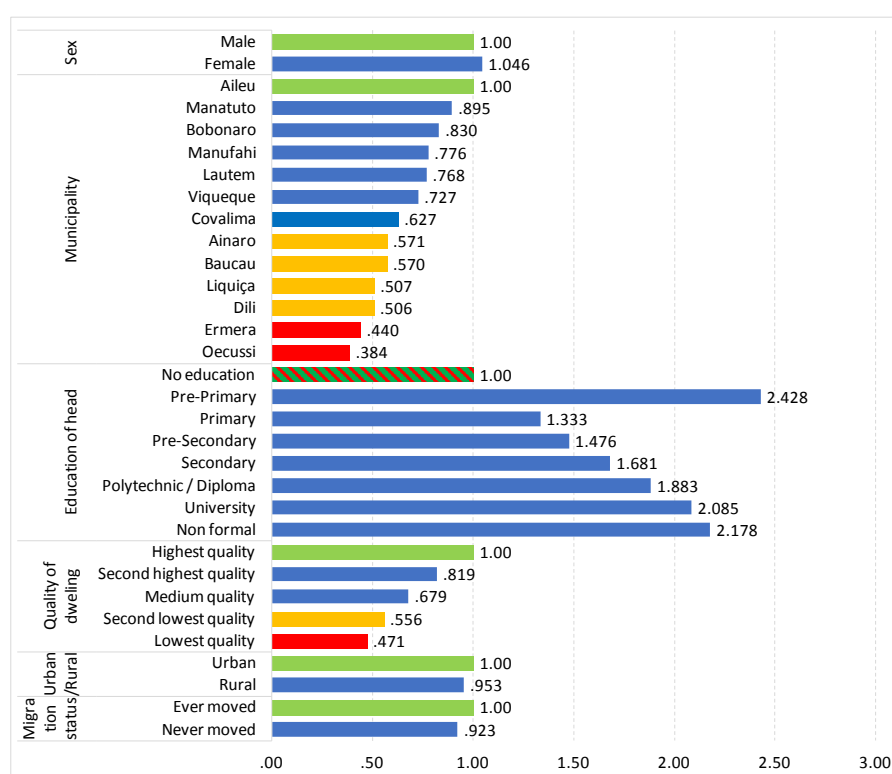
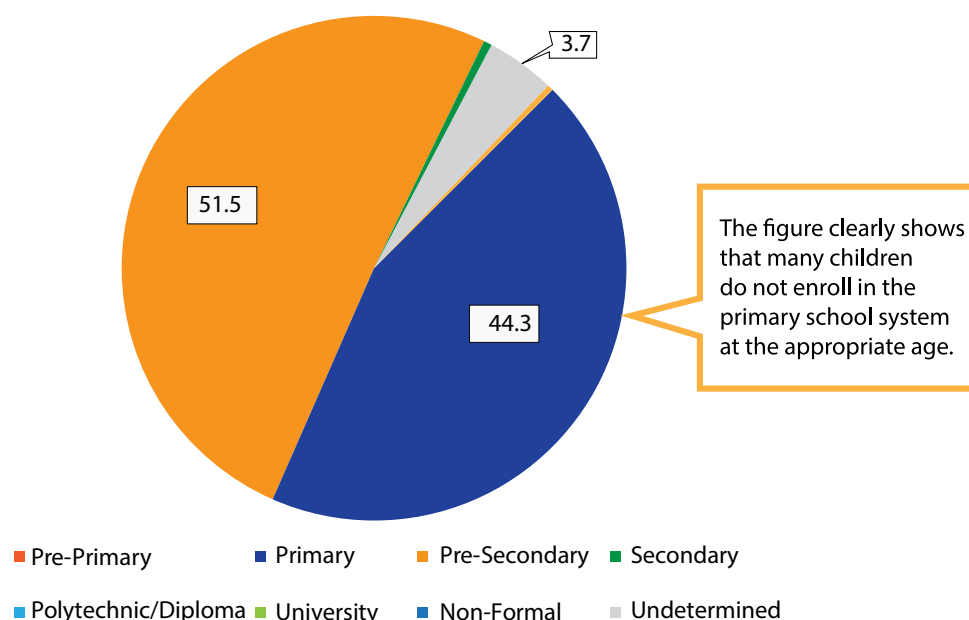


Figure 3. Percentage of population 13 - 15 years old, who are still in school by educational level, Timor-Leste, 2015



Literacy

- Great strides have been made in reducing illiteracy in Timor-Leste.
- In 2010, 53.4 % of persons 5 years of age and older could read and write in Tetun. In 5 years' time, this increased to 62.5%.
- The literacy rate for all persons 10 years of age and over is 67.3%, which is significantly higher than in 2010.
- Women have a lower literacy rate than men (63.9% versus 70.6%).
- Impressive progress has been made for younger, but also older age groups. The increase in adult literacy show the effect of the mass adult literacy campaigns that were organized after the country's independence.
- Above age 20, in each five-year age group, illiteracy is considerably higher for females than for males. At younger ages the gender parity index (GPI) is almost equal to one, indicating almost equal levels of literacy for males and females.
- Currently, the youth literacy rate (15 - 24 years) stands at 84.4%.
- There is still a clear difference between urban and rural areas: 94.3 % of youth in urban areas can read and write compared to 78.5 % in rural areas.
- Large regional differences exist with regards to youth literacy, which shows that special efforts will be needed to bring high quality education to even the more remote regions of the country.

Figure 4. Percentage of persons literate in particular language, by age, Timor-Leste, 2015

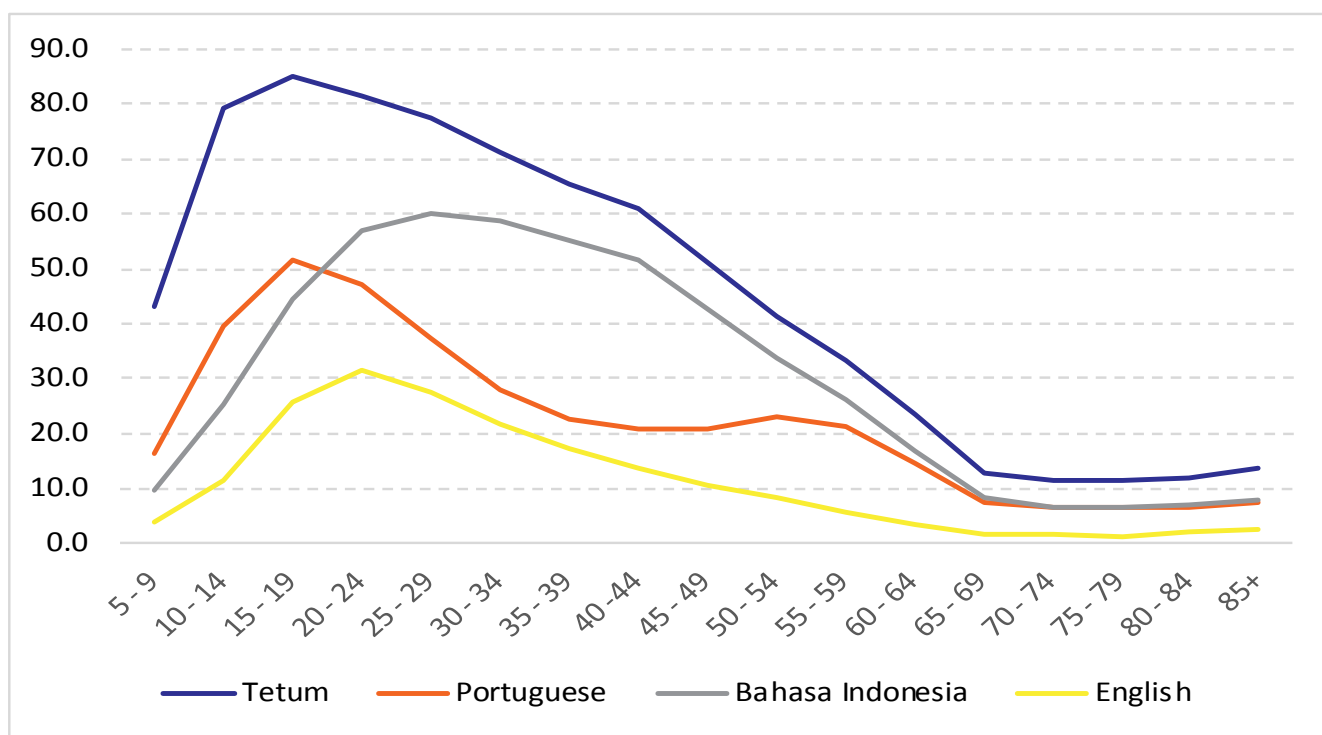
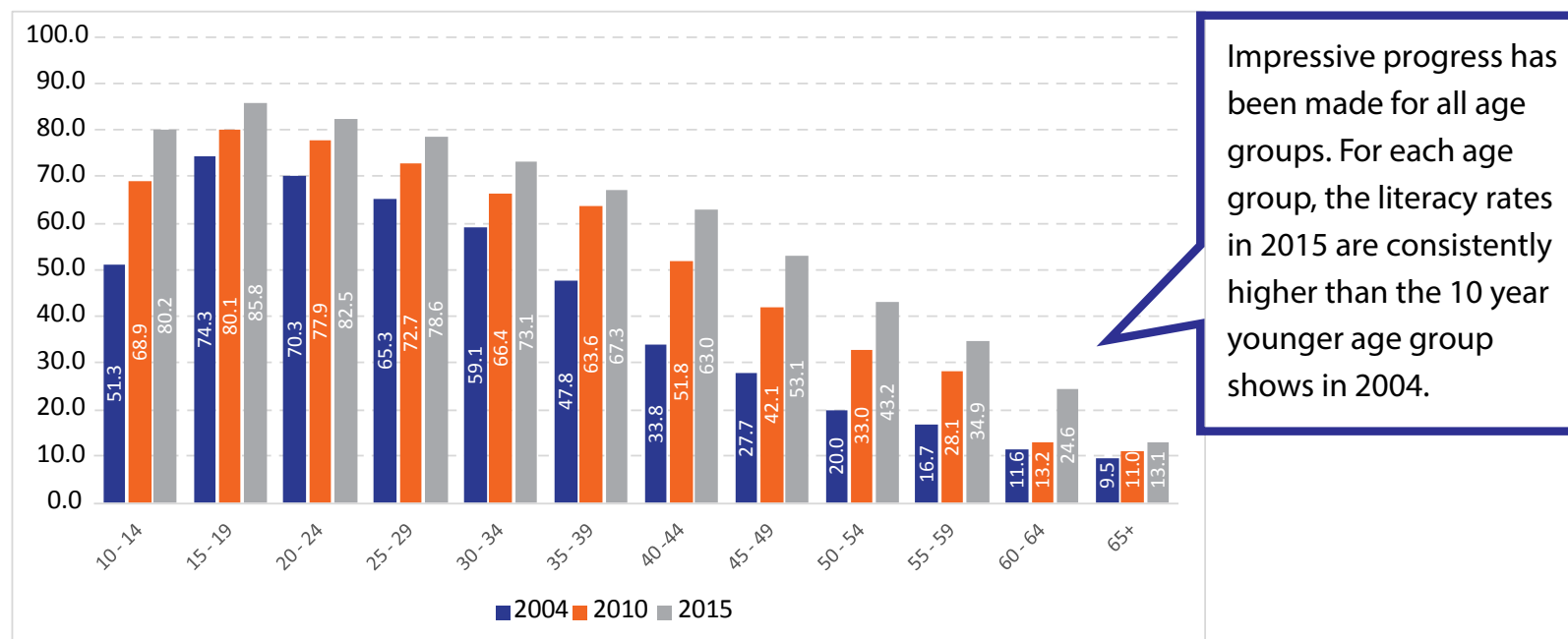


Figure 5. Trends in literacy levels, 2004 - 2015, by 5 year age-groups, Timor-Leste, 2015



Impressive progress has been made for all age groups. For each age group, the literacy rates in 2015 are consistently higher than the 10 year younger age group shows in 2004.

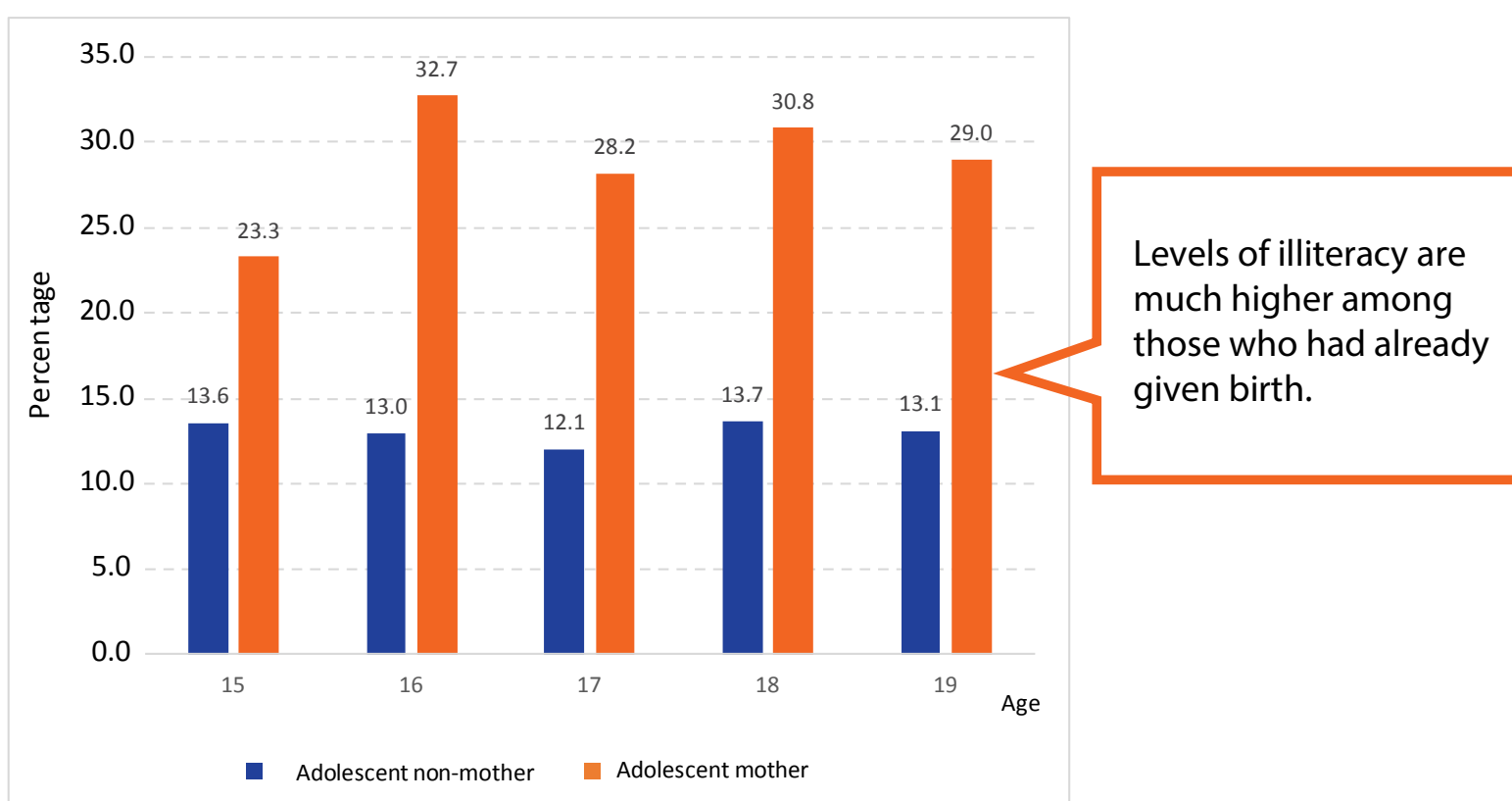
Vulnerable groups

Within the Sustainable Development Goals, education is a goal (SDG-4) in its own right, but also a means to reach all the other SDGs and is therefore an essential component to reach a sustainable and equitable society by 2030. To reach the SDGs it is important to reach vulnerable children and youth. As stated in the National Education Strategic Plan (NESP), Timor-Leste is fully committed to achieving the Education for All goals and aims to **'Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children'** (Ministry of Education, 2011).

The analysis showed that vulnerable groups still have a serious disadvantage in terms of education:

- **Persons with disabilities:** while 64.0 % of persons without disabilities 5 years of age and older are literate, only 15.3 % of persons with disabilities can read and write in any of the four working languages in the country (Portuguese, Tetum, Bahasa Indonesia and English). Females with disabilities have much lower literacy rates than male persons with disabilities, 10.5% against 20.5%. Children and young persons with a disability face a serious disadvantage in school attendance compared to their non-disabled counterparts.
- **Young female farmers:** Young female farmers occupy a vulnerable position, as they often belong to poorer sections of society and tend to have less access to social services. They also have a clear disadvantage in terms of educational outcome. They are less likely to be in school. Only 6.4% of young female farmers were still in school compared to 70.1% of females who were non-farmers. Their illiteracy levels are significantly higher, with 36.7% of young female farmers being illiterate against 10.5% of females who are non-farmers.
- **Young parents:** education and adolescent pregnancy/fertility are inter-related in different ways. Education plays a key role in influencing behavior and life decisions of adolescents and has a direct impact on their health and well-being. On the other hand, early pregnancy often influences the girl's chances of successfully finishing school. It was found that at age 19, 64.6 % of young mothers reported that they had stopped school compared to 21.8% of non-mothers, being a clear indicator that early childbirth intervenes with an extended time in school.
- **Young workers:** approximately 13,900 children aged 5 to 17 years old were employed, among which 398 were below the age of 10. While more than 88% of male and female children are still in school between the ages 10 and 17, only 31.6% of boys and 33.2% of girls who are working are still doing so. The percentage of illiteracy for the total group of children between the age of 10-17 years is 26.2% for those who were not working, against 49.9% for those who were working.

Figure 6. Percentage of adolescent girls who are illiterate, by age and whether they have given birth or not Timor-Leste, 2015

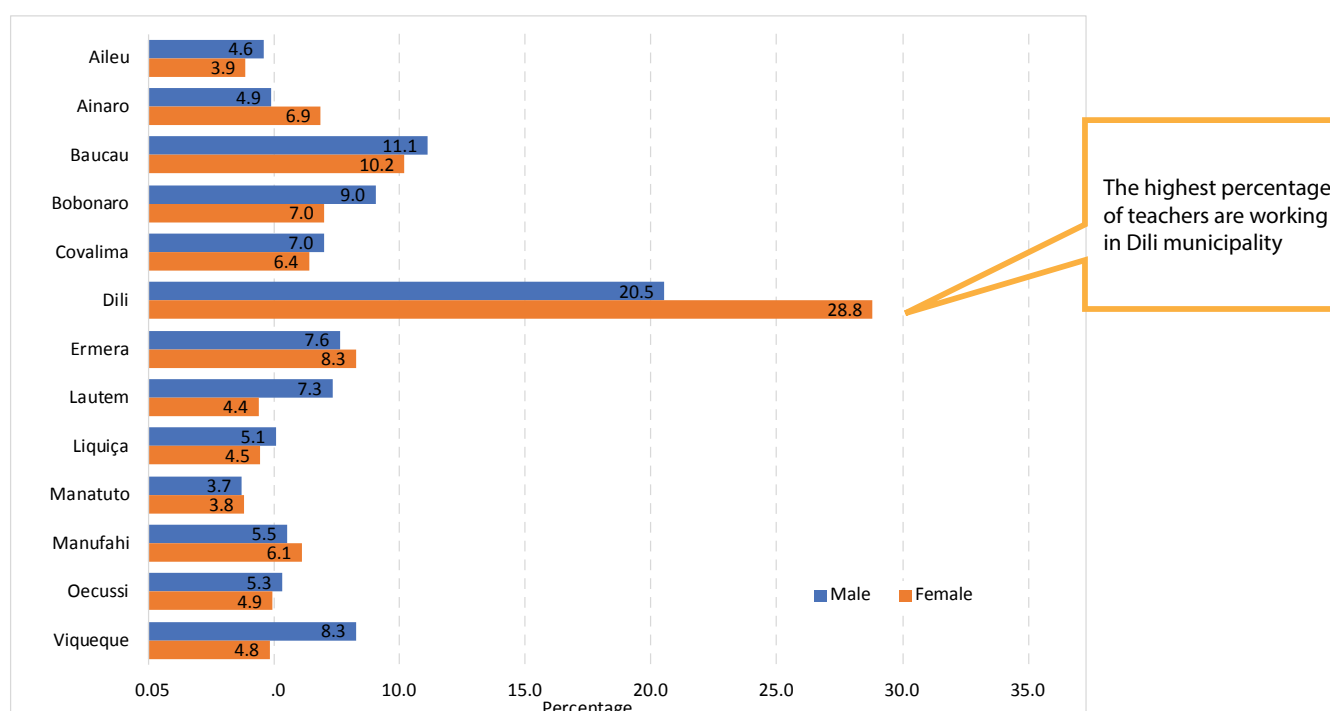


Those who are not in education, employment or training (NEET) has recently become a popular addition to international statistics as it displays a broad array of vulnerabilities of young people on the labour market. According to the 2015 census, the percentage of youth who were NEET was 20.3%, 16.8 for males and 23.7% for females. The NEET for persons aged 15-19 stood at 27.7% : 21.3% for males and 33.9% for females. The problem of youth unemployment is closely connected to the NEET. According to the analytical census report on the labour force, youth unemployment stood at 12.3%. One would expect that young people who are illiterate would have more difficulties with entering the labour market, but the results from the census show an opposite trend. Reported youth unemployment was found to be much higher for young persons who were literate than for those who were illiterate. Unemployment has been called an 'extreme situation of total lack of work' (Ralf Hussmanns, ILO Bureau of Statistics, 1992).

Teachers

- A total of 16,618 persons indicated in the census their main occupation was teacher. The teaching occupation is still dominated by men: 10,030 men against 6,588 women.
- The census showed that some quantitative disparity exists in the regional distribution of teachers between urban and rural areas and between the different municipalities.
- The demographic characteristics of teachers is slowly changing, with more young women entering the profession and a gradual ageing of male teachers.
- Young teachers should be encouraged to take up positions in more remote areas, perhaps through the provision of interesting incentives. The current report, together with the Education Management Information System (EMIS), can be used to reassess future teacher distribution (and the construction or expansion of existing school facilities).
- The education projections showed that if the goals of the National Education Strategic Plan (NESP) would be realized that compared to the situation in 2015, the number of students will increase significantly from 431,344 to 461,841 by 2030. In order to cater for the needs of so many more students, to help lower the student/teacher ratios and to replace retiring teachers, a large group of new teachers will have to be trained and hired in the coming years.
- To guarantee high quality education, it is important that teachers will be well educated and pedagogically trained. The thematic skill sets of teachers was not measured in the census. Further research should look into how knowledge and skills of teachers can be further improved in order to guarantee educational quality envisaged in the NESP. In this respect, attention should be paid to the regional disparity in skills, and determine where gaps in quality of tuition are most apparent.

Figure 7. Distribution of teacher by municipality by sex, Timor-Leste, 2015



A. SDG INDICATORS

SDG Indicator			
4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	Male	Female	Total
	44.7	47.1	45.9
4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex			
4.3.1.a. Percentage of young people 15 - 24 years old in formal or non-formal education	63.3	58.6	61.0
4.3.1.b. Percentage of adults 25 - 34 years old in formal or non-formal education	16.6	11.8	14.1
4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated			
4.5.1.b. Gender parity index primary education (NAR)		1.00	
4.5.1.c. Gender parity index primary education (GAR)		0.95	
4.5.1.d. Gender parity index pre-secondary education (NAR)		1.21	
4.5.1.e. Gender parity index pre-secondary education (GAR)		1.03	
4.5.1.f. Gender parity index secondary education (NAR)		1.20	
4.5.1.g. Gender parity index secondary education (GAR)		0.98	
4.5.1.i. Urban/rural parity index primary education (NAR)		1.06	
4.5.1.j. Urban/rural parity index primary education (GAR)		0.88	
4.5.1.k. Urban/rural parity index pre-secondary education (NAR)		1.72	
4.5.1.l. Urban/rural parity index pre-secondary education (GAR)		1.35	
4.5.1.m. Urban/rural parity index secondary education (NAR)		2.45	
4.5.1.n. Urban/rural parity index secondary education (GAR)		2.23	

4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex			
4.6.1.a. Literacy rate: 10 years of age and older	70.6	63.9	67.3
4.6.1.b. Literacy rate by age			
10 - 14	79.2	81.3	80.2
15 - 19	85.6	86.0	85.8
20 - 24	83.4	81.7	82.5
25 - 29	80.4	77.0	78.6
30 - 34	77.1	69.2	73.1
35 - 39	72.6	62.1	67.3
40 - 44	69.9	55.5	63.0
45 - 49	63.8	41.0	53.1
50 - 54	55.0	30.1	43.2
55 - 59	45.6	22.9	34.9
60 - 64	33.9	15.7	24.6
65 - 69	19.6	8.5	13.7
70 - 74	15.6	9.0	12.3
75 - 79	16.2	8.5	12.2
80 - 84	16.1	9.7	12.7
85+	18.2	12.0	14.8
8.6.1 Proportion of youth (aged 15–24 years) not in education, employment or training			
	16.8	23.7	20.3

B. OTHER INDICATORS

School Attendance	Male	Female	Total
Population attending school	218,212	201,093	419,305
Population in pre-primary school	10,826	10,440	21,266
Population in primary school	112,233	101,353	213,586
Population in Pre-secondary school	38,915	39,067	77,982
Population in basic education	151,148	140,420	291,568
Population in secondary education	31,652	29,487	61,139
School life expectancy at age 5	15.6	14.8	15.2
% of 3-4 year old in pre-primary education	15.9	16.6	16.2
Pre-primary net attendance ratio (5 - 6 yrs. old)	44.7	47.1	45.9
Gender parity (pre-primary)			1.05
NAR primary school	80.6	81.0	80.8
GAR primary school	126.0	120.2	123.2
Gender parity NAR primary school			1.00
Gender parity GAR primary school			0.95
Out of school rate of children at primary school age	15.7	14.8	15.3
NAR pre-secondary education	40.1	48.4	44.2
GAR pre-secondary education	82.0	84.6	83.3
Gender parity NAR pre-secondary school			1.21
Gender parity GAR pre-secondary school			1.03
Out of school rate of children at pre-secondary school age	14.3	13.3	13.8
NAR secondary education	29.9	35.9	32.8
GAR secondary education	77.1	75.5	76.3

School Attendance	Male	Female	Total
Gender parity NAR secondary school			1.20
Gender parity GAR secondary school			0.98
NAR tertiary education	16.2	16.4	16.3
GAR tertiary education	34.0	27.2	30.5
Gender parity index NAR (tertiary)			1.01
Gender parity index GAR (tertiary)			0.80
Literacy			
Literacy in Tetun	65.0	59.9	62.5
Literacy in Portuguese	32.8	28.7	30.8
Literacy in Bahasa Indonesia	38.7	34.4	36.6
Literacy in English	16.8	14.3	15.6
Literacy population 10 years and older	70.6	63.9	67.3
Literacy 5 - 17 years	66.1	68.1	67.1
Adult literacy rate (15+ years)	68.7	60.2	64.4
Youth literacy rate (15 - 24 years)	84.7	84.1	84.4
Educational level			
Total population 6+ years who never went to school	110,886	140,963	251,849
% population 6+ years who never went to school	22.7	29.4	26.0
% finished at least primary education (15+ years)	41.9	39.1	40.4
% finished at least pre-secondary education (15+ years)	29.5	28.2	28.8
% with at least tertiary education (17+ years)	7.3	6.4	6.8
Vulnerable groups			
Literacy rate for people with disabilities (5+ years)	66.6	61.4	64.0

School Attendance	Male	Female	Total
% population 5 - 24 years who are disabled attending school	31.4	33.0	32.1
% population 5 - 24 years who are disabled never attended school	53.3	54.7	53.9
% of young female farmers (15 - 24 years) who are illiterate		36.7	
% of young female farmers (15 - 24 years) who never went to school		29.8	
% of adolescent mothers (15 - 19 years) who never went to school		22.8	
Illiteracy rate adolescent mothers (15 - 19 years)		29.3	
% working children (10 - 17 years) who never attended school	37.1	39.9	38.3
Illiteracy rate for working children (10 - 17 years)			49.9
Education and work			
NEET			
% youth (15 - 24 years) who are NEET and never attended school	45.9	53.8	50.0
% youth (15 - 24 years) who are illiterate	31.6	41.5	36.6
YOUTH UNEMPLOYMENT			
Youth (15 - 24 years) unemployment rate for literate youth	16.6	12.6	14.8
Youth (15 - 24 years) unemployment rate for illiterate youth	8.6	5.3	7.0
Teachers and educators			
Total no. of teachers	10,030	6,588	16,618
Sex ratio of teachers (males per 100 female teachers)		152.2	
% teachers > 50 years old	26.9	18.3	23.5
% teachers > 60 years old	6.2	4.8	5.6
Mean age teachers	43.0	41.4	39.0
% teachers in urban areas			36.2