



**2016 Timor-Leste & Development
Partners Meeting (TLDPM)
*Financing for Sustainable Development in
Timor-Leste***

Implementing SDG 4

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Defining Goal 4

- ❑ After the adoption of the SDGs in September of 2015 by the National Parliament, the VI Constitutional Government immediately established a national level **SDG Working Group**.
- ❑ The SDG Working Group includes all Government Agencies and line Ministries to work on the SDG implementation strategy of Timor-Leste.

Defining Goal 4

- ❑ The first key task of the SDG Working Group is to guarantee the **alignment of the Strategic Development Plan 2011-2030 with the SDGs**. We may recall that the current SDP document is aligned with the previous MDGs.
- ❑ After achieving this alignment it is important to develop a national monitoring tool that oversees the progress of SDGs achievement by line ministries having as reference their Annual Plans and Budget.

Defining Goal 4

- ❑ Even if the work for the alignment of the SDP 2011-2030 and the SDGs is still ongoing, the Ministry of Education is already considering the SDGs, its targets and indicators as **reference for the preparation of the 2017 MoE Annual Action Plan and Budget.**
- ❑ Other references are the SDP 2011-2030, the National Education Strategic Plan 2011-2030 and the Programme of the VI Constitutional Government.

Defining Goal 4

- ❑ For 2017, considering all strategic documents and the SGDs, the Ministry has selected **5 priorities** for the its Annual Plan and Budget
 1. Rehabilitation of existing school infrastructures;
 2. Teacher training;
 3. National Curriculum implementation;
 4. Printing of school text-books;
 5. Strenghtening of Technical Education.

Defining Goal 4

- ❑ The SDG 4 –is essential for guaranteeing Timor-Leste **sustainable development** for the next 15 years ahead, after 2030 as defined by the the SDP 2011-2030.
- ❑ For Education the **SDP 2011-2030 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”.

Defining Goal 4

The VI Constitutional Government has set Education as a National Priority as:

- It is agreed that education is the most effective means that a society possesses for confronting the challenges of the future. Education shapes the world of tomorrow, as change depends upon the products of educated minds.*

Defining Goal 4

- ❑ *“Education promotes greater consciousness and awareness, explores new visions and concepts, and inventing new techniques and tools.*
- ❑ *Education is also responsible for disseminating knowledge and developing skills, for bringing about desired changes in behaviours, and lifestyles, respecting our national culture and values.*
- ❑ *Education requires mutual responsibility and general commitment, involving all of society’s stakeholders to work collaboratively and in partnership for a **national consensus** on Education compatible with sustainable development.*

Where Are We Now?



Where Are We Now?

I will present the main achievements of the Ministry of Education during the first five years of the SDP 2011-2030 implementation.

Preschool

- Developed , approved and published the National Policy on Preschool Education – ***in partnership with UNICEF.***
- Developed, approved and initiated implementation of the National Curriculum of Preschool Education.
- Held training of the 617 Preschool teachers on the new curriculum.
- Developed, printed and distributed 3.000 textbooks for all preschools – ***with the support of New Zealand Aid and KOICA on the Printing Center.***
- Implemented programs of school meals and school grants in all preschools in the country.

Where Are We Now?

Basic Education

- 89.44% (net enrollment rate) of children with the proper age are enrolled in a basic education school.
- Developed, approved and under implementation of the National Curriculum of the 1st and 2nd cycles of basic education.
- Implemented the National Curriculum of the 3rd cycle of basic education.
- 6,231 teachers completed the training course that enabled them to enter the teacher career regime – ***in partnership with the Portuguese Cooperation.***
- Developed, printed and distributed 1.738.181 learning manuals for all basic education schools - ***with support from KOICA on the Printing Center.***

Where Are We Now?

Basic Education

- Conducted training of 11.106 teachers on the new basic education curriculum content and on the new student centered methodology.
- Implemented programs of school meals and school grants in all schools of the country.
- Established 13 School Learning and Training Centres – Reference Schools (CAFE) in 12 municipalities and the Special Region of Oecussi – ***in Partnership with the Portuguese Cooperation.***
- Implemented the pilot projet of mother-tongue based multilingual education – ***in partnership with UNESCO and the support of DFAT.***

Where Are We Now?

Secondary Education

- Achieved the target set in the Education Strategic Plan for student enrollment rate of 62% in general and technical vocational secondary education.
- Developed and implemented new curricula of General Secondary Education and Technical and Vocational Secondary Education.
- Developed, printed and distributed 674,066 official manuals of new secondary curricula – ***with support from KOICA on the Printing Center.***
- Conducted training of 2,225 teachers of General Secondary Education and Technical and Vocational Secondary Education in the field of curricula in East Timor (INFORDEPE) and abroad (Portugal, Germany and Korea southern).

Where Are We Now?

Recurrent Education

- Improvement on the literacy rate of the adult population (from 58% in 2010 to 67% in 2015) - ***with the support of the Cuban Cooperation.***
- 11,840 students completed the course of post-literacy.- ***with the support of UNESCO.***
- Developed national curriculum of the National Equivalence Program – ***with the support of UNESCO and the World Bank.***
- Started implementation of the National Equivalence Program – ***in partnership with the World Bank.***

Where Are We Now?

Higher Education

- Developed the minimum standard curriculum for Higher Education.
- Finished the master plan of the three polytechnics and the Academy of Fisheries and Marine Studies – ***in partnership with the Institute of Technology of Bandung (Indonesia).***
- ***Conducted the Accreditation process for 11 Higher Education Institutes - with the support of the World Bank.***
- Graduated 13 students in higher education institutes in Australia to become teachers at the future Polytechnic of Hospitality and Tourism – ***with the support of the World Bank.***

Where Are We Now?

School Infrastructures and Furniture

- Construction of 12 new pre-schools with 28 classrooms – ***with the support of UNICEF and Government of Australia.***
- Completed the rehabilitation / construction of 311 primary schools – ***with the support of the Government of Australia and World Bank.***
- Completed the rehabilitation of 4 secondary schools (24 classrooms) – ***including support from KOICA in Becora Technical School;***
- Purchased and distributed for all territory:
 - 2,240 tables and chairs for pre-schools;
 - 57,135 tables and chairs for basic schools;
 - 9,093 tables and chairs for secondary schools.

Defining Targets and Potential Partners

- The Ministry of Education has a coordinating mechanism established with all national and international partners of Education , including representatives of civil society and the private sector: the ***Ação Conjunta para a Educação em Timor-Leste*** - ACETL - which meets on a quarterly basis.



Defining Targets and Potential Partners

- It is through this coordinating mechanism that the Ministry annually leads the identification of the gaps and priorities for partners consideration. All Development Partners agreed support is aligned with the SDG targets.



Challenges for achieving Goal 4

□ **Increase of Budget** allocation is important to meet current needs and targets, particularly in terms of infrastructure, printing and distribution of educational materials and carrying out of pre and in-service teacher training activities.

□ **Civil servants** that work at the Ministry of Education require more short-medium term technical training opportunities with a focus on professional skills development, both at national, municipal and school level.

Challenges for achieving Goal 4

□ There is a need to reinforce national and international **partners coordination with the Ministry of Education**, avoiding inefficiencies or any duplication.

Moreover the Ministry encourages all donors programmes to further work its alignment with the organic structure of the Ministry to further build their own capacity.

The Way Forward

- ❑ In my view the way forward is to work together through a Country-led system that promotes:
 - ❑ Inclusive and participatory dialogue;
 - ❑ Harmonization and simplification;
 - ❑ Transparency, trust and mutual accountability in managing for results.

The Way Forward

□ With this goal in mind, the Ministry of Education has requested all Development Partners to present their annual plans for 2017, as part of the preparation for the Ministry's Plan and Budget.

□ For all donors that have not yet defined their contribution, before the end of the current year the MoE will share the list of needs/priorities not covered by the general state budget.



Together we are stronger.

Hamutuk ita bele.



Thank you.