

The following is an unofficial translation by La'ó Hamutuk from Portuguese to English of the report submitted to La'ó Hamutuk in July 2018 by the CAFE project office within the Timor-Leste Ministry of Education.

**REPUBLICA DEMOCRATICA DE TIMOR-LESTE
MINISTERIO DA EDUCAÇÃO, JUVENTUDE E DESPORTO
Gabinete do Projeto Centros de Aprendizagem e Formação Escolar (CAFE)
Rua Villa Verde, Dili**

Narrative and Organizational Executor's Report of the School Learning and Teacher Training Centers (CAFE Project) from 2014 to 2017

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Dili, July 24, 2018

1. Background

a) Designation of the Project: The School Learning and Teacher Training Centers (CAFE Project).

Cooperation project implemented in partnership with the Ministry of Education of Portugal.

The CAFE Project succeeded:

- The “Polos” (satellite schools) of the Portuguese School of Dili, from 2010 to 2012
- Project for the Reference Schools of Timor-Leste, from 2013 to 2014

b) Documents signed by the Democratic Republic of Timor-Leste and the Republic of Portugal:

- Protocol of Cooperation between the Ministries of Education of Portugal and Timor-Leste, signed on April 16, 2010, for the creation of the District “Polos” of the Portuguese School of Dili, with a view to the development of Timor-Leste’s pre-school, primary and secondary education system.
- Additional Protocol between the Ministry of Education of Timor-Leste and the Ministry of Education of Portugal, of September 24, 2010, for the implementation of financial provisions of the Bilateral Cooperation Protocol on the creation of four district satellite schools of the Portuguese School of Dili.
- Cooperation Protocol between the Ministry of Education of Timor-Leste and the Ministry of Education of Portugal, signed in Lisbon on 28 September 2011, for the creation of the Reference Schools of Timor-Leste.
- Cooperation Protocol between Timor-Leste’s Ministry of Education and Portugal’s Ministry of Education on the implementation and operation of School Learning and Teacher Training Centers (Centros de Aprendizagem e Formação Escolar, CAFE) of Timor-Leste, signed on December 30, 2014 for a period of 4 years.

c) Other documents that reinforce the creation of Reference Schools (Escola Referensia ER-TL) / School Learning and Teacher Training Centers (CAFE-TL):

- Resolution of the National Parliament of Timor-Leste, adopted on 29 August 2011, on the importance of the promotion and teaching of the Official Languages for cohesion consolidating an identity that is unique and original in the world.
- The same resolution recommended to the Government of the Democratic Republic of Timor-Leste the creation of ER-TL in all district capitals (now municipalities), in which the students and teachers of Timor-Leste are submitted to the best based curricula and manuals in force, in the Portuguese Language.
- The Third National Congress of Education, in May 2017: recognition of the quality teaching administered by the CAFE project and the possibility of expanding the CAFE project to the Sub-Municipality level.

d) Project Structure:

- Transversal Program under the responsibility of the Directorate-General for Policy, Planning and Partnerships and the supervision of the Minister of Education, Youth and Sports.
- Coordination Team: Antonieta de Sousa de Jesus, Timorese Coordinator, and Ana Lemos Bessa, Portuguese Coordinator.
Both coordinators respond to the Ministries of Education of Portugal and Timor-Leste and its competencies are defined in section 7 of the Bilateral Cooperation Protocol for the Creation and Implementation of School Learning and Teacher Training Centers, signed on December 31, 2014 and under the terms of reference of the Timorese Coordinator's contract.

e) Official contact: 77189753

2. Objectives of the CAFE Project:

It responds to three concrete needs:

- Quality Public Education in line with the national Pre-School, Primary (Basic) and Secondary curricula in the Portuguese Language
- Supplementary training for young graduates
In the context of pedagogical practice, filling a specific gap: the lack of a post-initial or complementary training stage to ensure the transition between initial and continuing teacher training in all municipalities and in the Portuguese Language (except in the subjects of Tétum and Catholic Religious Moral Education).
- Training and training activities
With regard to the training of teachers and frameworks for school administration and management in Timor-Leste, the activities are developed with the central basic schools (grades 1-9) of public school network, as well as elsewhere, in accordance with the proposals received.

Each CAFE is intended to have a multiplier effect and serve as a center of good practice and a true center of excellence for surrounding public schools and the general community, so as to involve parents and all educational agents to improve the quality of teaching and training.

Since its genesis, the growth of the Project has accompanied the natural evolution of students in each school year. Thus, annually, as a result of successive approvals, the students are integrated into classes of higher years, naturally causing the increase of students, classes and the number of teachers.

3. General information

a) Number of CAFE: 13 CAFE distributed in 12 municipalities and in the Special Administrative Zone of Oecusse-Ambeno, and are located in the administrative post capitals:

Aileu, Ainaro, Baucau, Dili, Ermera, Liquiça, Lospalos, Maliana, Manatuto, Oecusse, Same, Suai and Viqueque.

b) Statute of CAFE: The CAFE are Timorese schools of the national public network, also regarded as a Portuguese Language Training Centers branch.

b) (sic) Calendar: CAFE school calendar presents some adaptations and is submitted for approval at the highest level of in Education leadership.

c) Recruitment of teachers for the Project:

i) The selection of Portuguese teachers is the responsibility of the Portuguese, in accordance with article 4, paragraphs 1 and 2 of the Bilateral Cooperation Protocol for the creation and implementation of School Learning and Teacher Training Centers, signed December 31, 2014.

Portuguese teachers (permanent personnel and/or contracted) are placed in the Project under Law no. 13/2004, of 14 April, which establishes the legal framework of Portuguese co-operation agents and defines their legal status.

(ii) The integration of Timorese teachers into CAFE may take place in accordance with the presentation by a lecturer or candidate in a professional course for this purpose:

- after a period of 2 years of complementary training for teachers without professional experience.

(iii) Immediate entry for teachers with appropriate professional experience (for example, the case of the teachers from the early Ex-Series.

The choice of Timorese teachers for CAFE is provided in article 9, number 5 of the Bilateral Cooperation Protocol for the Creation and Implementation of School Learning and Teacher Training Centers, signed on December 31, 2014.

d) Enrollment: Criteria

Enrollment for CAFE follows the guidelines of the Ministry of Education, Youth and Sport.

Thus, the Age criterion for the entrance of the students in the CAFE is:

- for the Pre-School ages 4 and 5, the children have to complete their 4th and 5th years between January 1 and December 31 of the year prior to the beginning of school.

- Children having their 4th and 5th birthdays by 31 March of the beginning of the school year may enter CAFE, if vacancies are available.

- For the beginning of Basic Education, 1st cycle and 3rd cycle.

However, whenever there are vacancies in the CAFE, the students are integrated into the corresponding schooling.

Like public schools, CAFE does not charge tuition, fees and other fees.

e) Terms of Reference and Independent Evaluation Report

Article 12 of the Bilateral Cooperation Protocol for the creation and implementation of the Staff Learning and Teacher Training Centers signed on December 31, 2014 provides for a Constitution of a Bilateral Accompaniment Commission (CBA) of the CAFE, composed of representatives of the Ministry of Education of Portugal and representatives of the Ministry of Education of Timor-Leste.

Article 12, number 5 of the Protocol explains that: During the term of the present Protocol, the signatory parties are committed to submitting an international evaluation, identifying by consensus an appropriate entity from the area of evaluation of educational projects according to agreed terms of reference agreed the two parts in the annex document for this Protocol.

The CBA of the CAFE Project met in Timor-Leste, at the Ministry of Education and Culture between 23 and 27 of (sic) 2017, and a report on the Project was produced. In the same year, the Project's CBA presented to the Cabinet of the outgoing Minister of Education and Culture a document with Terms of Reference for an external Evaluation of the Project, but we do not know its whereabouts.

Therefore, the coordination team does not hold the requested document.

There exists no independent Evaluation Report because the CAFE Project has not yet been subject to an external evaluation. The evaluation is expected to be done in 2019.

f) School feeding: contracts with suppliers

(note on translation: the Ministry of Education and its partners use the term 'School Feeding Program' instead of the more direct translation 'School Snack' or 'School Lunch' because schools provide the food to students at various times of day, including morning, depending on the schedule of the students.)

For CAFÉ school feeding, each student is assigned \$0.25 (twenty-five cents). The monthly amount is calculated as follows: number of students per CAFE x \$ 0.25 x number of actual days of class per month.

The total amount will be given to each of the 13 Portuguese coordinators, who then manage the task of buying the products in the municipalities. When some products, such as milk, can not be found in the municipality where a CAFÉ is located, the coordinators buy them in Dili.

Each month, the coordinators submit a monthly expense report together with evidence of expenses to the CAFÉ Project which, in turn, is subject to a project inspection team. For this reason there is no contract for provision of CAFE's school feeding.

4. Training

The supply of complementary training in CAFE is dependent on two main factors:

- a) Basic training of candidates.
- b) Specialty/a recruitment group of Portuguese teachers working for CAFE.

Teacher training focuses on consolidating the following competencies:

- a. Scientific;
- b. Pedagogical (about how to teach);
- c. Portuguese language
- d. Ethics;
- e. Administration and school management.

5. Project Budget

The CAFE Project budget is allocated in the National Directorate of Administration and Finances and Logistics and it is distributed in two categories:

- a) Technical Assistance Budget.
- b) Public Transfer Budget.

The Report on budget execution for the period from 2014 to 2017 is attached.

6. Constraints

- x** The calendar for the selection and recruitment of PT teachers is not compatible with the Timorese school calendar, with implications for the placement of teachers in Timor-Leste.
- x** Lack of placement of PT teachers
- x** Delays in the payment of supplements and other subsidies to PT teachers.
- x** Difficulties in recruiting trainees for Complementary Training and in their equitable distribution to the 13 CAFE.
- x** Lack of quality Timorese teachers for the Preschool and 3rd cycle (grades 7-9) levels.
- x** Difficulties in CAFE responding to the high demand, accentuated in the Preschool.

7. Challenges

- Creation of initial training courses in the teaching of priority areas: Pre-School and History and Geography.
- Lack of rooms for activities (support classrooms for students with special educational needs, libraries, school meal preparation, audio-visual and computer science rooms, etc.).
- Lack of laboratories.
- Lack of textbooks for students and teachers for subjects in 1st, 2nd and 3rd cycles.
(Note: In Timor-Leste's educational system, similar to Portugal's, 1st cycle is grades 1-4; 2nd cycle is grades 5 and 6; and 3rd cycle is grades 7-9.)
- Difficulties in the exchange between Timorese teachers of different schools.
- The vehicles of the project have sustained great wear, which means high costs for maintenance.
- Late realization of the 1st Meeting of the Project's Bilateral Accompaniment Commission (October 2017).
- The timetable for selection and recruitment of PT teachers should be in May and not the last trimester.
- The number of PT teachers should be negotiated in advance between the Ministries of Education PT and TL, according to the protocol.
- Creation of a specific status for CAFE to address delays in payments.

- Improve coordination between the MEC-TL, the Colleges of Education and INFORFEPE in order to enhance, promote and certify CAFE's Complementary Training.
- Create more professional and monetary incentives for Complementary Training graduates.

8. Annexes: Documents requested

- Protocol of Cooperation between the Ministry of Education of Timor-Leste and the Ministry of Education of Portugal for the implementation and operation of School Learning and Teacher Training Centers of Timor-Leste, signed on December 30, 2014 for a period of 4 years.
- Protocol of Cooperation between the Ministries of Education of Portugal and Timor-Leste, signed on April 16, 2010, for the creation of the District 'Polos' (branch or satellite schools) of the Dili Portuguese School, with a view to the development of the pre-school, primary and secondary education system of Timor-Leste.
- Additional Protocol between the Ministry of Education of Timor-Leste and the Ministry of Education of Portugal, of September 24, 2010, for the implementation of financial provisions of the Bilateral Cooperation Protocol on the creation of four district-based branch schools ('polos') of the Dili Portuguese School.
- Cooperation Protocol between the Timor-Leste Ministry of Education and Portugal's Ministry of Education, signed in Lisbon on September 28, 2011, for the creation of the Reference Schools of Timor-Leste.
- Budget Execution Report for 2014 to 2015.
- Personal map for each CAFE
- CAFE progress

Relatório execução orçamento ano 2014 a 2017

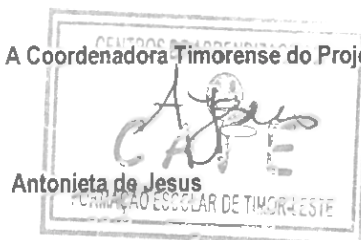
ANO	RÚBRICA	TOTAL ORÇAMENTO	TOTAL TRANCHE	VALOR ALOCADO ANO ANTERIOR	OUTROS DEPOSITO	ADIANTAMENTO	EXECUÇÃO	SALDO	%
2014	ASSITÊNCIA TÉCNICA	\$ 2,476,642.57		\$ -	\$ -		\$ 2,677,183.71	\$ (200,541.14)	108%
	FUNDO CONTRAPARTIDA	\$ 1,184,632.45	\$ 784,807.32	\$ 596,805.33	\$ 227,504.60		\$ 1,297,286.75	\$ 311,830.50	81%
SUB TOTAL		\$ 3,661,275.02	\$ 784,807.32	\$ 596,805.33	\$ 227,504.60	\$ -	\$ 3,974,470.46	\$ 111,289.36	97%

ANO	RÚBRICA	TOTAL ORÇAMENTO	TOTAL TRANCHE	VALOR ALOCADO ANO ANTERIOR	OUTROS DEPOSITO/DEVOLUÇÃO	ADIANTAMENTO	EXECUÇÃO	SALDO	%
2015	ASSITÊNCIA TÉCNICA	\$ 2,704,423.30					\$ 2,155,068.42	\$ 549,354.88	80%
	DESPESAS OPERACIONAIS	\$ 1,489,957.80					\$ 1,051,790.53	\$ 438,167.27	71%
	FUNDO CONTRAPARTIDA	\$ 798,903.90	\$ 798,903.90	\$ 311,830.50	\$ 58,040.62	\$ 16,835.40	\$ 974,157.37	\$ 177,782.25	83%
SUB TOTAL		\$ 4,993,285.00	\$ 798,903.90	\$ 311,830.50	\$ 58,040.62	\$ 16,835.40	\$ 4,181,016.32	\$ 1,165,304.40	108%

ANO	RÚBRICA	TOTAL ORÇAMENTO	TOTAL TRANCHE	VALOR ALOCADO ANO ANTERIOR	OUTROS DEPOSITO/DEVOLUÇÃO	ADIANTAMENTO	EXECUÇÃO	SALDO	%
2016	ASSITÊNCIA TÉCNICA	\$ 3,896,125.66					\$ 2,946,960.34	\$ 949,165.32	76%
	FUNDO CONTRAPARTIDA	\$ 1,122,468.04	\$ 1,122,468.04	\$ 177,782.25	\$ 41,723.25	\$ 41,408.00	\$ 852,288.51	\$ 448,277.03	64%
SUB TOTAL		\$ 5,018,593.70	\$ 1,122,468.04	\$ 177,782.25	\$ 41,723.25	\$ 41,408.00	\$ 3,799,248.85	\$ 1,397,442.35	73%

ANO	RÚBRICA	TOTAL ORÇAMENTO	TOTAL TRANCHE	VALOR ALOCADO ANO ANTERIOR	OUTROS DEPOSITO/DEVOLUÇÃO	ADIANTAMENTO	EXECUÇÃO	SALDO	%
2017	ASSITÊNCIA TÉCNICA	\$ 3,920,433.03					\$ 2,869,097.76	\$ 1,051,335.27	73%
	TRANSFERÊNCIA PÚBLICA	\$ 1,081,705.38	\$ 800,000.00	\$ 448,277.03	\$ 58,171.95		\$ 856,434.26	\$ 450,014.72	66%
SUB TOTAL		\$ 5,002,138.41	\$ 800,000.00	\$ 448,277.03	\$ 58,171.95	\$ -	\$ 3,725,532.02	\$ 1,501,349.99	71%

A Coordenadora Timorense do Projeto CAFE



Antonieta de Jesus

MAPA PESSOAL POR CADA CAFE ANO 2017

CAFE	FUNCIÓNARIOS	PROFESSORES PORTUGUESES	PROFESSORES TIMORENSES
Aileu	10	10	8
Ainaro	7	7	2
Baucau	12	10	9
Dili	12	9	13
Ermera	10	12	7
Liquiça	11	9	10
Lospalos	12	9	10
Maliana	12	12	7
Manatuto	9	8	8
Oecusse	17	13	8
Same	13	10	10
Suai	12	9	9
Viqueque	8	7	6
TOTAL	145	125	107

A Coordenadora Timorense do Projeto CAFE



Antonieta de Jesus

2. Progressos do Projeto CAFE de 2014 a 2018

Ano	Nº de CAFE	Nº de Docentes PT	Nº de Docentes TL	Graus de escolaridade	Nº de alunos	Nº de turmas	Nº de estagiários	Nº de funcionários
2014	11	93	11	Pré-Escolar, 1º e 2º Ciclos do Ensino Básico	3586	150	25	147
2015	13	128	33	Pré-Escolar, 1º e 2º Ciclos do EB	4968	187	53	175
2016	13	129	92	Pré-Escolar, 1º, 2º e 3º Ciclos do EB	5903	223	82	146
2017	13	129	107	Pré-Escolar, 1º, 2º e 3º Ciclos do EB	6632	243	62	146

Díli, 24 de julho de 2018

A Coordenadora timorense do Projeto CAFE



Antonieta de Jesus