



MULTILINGUAL EDUCATION FOR TIMOR-LESTE
IMPLEMENTATION PLAN

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APPENDICES

A: CONTENT AND MEANS OF TEACHER PROFESSIONAL DEVELOPMENT

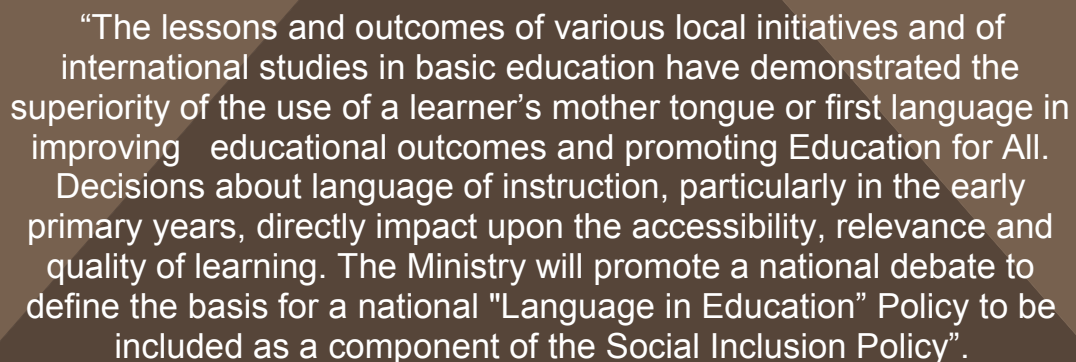
B: COSTING FOR DEMONSTRATION SCHOOLS PROGRAM

ABBREVIATIONS

C1	:	Home culture
CPMT	:	Council for the Promotion of Mother Tongue
ECD:		Early Childhood Development
INDMO	:	Instituto Nacional de Mão de Obra / National Institute for Manpower Development
INFORDOPE	:	Instituto Nacional da Formação de Docentes e Profissionais da Educação / National Institute for Professional and Teacher Training
INL	:	Instituto Nacional da Linguística / National Institute of Linguistics
L1	:	Mother Tongue/Home Language
L2:		Second Language
LEA	:	Language in Education Advisor
ME	:	Ministry of Education
MOI	:	Medium of Instruction
MTB-MLE	:	Mother tongue-based multilingual education
NGO	:	Non-government organisation
SEFOPE	:	Secretary of State for Vocational Training & Employment
SecCult	:	Secretary of State for Culture
SIL Int'l	:	SIL International (an international organization serving language communities world wide.)
TA	:	Teaching Assistant
UNICEF	:	United Nations Children's Fund
WG	:	Working Group (Language in Education)

Plan of action to begin implementing mother tongue-based multilingual education

According to the National Education Strategic Plan (NESP) 2011-2015, Priority Program 5 (Social Inclusion) emphasises the need to ensure that the education system has removed all barriers for children to take part in education. It highlights the importance of understanding the full potential of using mother tongues (L1) in education.



“The lessons and outcomes of various local initiatives and of international studies in basic education have demonstrated the superiority of the use of a learner’s mother tongue or first language in improving educational outcomes and promoting Education for All. Decisions about language of instruction, particularly in the early primary years, directly impact upon the accessibility, relevance and quality of learning. The Ministry will promote a national debate to define the basis for a national “Language in Education” Policy to be included as a component of the Social Inclusion Policy”.

The Ministry will focus on studying various programmes that introduce mother tongues in Education to improve children enrolment, reduce drop outs and improve overall educational results and further analyse the introduction of mother tongues in pre-school.

This section describes a number of actions required to begin implementing mother tongue-based multilingual education in Timor-Leste. The first section discusses the overall actions to be undertaken in 2011. The remaining sections discuss more detailed activities as they relate to the main domains of linguistic development, teacher training, curriculum, materials development, public awareness and research and development. Actions in each domain are categorized as research, policies, capacity building and practice. Mid-term and long-term goals are mentioned at the end of each section.¹

1. Regarding the overall approach to multilingualism, it is acknowledged that full use of the L1 according to additive multilingualism may not be possible in the early stages, due to the fact that linguistic development, teacher training and materials will be ongoing. *Flexibility in the early stages of implementation is encouraged, while maintaining the ultimate goal of multilingualism and multiliteracy for all learners.*

1. Overall actions to be undertaken in 2011

All of the activities described here are based on the premise that the Language-in-Education Working Group (WG) and its sub-committees will continue to oversee and propose activities, and that the Ministry of Education (ME) will provide ongoing finance and support to the Language-in-Education Advisor (LEA) who is tasked with coordinating and facilitating the proposed activities, advising the Ministry of Education on staged implementation of this language policy and liaising with the appropriate Ministry departments at the central and district levels, as well as with relevant international and non-governmental organizations and donors. This advisor will ensure, for example, that all stakeholders involved in policymaking, curriculum development and teacher training are aware of and planning for this language policy. In addition, this advisor will monitor implementation of the demonstration schools.

The following overall actions are proposed for 2011:

Education Policy: Using both internal communication channels (memos, school circulars) and the national media, the ME (with support of the WG) should introduce the principles of mother tongue-based MLE to teachers, principals, communities, students and their families. Further, the ME should authorize the use of local languages learners' mother tongues) at the pre-primary and primary levels, while encouraging the use of Tetun as L2. This will also apply to the Basic Education Equivalency program.

Demonstration Schools: Local languages should be introduced at the pre-primary level in three districts (possibly Lautem, Oecusse and Manatuto, working in Fataluku, Baikeno and Galoli). The plan is to find willing pre-primaries that are linked to primary schools, two per district, and begin implementing either mid-year 2011 or at the beginning of 2012 (depending on language/materials conditions) so that by 2013 there could be mother tongue teaching in grade 1 as well as continuation and expansion of the program in pre-primaries in each district. This action requires research and discussion in each district, proposal writing and investigation of possible funding sources. It is recommended that ME establishes a MoU with a national and an international research institution to work and guide the action research.

Basic Education Teacher Training: A language and learning module including principles of mother tongue-based MLE should be integrated into all pre-service and in-service teacher training, including the Bacharelato. Basic training curriculum and materials for use in pre-school to grade 4 should be written in Tetun, and all other basic training, curriculum and materials should be bilingual (Tetun and Portuguese). It is an urgent priority that all teachers receive Tetun language training as part of all pre-service and in-service training.

Pre-Primary Teacher Training and Competency Framework: Update and finalise the "Competency Framework for Pre-Primary Teachers in Timor-Leste" based on the recommendations of this policy; and in collaboration with UNICEF, national NGOs, Secretariat of State for Vocational Training & Employment (SEFOPE/INDMO) and a reputable foreign tertiary institution develop a series of training modules as part of an internationally accredited certificate or diploma course to be delivered to pre- and in-service pre-primary teachers.

Curriculum and Competency Revision: A team will work with the LEA to evaluate the current basic education curriculum for grades 1 through 9 as well as the teacher competency frameworks in light of the new language-in-education policy supporting mother tongue-based MLE. Recommendations will be made for necessary reform.

Note that for the demonstration schools, **practicing teachers** will be recruited to teach through their mother tongues at the pre-primary and then the lower primary levels in a phased-in process. Where existing teachers do not speak the language of their pupils, **teaching assistants (TAs)** will be recruited from the local community to provide oral L1 explanations, working closely with their partner teachers. See **Appendix A** for more information.

2. Mid-term goals (By 2015)

1. Periodic formal reviews of multilingual education (MLE) in the demonstration schools are undertaken (after 1 and 3 years) and the results widely disseminated.
2. The Language-in-Education Advisor supports the Ministry of Education, and in particular the National Directorate for Pre-School Education, with the implementation and monitoring of the demonstration schools program and ensures that central leadership receives regular progress reports.
3. Tetun curriculum and text book development and teacher training is enhanced nationally.
4. Expansion of mother tongue-based MLE is proposed wherever conditions allow (e.g. willingness of schools/communities and availability of materials in the appropriate languages). Tetun-based MLE is proposed wherever local languages are not yet available.

3. Long-term goals (By 2020)

1. L1-based or Tetun-based MLE is expanded in areas around the demonstration schools during or following demonstration in the first cycle of basic education.
2. Plans are made to extend L1 instruction as a subject and as a medium of instruction (using bilingual methods) in the second cycle of basic education.
3. Teacher training and materials development are expanded to use as many Timorese languages as possible.

4. Detailed Implementation Plan (2011—2013)



4.1. Development of local languages & local language materials

The first consideration is to prepare learners' mother tongues for educational use. Some local languages already have some written tradition, while others are at the beginning stages. The following table describes some initial actions that will facilitate the use of local languages for beginning literacy and learning. The basic for most actions will be the voluntary organization of a Council for the Promotion of Mother Tongue (CPMT) for each local language, consisting of leaders and elders, men and women representing the interest of the linguistic community and willingness to work with linguists and educators to develop their languages through education.

Activity Type	Proposal	Responsible	Time Frame		
			2011	2012	2013
Research	Investigate pre-existing written forms and materials in all Timorese languages	INL, SecCult focal points and each CPMT	x		
	Assess basic needs/incentives of focal points	WG committee and SecCult	x		
	Assess basic needs/incentives of Councils for Promotion of Mother Tongues	WG committee and SecCult	x		
	Assess capacity of INL to accompany linguistic development, determine training, logistical, admin and personnel needs	INL, SIL International	x		
	Explore local publishing capacity and determine how local publishers can be developed/supported	SecCult, INL, SIL Int'l	x	x	x
Policy	Determine with ME and SecCult how focal points will operate in each district to help coordinate activities of CPMT	WG committee, ME and SecCult	x		
	Establish basic guidelines for CPMT membership and operation	WG comm with input from ling communs?	x		
Capacity Building	Beginning with the most active CPMTs, begin capacity building while developing linguistic resources	INL, SIL Int'l, relevant cross-border colleagues	x	x	x
	SIL provides technical assistance to INL as needed; financial support is sought from various sources for research and development	INL, SIL, Int'l	x	x	x
	Identify authors and conduct workshops to develop story books, alphabet cards/key words and graded reading materials	INL, SIL Int'l with CPMTs and LEA	x	x	
	Train authors along with trainers and curriculum developers in multilingual methodologies	SIL Int'l, international MLE Specialists	x	x	
Practice	Develop harmonised varieties wherever possible; develop agreed orthographies, grammars, dictionaries based on existing ones	INLs, CPMTs	x	x	x
	Develop teacher/parent guides to writing in each mother tongue (perhaps based on a generic framework and adapted for each L1)	INL, SIL Int'l with LEA	x	x	x
	CPMTs identify teachers, future teachers and teaching assistants (TAs) from among L1-literate community members	CPMTs with LEA	x	x	x
	Further develop and disseminate Tetun orthography, pedagogical vocabulary etc.	INL, SIL Int'l	x	x	x
	Develop bi/multilingual content materials for middle levels of primary upward, including alternative education and other relevant programs	LEA			x

Mid-term goals:

1. INL has a larger cadre of qualified linguists with improved capacity and support so that they can provide technical support to the language councils. International and cross-border cooperation with relevant linguists and language community leaders is established.
2. Tetun orthography, grammar and terminology development is well developed.
3. Major Timorese languages have harmonised forms, agreed orthographies and additional linguistic resources (dictionaries, etc).
4. Story books and graded reading materials are developed in the larger Timorese mother tongues; some content materials are also developed for L1 medium of instruction at the primary level.
5. Greater numbers of teachers from each linguistic community are trained and qualified so that there is less reliance on TAs. Willing TAs are able to train and become qualified teachers.

Long-term goals:

1. INL is a fully functioning linguistic and sociolinguistic research center with international and local research partnerships.
2. Tetun orthography and terminology is highly developed and widely disseminated.
3. Most Timorese languages have harmonised forms, agreed orthographies and additional linguistic resources (dictionaries, etc).
4. Story books and graded reading materials are developed in most Timorese mother tongues, and progress is made in developing L1 content materials as well as bilingual materials for upper primary.
5. There are sufficient numbers of qualified teachers who speak the relevant mother tongues, and TAs are no longer needed. Willing TAs have become qualified teachers.

4.2 Teacher professional development

Another immediate consideration is the level of teacher preparation for using mother tongues and Tetun in pre-primary and Basic Education. While the needs may seem great, experience in other countries has shown that raising the speaking, literacy and teaching capacity of teachers who are already L1 speakers of the language is much more efficient than raising their capacity in a language they do not speak with facility (i.e. an L2 or L3). Additional information concerning the content and means of professional development for teachers is found in Appendix A.

Mid-term goals:

1. Clear policy is established for teacher training in the appropriate and systematic teaching of mother tongues, Tetun and Portuguese, as well as additional languages.
2. All teachers receive training in Tetun language, its orthography, grammar and methodology.
3. Teachers in demonstration schools give constructive feedback on training to improve future training in multilingual education.
4. About 50% of pre-primary and primary teachers (Cycle 1 and 2) are trained and placed depending on their qualifications, including their language repertoires.
5. Some specialised teachers of Portuguese are trained and teaching Portuguese as a subject at the primary level (Cycle 1 and 2).

Long-term goals:

1. All teachers are appropriately trained and placed depending on their qualifications, including their language repertoires.
2. The practice of specialising teachers in Portuguese language teaching continues, and specialised teachers of English and Indonesian are also trained to teach their languages as electives beginning at the 3rd Cycle and secondary level.

Activity Type	Proposal	Responsible	Time Frame		
			2011	2012	2013
Research	Investigate teacher language repertoires (countrywide sample or micro-sample, self-reports triangulated with proficiency test results)	LEA coordinates with Instituto Nacional de Formação de Docentes e Profissionais da Educação (INFORDOPE) and NGOs working in teacher training	x		
	Assess basic needs/incentives of teachers	LEA, WG committee plus above stakeholders	x	x	
	Assess basic needs/incentives of district education staff	LEA, WG committee plus above stakeholders	x	x	
	Determine which district pre-primary/primary schools have teachers who are interested in and willing to work in DEMO schools	LEA, ME	x		

Activity Type	Proposal	Responsible	Time Frame		
			2011	2012	2013
Poilyc	Countrywide, prioritize Tetun language training and MLE teaching methodology for ongoing in-service trainings in 2011	LEA, WG committee with INFORDOPE, ME and NGOs in teacher training	x		
	Determine with ME how district staff in chosen areas will support DEMO schools	LEA, WG committee with ME		x	
	Establish basic job descriptions for mother tongue-based MLE teachers and for TAs	LEA, WG committee with ME, CPMTs and teachers and TAs themselves	x		
	Determine with ME how the accredited pre-primary level teacher training course should be adapted to include L1s (NQF Level 3 or 4)	ME, LEA	x		
	Determine with ME how MLE teachers and TAs will be qualified, how their additional training will be recognized, what incentives will be given, and what career options they will have	LEA, WG committee with ME, CPMT and teachers and TAs themselves	x		
	Determine with ME how pre-primary and primary teachers (Cycle 1) will be recruited (affirmative action based on language proficiency) and placed in the future to allow for L1-based teaching	LEA, WG committee with ME		x	x
	Determine with ME and INFORDOPE how Tetun can be used in assessing candidates for teacher training (possibly through bi- or multilingual assessment)	LEA, WG committee with ME		x	x
	Determine with ME how Tetun will be brought in as a medium of instruction for pre-service training for pre-primary and primary teachers	LEA, WG committee with INFORDOPE		x	x
	Determine with INFORDOPE how multilingual education methodology will be incorporated into pre-service training for all primary teachers	LEA, WG committee with INFORDOPE		x	x
	Determine with ME how specialist language teachers in Portuguese, English and Bahasa Indonesia can be trained and placed into a new basic school organization	LEA, WG committee with ME and DEMO schools		x	x
Capacity Building/ Practice	Begin capacity building in MLE methodology and advocacy for trainers, INL, Working Group and ME staff who will be involved in preparing DEMO school staff	SIL Int'l, international MLE specialists	x	x	
	Beginning with teachers, principals and district staff in the selected areas, begin capacity building in MLE methodology and L1 literacy/pedagogical language	Trainers prepared above, with support from specialists, plus INL and CPMT for L1 proficiency training	x	x	x
	Identify and train specialist language teachers in Portuguese to teach Portuguese as an L3 (subject) in DEMO schools.	Existing trainers (with some methodology direction from international specialists?)	x	x	x
	Organize school-based support for demo teachers involving periodic school visits from district and national staff	LEA, trainers	x	x	x

4.3 Curriculum Development

Mid-term goals:

1. Multilingual curriculum is developed and serves as the basis for materials development.
2. Different approaches to multilingual curriculum (i.e. competencies taught in different languages based on linguistic conditions) documented and developing continuously.
3. Learners are assessed bi/multilingually in pre-primary and lower primary levels.

Long-term goals:

1. More additive approaches to multilingual education are reflected in the curriculum as languages and teaching skills develop.
2. Learners are assessed bi/multilingually throughout the education system.

Activity Type	Proposal	Responsible	Time Frame		
			2011	2012	2013
Policy	Determine how to adapt the national curriculum to teach multilingually and sequentially (designating which language competencies will be taught in which languages at what levels and where there is flexibility depending on linguistic conditions)	LEA, WG committee with ME	x		
	Develop collaboration between all curriculum developers so that pre-primary, basic and secondary curricula are clearly articulated	LEA, WG committee with ME	x		
	Aims of the national curriculum are adapted to teach and assess bi/multilingually	LEA, WG committee, ME		x	
	Tetun text book development, based on the recommendations of this policy	ME with a range of partners	x		
Capacity Building	Build capacity of curriculum developers (along with teacher trainers and materials developers) to incorporate MLE methodology and assessment	WG committee, ME, SIL	x		
Practice	Develop multilingual frameworks (in Tetun) for materials developers at each level that can be adapted to the relevant languages	Int'l, international MLE specialists	x		
Research	Involve bilingual teachers in refining curriculum as they use it	LEA, WG committee, ME curriculum developers	x	x	x

4.4 Advocacy and Public Awareness

The LEA with support from a Working Group public awareness committee should work with the ME and relevant agencies to produce and disseminate informational materials through a variety of media, focusing on the communities in which demonstration schools will be initiated and expanding to the general public. Materials should highlight the following:

- that mother tongue-based MLE is an option that will help improve school results as well as make the learning of national and official languages easier
- that other countries (by name) have adopted mother tongue-based methodologies with good results
- that the goals are multilingualism and multiliteracy as well as improved and more enjoyable learning
- that public opinion will be invited based on experiences in local demonstration schools
- that national curriculum guidelines will always be followed

Mid-term goals:

1. Multilingual education is understood and discussed widely among stakeholders from grassroots to centre.
2. Discussion begins concerning adoption an overall language policy for Timor-Leste.

Long-term goals:

1. An overall language policy for Timor-Leste is adopted.
2. Education and training resources are linked to the policy to ensure its implementation.

Activity Type	Proposal	Responsible	Time Frame		
			2011	2012	2013
Research	Discuss MLE with focus groups representing different segments of society to establish the main points of agreement and concern	LEA, WG committee with university researcher	x		
Policy	Determine which messages should be addressed to the general public and to parents concerning the benefits, goals and processes of MLE	LEA, WG committee with ME	x		
Practice	Develop multilingual brochures, flyers and other materials to raise public awareness of MLE and of the demonstration schools (suggest special T-shirts and	LEA, WG committee, ME with Alola and UNICEF	x	x	x
	Plan and implement dissemination of awareness materials in demonstration areas and nationally	LEA, WG committee	x	x	
	Conduct awareness and consensus meetings with demonstration school community members	LEA, WG committee			
	Produce press releases at key moments in the start-up and continuation of the demonstration, trainings and other MLE-related events	LEA, WG committee	x	x	x
	Produce a short audio recording with interviews of key stakeholders describing MLE and the benefits work with local and national radio to air		x		
	Produce short follow-up recordings each year with updates on the demonstration			x	x
	Produce a short video with interviews of key stakeholders describing MLE and the benefits; work with local media to air as often as possible	LEA, WG committee, CPMTs, ME with Alola and UNICEF	x		
	Produce short follow-up videos each year showing actual MLE grades with updates on the demo	LEA, WG committee, CPMTs, ME with UNICEF		x	x

4.5 Research and Development

As mentioned above, demonstration schools will form the basis for initiating and establishing mother tongue-based MLE, beginning with pre-primary education with the intention of expanding into linked primary schools. While it may not be possible to use all of the L1s for reading, writing and content learning through mid to late primary schooling due to varying levels of language and materials development, the ADDITIVE MLE approach and intention should always be clear: promoting oral and written L1 for as long as possible while teaching Tetun and Portuguese as L2 and L3. Flexibility is encouraged, and the focus is on learning from the experiences of the demo schools.

Some structures may be built into the demonstration school project so that action research as well as traditional research and data collection will feed into a monitoring and evaluation system at the Ministry of Education. It would be helpful if university researchers could be linked in an ongoing process of raising Monitoring & Evaluation capacity, developing research capabilities and documenting the activities of the demonstration schools.

Mid-term goals:

1. Research funding is in place for various projects focusing on the demo schools.
2. National and international partnerships are established, integrating government structures like ME and INL with university and NGO input to build capacity.
3. Monitoring and evaluation procedures are developed and adopted.
4. Research results are shared to improve practice and inform future efforts in MLE.

Long-term goals:

1. Research projects continue to be funded and to feed data back into MLE programs.
2. National research capacity as well as capacity in Monitoring & Evaluation is raised.

Activity Type	Proposal	Responsible	Time Frame		
			2011	2012	2013
Research	Once demonstration schools are established, collect baseline data on schools, teachers and learners	LEA, WG committee, ME with university researchers	x		
	Demo school teachers conduct ongoing action research, meeting with each other and with district education staff, reporting to LEA and ME	ME with univ researcher support	x	x	x
	Researchers visit demo schools on ongoing basis, feeding back teacher input to organizers and collecting qualitative data to document implementation	LEA, university researchers	x	x	x
Policy	Establish a research network and write proposals for outside funding for long-term research and capacity building of researchers	LEA, WG committee, ME, INL and university researchers (national and international)	x		
	Work with districts to promote expansion to other schools as stakeholders become aware of MLE benefits	LEA, WG committee, ME		x	x
Capacity building	Conduct action research training with teachers from demo schools and local education staff	Action research trainer	x		
	District education staff training with researchers to maintain data, visit schools, test and coordinate action research.	LEA, university researchers	x		
Practice	Develop portfolio system on each learner in MLE to permit longitudinal research	LEA, WG committee	x		

Content and means of teacher professional development

The content of teacher professional development for MLE should include:

- L1 literacy and pedagogical vocabulary
- Tetun literacy and pedagogical vocabulary
- Language teaching methodology (for first, second and additional languages)
- Bilingual methodology for content teaching
- Pedagogical justification of mother tongue-based MLE

Put another way, teachers should be given access to the following:

- **Knowledge:** Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency (Cummins), Silent Period (Krashen), role of errors, code switching, relationship between language acquisition and learning, bi/multilingualism
- **Skills:** teaching initial and continuing literacy in the L1, language development across the curriculum, assessing student learning, participatory learning techniques, scaffolding learner understanding, using a range of strategies, individualising teaching, designing and adapting materials to the level of the learners
- **Attitudes:** respect for learners' (and all others') languages and cultures, respect for individual differences, positive attitude towards multilingualism, cooperative attitude toward learners' families
- **Empowerment:** confidence combined with knowledge, skills and attitudes to advocate for mother tongue-based multilingual education

In terms of the DEMONSTRATION SCHOOL teachers, it is recommended that:

- Both experienced teachers and new teachers be selected and trained to use the L1
- School principals and district focal points be included in all training offered
- Teachers be given continuous pedagogical training and support
- The L1 be used for as much as possible of the training; OR if Tetun is used for the training, that group and individual work be done in the L1
- Action research methods be taught to teachers so that they can make adjustments as needed in their own practices (as well as reporting back to the LC)

Important points regarding Teaching Assistants (TAs)

Rationale and benefits of using TAs:

- Where there are not yet enough qualified teachers who have the same mother tongue as their pupils, para-professional TAs can help teachers explain content and give instructions in the community language.
- TAs should be selected by the community and/or by the LC; they help bring the local culture and experiences into the classroom.
- TAs are usually highly motivated to advocate for learners. They may be volunteers or receive stipends; they may be family members of pupils.
- TAs trained with their teacher partners tend to collaborate effectively.

Cautions about TAs:

- TAs are meant to be a temporary measure where there are not yet enough qualified teachers from the appropriate language group. This is because the unequal power relationship between teachers and TAs maintains the local language in an inferior position.
- It is best if there is a career path for TAs who wish to improve their qualifications; for example, according to the new National Competency Framework they might take a Level 3 or 4 certificate course.
- TAs and teachers have to find their own ways to work together to support learners; those who have difficulty might be encouraged to observe other partnerships that are working well.
- TAs should not be required to have high proficiency in L2 and L3, but they need to have enough bi/multilingualism to interpret for learners into the L1.

COSTING FOR DEMONSTRATION SCHOOLS –
July to December 2011

APPENDIX B

12 school sites

Item	Description	Cost Item	Cost	Quantity	Sub-total \$	Total \$
Contracts	Community Teaching Assistants	TA @ \$80/month	80	12 X 6 months	480	5760
Ministry Consultation	Consultation Workshop	Materials	100	1	100	100
Community Consultation	Consultation Workshop	Travel	200	1 X 3	600	600
		Materials	100	X 3 districts	300	300
Training						
3-day training courses	Teaching Assistants	MoP \$15 per day X 3 days	45	12	540	540
	Pre-school Teachers	MoP \$15 per day X 3 days	45	12	540	540
	Primary Teachers	MoP \$15 per day X 3 days	45	12	540	540
	Materials	Manual (\$5/manual)	5	36	180	180
Production of advocacy/awareness raising materials, including T-shirts and bags for students & teachers participating in demonstration schools project		T-shirts	\$3	1500	4500	4,860
		Bags	\$3	120	360	
On-going training, mentoring, materials development (in consultation with CPMT)						55,000 (1)
TOTAL COST						13,420

(1) Funds already committed from UNICEF/MoE and Govt of ACT (Canberra)

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