

Timor-Leste

Education Thematic Report

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Prepared by:
UNICEF Timor-Leste
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Abbreviations and Acronyms

ACETL	Joint Action for Education in Timor-Leste
CFS/E	Child-Friendly Schools/Education
CRC	Convention on the Rights of the Child
CWD	Children with disabilities
CBO	Community-Based Organization
CSO	Civil Society Organization
DHS	Demographic and Health Survey
DPs	Development Partners
ECD	Early Childhood Development
ECE	Early Childhood Education
ELDS	Early Learning and Development Standards
EMIS	Education Management Information System
GER	Gross Enrolment Rate
GOTL	Government of Timor-Leste
GPE	Global Partnership for Education
IMEP	Integrated Monitoring and Evaluation Plan
INFORDEPE	National Institute for Professional and Teacher Training
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOH	Ministry of Health
MICS	Multiple Indicators Cluster Survey
MSS	Ministry of Social Solidarity
NER	Net Enrolment Rate
NESP	National Education Strategic Plan
NGO	Non-Governmental Organization
NQSSF	National Quality School Standards Framework
NSDP	National Strategic Development Plan
PTA	Parent-Teacher Association
SMC	School Management Committee
TLCLS	Timor-Leste Survey of Living Standards
TOR	Terms of Reference
TWG	Technical Working Group
U5MR	Under five mortality rate
UN	United Nations
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
WASH	Water, sanitation, and hygiene

1. Executive Summary

Timor-Leste is a young country with nearly half (46 per cent) of its estimated 1.18 million population under 18 years old (2015 Population and Housing Census). Despite Timor-Leste's considerable development progress, deeply rooted economic and social issues remain, with considerable disparities in key child development indicators between income groups and gender.¹ The root causes of inequity are complex and interconnected. Children face particular deprivation due to limited coverage of quality basic social services, which subsequently hinders their development. The need for strengthened data for development, along with enhanced effective use of existing data, represents a major issue that affects virtually all sectors. Gaps in knowledge, attitude and behaviours, influenced by social norms, culture and local practices also contribute to the lack of demand for accessing social services.

The 2015-2019 Government of Timor-Leste/UNICEF Country Programme of Cooperation aims to support Timor-Leste to achieve the development goals defined in the National Strategic Development Plan (2011-2030) and the Sixth Constitutional Government Programme (2015-2017). It aims to assist the fulfilment of the rights of Timorese children, and ensure they are able to maximize their potential to contribute to the development of their nation as part of the global community in line with the Sustainable Development Goals (SDGs). Outcome 2 of the Country Programme focuses on Education: By 2019, children, especially the most disadvantaged children, benefit from inclusive, quality early learning and basic education with improved learning outcomes attained.

Although it has been growing in the last four years, access to pre-school education remains very low in Timor-Leste with pre-school gross enrollment rate (GER) at 16.9 per cent (EMIS 2015). There are not enough pre-schools to meet the learning needs of children, especially in rural areas. In basic education (grades 1-9), the gap between the primary net enrollment rate (NER) (88 per cent) and primary GER (122.3% per cent (2015 EMIS) indicates the high incidence of under- and over-age enrolment. Basic education completion and learning outcomes remain a key challenge due to high repetition and drop-out, especially in the early grades. The repetition rate for grade 1 is 27.6 per cent (2015 EMIS), with persistent geographical and socio-economic disparities. Inadequate teaching and learning, teachers' lack of proficiency in the languages of instruction (Portuguese and Tetum), non-availability of bi-lingual textbooks and learning materials in the mother tongue, limited contact time between teacher and pupil, distance to school, and environmental issues including lack of water and sanitation facilities are major barriers to quality education for all. These factors are pushing children out of the education system. While repetition rate in primary education has reduced to 14.9% in 2015 from 17.6% in 2013, the dropout rate has slightly increased to 2.5% from 2.3% during the same period. For lower secondary (cycle 3 grades 7 to 9), repetition has slightly gone up to 2.2% in 2015 from 2%, while dropout also increased to 3.1% from 2% during the same period. Boys are increasingly showing lower indicators, an issue that needs to be addressed before the gender gap becomes too big.

While the education sector continue to face many challenges, the initiatives supported by UNICEF have helped Timor-Leste to make significant gains in children's education. These initiatives promote expanded access to early learning opportunities, improve internal efficiency by reducing repetition and drop-out rates, and enhance learning achievement and academic success. They also enhance the health and well-being of children, encourage school enrolment and completion, guarantee safe and protective learning spaces and provide improved access to safe water and sanitation in schools.

In 2016, UNICEF continued its upstream work influencing policies and reforms in pre-school and basic education aimed at expanding access to quality education. A pre-school accreditation system is now in place and piloting of community-based alternative pre-school education continues further

¹ See: General Directorate of Statistics of the Ministry of Finance and the UNICEF Country Office in Timor-Leste, Situation Analysis of Children in Timor-Leste, Dili, 2014.

expanding access to early learning opportunities for children in remote areas. The Child-Friendly Schools/Education (CFS/E) approach has been integrated into the revised basic education curriculum and national teacher training programme. The evaluation of the UNICEF-supported school-based teacher training programme based on the CFS approach has influenced a pilot teacher mentoring programme. The gains in 2016 builds on the achievements in 2015 including successful advocacy for the implementation of holistic Early Childhood Development (ECD) interventions in Timor-Leste by using the results of the East-Asia Pacific ECD Scale survey (2014). In late 2015, UNICEF and other partners supported the organisation of a national ECD conference which established a holistic, cross-sectoral ECD coordination mechanism under the leadership of the Coordinating Minister for Social Affairs.

From 2017 until the remainder of the Country Programme in 2019, UNICEF will continue to pilot for scaling up the community-based pre-schools as an alternative delivery mode to provide learning opportunities for children in remote areas. UNICEF, working with key Development Partners will continue its support to the MOE to further strengthen pre-school education through the development of early learning development standards (ELDS) and setting up a licensing and accreditation system to strengthen the regulatory framework. UNICEF will also continue to advocate for increased public investments in early learning and ECD. In Basic Education, UNICEF will continue to support the MOE rollout the reformed curriculum and teacher training on the curriculum which reflects the CFS/E principles. This will include support to the socialization of stakeholders on the curriculum and provision of technical assistance to the development of teacher training package. Support will also be provided to the MOE in improving the measurement of learning outcomes as well as strengthening school management and governance through engagement with stakeholders at the school level. UNICEF will continue to initiate policies and reforms that will impact the whole education system at the same time implement direct interventions aimed at reaching the most disadvantaged children in the five priority municipalities identified in the Country Programme.

UNICEF will also continue to nurture effective partnerships with the Government and other Development Partners to reflect on development successes and challenges, support a coordinated approach to development and increase the efficiency and impact of interventions. A key focus for partnerships will be around supporting Timor-Leste achieve the SDGs, in particular SDG 4 on education.

2. Strategic Context in 2016

Country context

Timor-Leste is a young country with nearly half (46 per cent) of its estimated 1.18 million population being 0 to 18 years of age according to the 2015 Population and Housing Census.² Societal preference for many children, low rates of contraception prevalence and a high fertility rate (5.7 per woman³) have seen the population growing rapidly since independence was restored in 2002.⁴ About 70 per cent of the population live in rural areas.⁵ A 2016 poverty survey shows 41.8 per cent of the population are living in poverty, although the proportion has declined from 50.4 per cent in 2007.⁶

Timor-Leste's has more than doubled in the last 35 years. Moreover, between the 2015 census and the 2010 census, there has been an increase in the population by 100,883 persons. The 2015 population, however, is lower than the projected population for 2015 of 1,245,096, which was based

² Timor-Leste 2015 National Population and Housing Census.

³ Timor-Leste Demographic and Health Survey 2009-10

⁴ Timor-Leste Demographic and Health Survey (DHS) 2009-2010.

⁵ Timor-Leste 2015 National Population and Housing Census.

⁶ World Bank, 'Poverty in Timor-Leste: 2014,' Timor-Leste Survey of Living Standards 2016, Ministry of Finance, Democratic Republic of Timor-Leste and World Bank, 2016

on the 2010 census. Projections from the 2010 census were estimated on higher fertility and mortality rates. This indicates that in recent years there has been large-scale migration of people outside the country for higher education and employment.⁷

Timor-Leste gained independence in 2002 and has had social and political stability since 2008. Timor-Leste is a key member of the Group of Seven Plus (g7+) fragile and conflict-affected countries. Timor-Leste is in the process of joining the Association of Southeast Asian Nations (ASEAN).

Timor-Leste remains in the list of Least Developed Countries (LDCs) based on the United Nations (UN) classification: low-income countries suffering from structural impediments to sustainable development. In 2015, the UN General Assembly endorsed Timor-Leste's graduation from LDC category with graduation taking effect three years after.⁸ Timor-Leste achieved lower middle-income status in 2011 mostly due to high global oil prices.⁹ The government relies mostly on the Petroleum Fund for funding, the total net assets of which stood at US\$16.6 billion as of August 2016.¹⁰ Government spending and assistance from international donors are the key drivers of the economy. However, petroleum revenue dropped by 40 per cent in 2015 due to a slump in global oil prices.

Sectorial strategic plans in health, education and other social sectors have been developed to enhance human capital development, while the country also actively engaged in the development of the Sustainable Development Goals (SDGs)/Agenda 2030 and other global and regional development initiatives and partnership agenda's. Guided by the National Strategic Development Plan (NSDP) 2011-2030, the fifth Constitutional Government launched a five-year development programme (2012-2017), which reflects the shift in national focus from security issues to long-term sustainable development. The Ministry of Education (MOE) also has a National Education Strategic Plan 2011-2030 developed in line with the NSDP.

Situation of Women and Children in the Country

Despite Timor-Leste's considerable development progress, deeply rooted economic and social issues remain, with considerable disparities in key child development indicators between municipalities, income groups and gender.¹¹ The root causes of inequity in Timor-Leste are complex and interconnected. Children face particular deprivation due to limited coverage of quality basic social services, which subsequently hinders their development. The need for strengthened data for development, along with enhanced effective use of existing data, represents a major issue that affects virtually all sectors. Gaps in knowledge, attitude and behaviors, influenced by social norms, culture and local practices, also contribute to the lack of demand for accessing social services.

In the area of child health, good progress has been made in reducing stunting and child mortality. The Timor-Leste Survey of Living Standards (TLSLS 2014/15)¹² released in 2016 showed that stunting among under-five children reduced from 50.2 per cent in 2013 (Timor-Leste Food and Nutrition Survey 2013) to 49.2 per cent. According to the 2015 Census 78.5 per cent of households have improved drinking water source, while 57.1 per cent of households have improved sanitation facility. The urban-rural gap, however, remains pronounced for these indicators. The 2015 census shows that 97.2 per cent of households in urban areas have improved drinking water source vs. 71.1 per cent in rural areas.

⁷ Ibid.

⁸ United Nations Development Policy and Analysis Division, Least Developed Country Category: 2015 Country Snapshots, <www.un.org/en/development/desa/policy/cdp/cdp_ldcs_countryfacts.shtml>, accessed 27 December 2016.

⁹ World Bank Timor-Leste Country Profile <www.worldbank.org/en/country/timor-leste/overview> accessed 23 March 2017

¹⁰ Banco Central de Timor-Leste, 'Petroleum Fund of Timor-Leste Summary Financial Information and Performance as of 31 August 2016', www.bancocentral.tl/uploads/documentos/documento_1474857252_7275.pdf accessed 14 December 2016.

¹¹ See: General Directorate of Statistics of the Ministry of Finance and the UNICEF Country Office in Timor-Leste, Situation Analysis of Children in Timor-Leste, Dili, 2014.

¹² World Bank, 'Poverty in Timor-Leste: 2014,' Timor-Leste Survey of Living Standards 2016, Ministry of Finance, Democratic Republic of Timor-Leste and World Bank, 2016.

For households with improved sanitation facility, those in urban areas have a 93.1 per cent coverage while those in rural areas only have 44.1 per cent.¹³ Open defecation is still widely practiced. Awareness and practice of safe hygiene behaviours such as hand washing with soap at critical times appeared very limited.

According to the 2015 Census, 3.2 per cent of the population are suffering from some form of disability. However, given that global estimates range between 10 per cent and 20 per cent,¹⁴ these figures may be underestimated. Opportunities and skills for early detection of child disability are extremely limited and development opportunities for children with disabilities even less.

Domestic violence, including child abuse, is commonly acknowledged as a serious issue. According to the findings of the Health and Life Experiences Study by The Asia Foundation (2016), 72 per cent of all women and 77 per cent of all men reported that they experienced some form of physical or sexual abuse as a child; approximately 82 per cent of all women and 80 per cent of all men surveyed reported that they experienced emotional abuse or neglect as a child.¹⁵

Timor-Leste is also vulnerable to the impact of climate change and natural hazards, which include frequent disasters such as destructive winds, riverine flooding, drought, and landslides. With poor infrastructure and insufficient disaster preparedness capacity, even small hazards can have a big impact on the lives of people, including children in relation to food security, access to safe drinking water and sanitation facilities and school attendance. In 2016, Timor-Leste was affected by the El Nino weather phenomenon resulting in reduced and delayed rainfall.

Pre-school and Basic Education status, issues and challenges

Pre-school Education (official age group: 3-5 years old; non-compulsory)

The government has significantly expanded pre-school education. In 2002, there were only 57 pre-primary schools (8 public, 49 private) serving 2,904 children.¹⁶ As of end 2015, there are 287 pre-schools (158 public, 129 private)¹⁷ with a total enrolment of 18,983 children.¹⁸ Although pre-school education is free there are not enough pre-schools to meet the learning needs of children, especially in rural areas. According to the 2015 Education Management Information System (EMIS), pre-school GER stood at 16.9 per cent (boys: 16.2 per cent; girls 17.6 per cent). Girls have slightly higher enrolment rates than boys since 2013. Significant disparities by municipality is also evident.

Due to the limited number of pre-schools and the low awareness of parents on the importance of early learning for school readiness, many children enrol in Grade 1 without pre-school experience. This contributes to the high Grade 1 repetition rate of 28%, with 5-year-olds having the highest repetition rate of 29.1%.¹⁹ These children are then more likely to dropout and become out of school.

The MOE, with support from UNICEF, developed a National Policy Framework for Pre-school Education which was approved in 2014. A Pre-school Costed Action Plan for the implementation of the Policy Framework was developed in 2015 also with support from UNICEF. The plan will be instrumental in the ongoing review towards increasing the budget for pre-school. A curriculum for pre-school education was developed in 2014 which is rights-based, inclusive, age-appropriate and content-relevant. Implementation of the curriculum started in 2015.

¹³ Timor-Leste 2015 National Population and Housing Census.

¹⁴ State of the World's Children Report 2013

¹⁵ The Asia Foundation, 2016 Nabilan Health and Life Experiences Study.

¹⁶ Timor-Leste National Strategic Plan for Education 2011-2015

¹⁷ MOE EMIS 2015

¹⁸ MOE EMIS 2015

¹⁹ According to the Ministry of Education data for 2015, Grade 1 repetition rate is 27.6% (25.2% girls, 29.9% boys).

Despite these positive developments, critical challenges remain in the effective implementation of the Pre-school Policy Framework. The government initially planned to build at least 250 additional public pre-schools (500 classrooms) between 2016-2019 but no budget for construction of pre-schools was included in the 2016 MOE budget.²⁰ The Pre-School Costed Action Plan projects that 869 additional pre-schools should be built from 2016-2020 to provide universal access to 5 year olds by 2020.²¹ Although the Pre-school Policy Framework and other government documents support promoting use of mother-tongue languages in teaching, a clear system and supporting mechanism for capacity building for multi-lingual mother-tongue-based education has not yet established.

Basic Education (Primary Grades 1-6; Pre-secondary Grades 7-9, free and compulsory; Official age group: 6-14 years old):

Nine years of basic education (primary and pre-secondary) is free and compulsory. The primary NER has declined to 88 per cent in 2015 from 89.6 per cent in 2014 (EMIS). Further examination is required to identify the major causes of the negative trend, although one contributing factor is the higher population used as denominator in calculating the indicator.²² The current NER rate indicates more efforts need to be done to attain universal basic education in Timor-Leste in line with the SDGs and the NESP 2011-2030. The gap between the primary NER (88%) and primary GER (122.3%) in 2015 (EMIS) indicates the high incidence of under- and over-age enrolment.

Although basic education is free, other costs for schooling are part of the major contributing factors for children still being out of school or dropping out²³. Other reasons include distance from school (especially after primary level), climatic factors (such as heavy rains), obligation to work for the family, teacher absenteeism, lack of/limited access to water and sanitation at school, school violence, poor quality and relevance of teaching, etc.²⁴ The MOE has introduced some measures to promote universal participation of children, including school grants and school feeding programme.

Out-of-school children in Timor-Leste are likely to be those with disabilities, those living in remote areas, those in extreme poverty, and members of minority linguistic groups. Lack of reliable data for these groups is a bottleneck for effective planning and interventions. Language of instruction is another exclusionary factor. Children involved in child labor, living on the streets and those affected by emergencies are also often out of school. Sexual harassment and violence in school, and early pregnancy of adolescent girl students remain as a key hindrance for the completion of basic education for girls, but limited information is available about the extent.

Poor quality and weak relevance of education are also contributing factors to drop-out²⁵. Only 40 per cent of the existing teachers meet the required qualification standards²⁶. Many teachers do not have adequate Portuguese language competency. Portuguese is one of the two official languages of instruction, due to the country's colonial history. From 2014, the MOE started reviewing the qualifications and contracts of teachers and put many volunteer teachers on temporary contracts leading toward more permanent contracts.

The MOE rolled out the 'reform curriculum' for grades 1-6 in 2015. To better address education quality issues, the MOE officially integrated CFS/E principles into the new curriculum, in particular child-centeredness, inclusiveness and democratic participation.

²⁰ HANDS Programme Progress Report April-June 2016

²¹ UNICEF (2015) Five Year Costed Action Plan for the Implementation of the National Policy Framework for Preschool Education in Timor-Leste.

²² This is because the population projections for 2015 based on the 2010 Census are higher than the actual population as indicated by the results of the 2015 census.

²³ MoE National Education Strategic Plan (NESP) 2011-2030 (2011)

²⁴ MoE National Education Strategic Plan (NESP) 2011-2030

²⁵ MoE NESP 2011-2030

²⁶ MoE EMIS 2010

Learning outcomes: An *Early Grade Reading Assessment (EGRA)* was carried out in 2009 for Grades 1-3 students. Reading skills were assessed in both Portuguese and Tetum. More than 70 per cent of students at the end of grade one could not read a single word of the simple text passage they were asked to read. At the end of Grade 2, 40 per cent of children were not able to read a single word and 20 per cent at the end of grade three. Aside from EGRA, there is no national assessment system to track student's achievement of competencies for pre-school and basic education.

UNICEF positioning to engage and address issues in Education

In Timor-Leste, UNICEF has a comparative advantage in its ability to influence policy and decision makers at the national level and at the same time maintain its presence at the community level. It focuses on the most disadvantaged children, particularly those living in remote areas.

The 2015-2019 Government of Timor-Leste/UNICEF Country Programme of Cooperation aims to support Timor-Leste to achieve the development goals defined in the National Strategic Development Plan (2011-2030) and the Sixth Constitutional Government Programme (2015-2017). It aims to assist the fulfilment of the rights of Timorese children, and ensure they are able to maximize their potential to contribute to the development of their nation as part of the global community. The **Country Programme 2015-2019 Outcome 2 focuses on education:** By 2019, children, especially the most disadvantaged children, benefit from inclusive, quality early learning and basic education with improved learning outcomes attained.

UNICEF follows the below strategic approaches to achieve the 2015-2019 Country Programme, including Outcome 2 on Education:

- **Multi-sectoral and integrated programming** - UNICEF supports the strengthening of cross-sectoral collaboration and integrated programming approaches at both national and local levels as an explicit implementation strategy.
- **Balance between 'upstream' (policy and analysis) and 'downstream' (service delivery)** -UNICEF will continue to play a strong role in supporting the strengthening of systems and capacities of service providers of essential health, nutrition, education and child protection services, along with supporting families and communities to effectively demand for and use services. UNICEF will also continue to play a role ensuring that lessons learnt are used to inform policies, plans, budgets and coordination mechanisms delivering efficient and effective results for children. UNICEF's support for the modelling and strengthening of essential services at local level and building family and community capacities will be provided in a coherent integrated manner; ensuring a rigorous approach to gather evidence and learning to inform national policy, standards and potential nationwide scale-up.
- **Evidence-generation, policy dialogue and advocacy** – UNICEF will help to generate evidence and fill in knowledge gaps around key issues affecting children by forming partnerships for conducting analysis with local and international institutions. The evidence generated will support policy dialogue and advocacy related to achievements of child-related policy goals of the Government.
- **Partnerships enhancement** - UNICEF will strategically strengthen partnerships with the key government institutions and development partners on policy development, advocacy, and institutional capacity building. Additional efforts will be made to strengthen partnerships with local and international NGOs, community-based organizations (CBOs), and faith-based organisations for essential social service delivery and behaviour change.

The UNICEF Quality Education programme positions itself within the Timor-Leste National Education Strategic Plan (NESP) and directly contributes to achieving the key NESP goals, including (not limited to) those in: 1) Pre-school education; 2) Basic education; 3) Social inclusion; 4) Improving teaching quality; 5) Education management information system; and 6) Evidence-based planning and budgeting. The overall objective is to ensure quality education for all that will allow the Timorese population to participate in the economic, social, and political development process, thus ensuring social equity and national unity.

UNICEF interventions in particular focus on:

- Supporting the expansion of quality early learning/ pre-school education
- Improving the quality and relevance of education and enhance the capacity of the education system to accurately measure and track children's learning outcomes
- Teacher training and mentoring
- Piloting for scaling up targeted interventions aimed at ensuring access to quality pre-school and basic education for children
- Support a bottom-up approach in education sector management by supporting the capacity of schools and municipal education offices in planning, management and quality assurance
- Support community engagement in Education through the empowerment of Parent-Teacher Associations (PTA) and Student Councils
- Strengthen evidence-based sector planning, budgeting and management
- Strengthen sector coordination

UNICEF is well-positioned in Timor-Leste for advocacy and leveraging resources for a more coordinated education sector management. It is well recognized by the Government, the MOE and other line Ministries for being a critical partner for strengthening the education system and enhancing quality. UNICEF co-chairs with the MOE the local education group, which brings together Education Development Partners. UNICEF is the Coordinating Agency for Timor-Leste as part of the Global Partnership for Education (GPE) country processes. It also chairs the Informal Education Coordination Group in education, which involves education key stakeholders, including UN, international and bi-lateral organizations, as well as international and local NGOs and CSOs. UNICEF is also a key member of the Early Childhood Education Working Group chaired by the MOE. It also co-leads the Education Cluster with the MOE and Plan International.

3. Results in the Outcome Area

While there are many remaining challenges in the education sector, the initiatives supported by UNICEF have substantially helped Timor-Leste expand access to and improve the quality of education contributing to the achievement of Outcome 2: By 2019, children, especially the most disadvantaged children, benefit from inclusive, quality early learning and basic education with improved learning outcomes attained. The flexibility provided by thematic funds allowed UNICEF Timor-Leste to initiate and continue interventions that otherwise were difficult to get funding.

In early learning, a total of 4,903 young children (68% of CPAP 2015-19 target) in remote areas are accessing UNICEF-supported community-based pre-school programme and showing signs of improved school readiness. The UNICEF-supported community-based pre-schools in Ermera and Viqueque municipalities have been documented to have generated community engagement and increased demand for pre-schools in its first year of piloting (2016). Children (50% girls) are learning using government curriculum. Implemented with the MOE, this initiative is also aimed at improving the efficiency of the education system where repetition rate in grade 1 is 27.6% (EMIS 2015), since majority of children do not have pre-school experience. Evidence generated is being used to advocate for increased public investment in pre-schooling. This will also promote on-time enrolment of 6 year-olds increasing net intake rate in primary education currently at 32.7% (EMIS 2015), indicating only 1 in 3 children aged 6 enroll in Grade 1, while the rest either enroll when they are older or younger.

In May 2016, the MOE with the support of UNICEF launched a pre-school accreditation system with 304 pre-schools (53% of all pre-schools in Timor-Leste) assessed. The standards reflect CFS/E principles. A public pre-school baseline survey conducted in June 2015 in partnership with the General Directorate of Statistics, MOE and UNICEF has generated crucial data on child development outcomes and pre-school teachers' knowledge, attitude and practices. The baseline shows that 49% of pre-

school children answered correctly pre-literacy skills items; 48.6% pre-numeracy skills items; and 81% motor skills items. Along with the Pre-School Costed Action Plan, this baseline can be used for policy-making to expand quality pre-school education. Key MOE Directorate of Pre-School Education staff have been trained on parenting education. A pilot is being initiated to integrate parenting education for parents of children attending the alternative pre-schools, raising their awareness on issues around health, nutrition, hygiene, and positive discipline. This is done jointly with MOE and the Ministry of Social Solidarity.

UNICEF advocacy has contributed to the Ministry of State and Coordinator of Social Affairs (MECAS) prioritizing ECD. MECAS plans to set-up an inter-ministerial ECD Coordination Working Group with draft terms of reference prepared. An ECD Concept Note and Action Plan will be finalized early 2017. High-level advocacy on holistic ECD aimed at Parliamentarians, senior government officials, and journalists coupled with community awareness raising through parenting sessions and community radio has increased awareness on ECD. This is reflected in the higher pre-school GER of 17% (2015) from 14% (2014), although the rate remains low compared with other developing countries.

In basic education, UNICEF continued its upstream work influencing policies and reforms potentially benefitting the 321,000 children enrolled in basic education.²⁷ The evaluation of the UNICEF-supported school-based CFS/E teacher training programme finalized in April 2016 has shown positive results in terms of teaching in the classroom leading the MOE to fully integrate CFS/E principles into the national teacher training programme. The findings of the evaluation provide evidence from the schools and classrooms on the impact of the CFS/E on pedagogic processes. It indicates positive findings on the effectiveness of the CFS/E interventions and the efficiency of implementation, sustainability and potential scale up of the interventions. It also pointed out a critical need for establishing a functional system for learning assessment. It has also influenced an innovative teacher mentoring programme being piloted with the support by the Australian Government with UNICEF providing technical inputs.

A National Quality School Standards Framework has been validated. A checklist for classroom observation on teaching and learning/ classroom observation record, frequency behaviour as part of the Framework has also been developed in line with CFS principles and the evaluation findings. This will be used to establish a Basic Education Accreditation System. UNICEF also supported the National Teacher Training Institute to rollout in-service teacher training on the new curriculum (2015), which reflects CFS/E principles.

The studies on Out-of-School Children, and Violence against Children in education settings have been validated by the MOE. Both provide a strong evidence base to address equity issues in education. MOE has agreed to launch several actions to eliminate violence against children, including highlighting positive discipline in teacher training. MOE was also supported to strengthen M&E capacity through technical assistance to the EMIS data collection, report production and data analysis. Accordingly, the MOE 2015 Databook was finalized and EMIS 2016 data collection conducted. EMIS contains disaggregated data, but timely release of new data and data utilization at district and community levels needs to be improved.

UNICEF interventions at the school level reached 3,750 students from 15 schools who benefitted from enhanced emergency preparedness and increased resilience through trainings around disaster risk reduction in education settings. Another 260 children from nine schools were provided with age-appropriate school furniture. Another 6,578 pre-school and basic education age children benefitted from social mobilization campaigns promoting child rights, and the importance of parents' engagement in their children's education. This brings to 10,588 children (43% of cumulative CPAP target) directly benefitting from UNICEF supported interventions, excluding those reached through school construction.

²⁷ Ministry of Education, EMIS 2015

UNICEF continued to play a key role in sector coordination as co-chair of the Local Education Group-ACETL and as Coordinating Agency for the GPE. Timor-Leste's GPE Education Sector Plan Development Grant application has been approved with UNICEF playing a coordinating role with the MOE, the World Bank (as Grant Agent), the GPE Secretariat and Development Partners. UNICEF also chairs the Education Informal Development Partners Coordinating Group. Among the advocacy points that UNICEF promoted with the Government and Development Partners were the SDGs, emphasis on ensuring that children in school are learning, and increasing public expenditure on education. At the 2016 Timor-Leste Development Partners Meeting in July, UNICEF presented on SDGs 3 and 4 providing a strategic opportunity to advocate for SDG targets linked to children and improved cross-sectoral coordination.

Among the key challenges encountered in 2016, the delays in the recruitment of a new Education Chief who left in December 2015 led to a gap of almost six months affecting project implementation. Accelerated implementation of planned activities were however made possible ensuring key targets were achieved in 2016.

Education outcome indicators

Education Outcome Indicators – baseline and progress

Indicator	Baseline		Target		Status	Source
	Year	Value	Year	Value	2016	
Gross enrolment ratio in pre-primary education	2013	10.7%	2016	15	17%	MOE EMIS, data for 2015
Primary (Grades 1-6) repetition rate (RR) and drop-out rate (DR)	2013	RR Primary (total, B, G): 17.6, 19.6, 15.4; DR Primary (total, B, G) : 2.3, 2.6, 2.0	2016	Reduction by 5% from the existing baseline levels	RR Primary (total, B, G): 14.9, 16.5, 13.2; (15% reduction); DR Primary (total, B, G): 2.5, 2.8, 2.2 (8.7% increase)	MOE EMIS, data for 2015
Pre-secondary (Grades 7-9) repetition rate (RR) and drop-out rate (DR)	2013	RR Pre-secondary (total, B, G): 2.0, 2.8, 1.2; DR Pre-secondary (total, B, G): 2.0, 2.3, 1.7	2016	Reduction by 2% from the existing baseline levels	RR Primary (total, B, G): 2.2, 2.9, 1.6; (10% increase); DR Primary (total, B, G): 3.1, 3.6, 2.7 (55% increase)	MOE EMIS, data for 2015
Promotion rate to secondary (Grade 9 to 10)	2013	(total, B, G) : 74.5, 72.6, 76.4	2016	Increase by 2% from the existing baseline levels	(Total, B, G): 77.8, 76, 79.5 (4.4% increase)	
Percentage of children who reach the national literacy benchmark for Grade 3	2010	20%	2016	25%	EGRA 2010-11 results show 26% of students in Grades 1-3 meet a fluency benchmark of 45 correct words per minute in Tetum which is associated to 70% comprehension	Studies/Surveys- EGRA 2010-11

Education outcome indicators

Education Output Indicators – baseline and progress

Indicator	Baseline		Target		Status	Source
	Year	Value	Year	Value		
Output 2.1: Early learning/pre-school						
c2a. Early learning policy and early learning programme including quality early learning curriculum and standards score (1-4)	2013	1 (No policy)	2016	2 (Early learning policy, curriculum and standards developed)	2.5 (Pre-School Framework developed, new curriculum rolled out. Pre-School accreditation system in place with clear standards)	Policy
Number of children benefiting from early childhood education through alternative approaches (such as home based provision of ECD, accelerated school readiness models, parent education, among others) with support from UNICEF	2013	0	2016	3,000	4,093 children attending alternative preschools	Project monitoring reports
e6a. Existence of a national law or policy that fosters multilingual education to allow children to learn in their mother tongue during the early grades score (1-4)	2013	1 (No policy)	2016	2 (National policy on mother tongue education developed)	2.5 (Inclusive Education Policy includes provision for mother-tongue education)	Policy
b2a. Availability, in schools supported by UNICEF, of quality CFS/CFE standards that are consistent with Child Friendly Schools/education or similar models score (1-4)	2013	1 (No standards in place)	2016	2 (quality standards for basic education schools developed in line with CFS/E)	2 (Quality standards validated. Revised version pending final endorsement by the MOE)	Standards
Percentage of children who reach the national literacy benchmark for Grade 3	2010	20%	2016	25%	EGRA 2010-11 results show 26% of students in Grades 1-3 meet a fluency benchmark of 45 correct words per minute in Tetum which is associated to 70% comprehension	Studies/Surveys- EGRA 2010-11
Costed Action Plan for the National Pre-school Education Framework in place and implemented	2015	No	2016	Costed Action Plan for the National Pre-school Education	Costed Action Plan for Pre-school finalized, approved at technical level.	Plan

				Framework finalized		
Percentage of pre-schools/early learning programmes which show improved learning outcomes in the 5 target districts (using the national learning assessments)	2015	Baseline data collection (MoE learning assessments) in process by MoE/UNICEF will provide the baseline data (to be available in early 2015)	2016	Minimum 20%	49% answered correctly pre-literacy skills items; 48.6% answered correctly pre-numeracy skills items and 81% answered correctly motor skills items	Evaluation/ baseline survey
Net Intake Rate (G1 NIR) in the 5 focus municipalities	2013	National average (total, B, G): 35.6, 34.8, 36.4; Ainaro: 33.3, 35.7, 30.8; Viqueque: 31.0, 29.7, 32.5; Ermera: 29.5, 28.4, 30.6; Covalima : 37.0, 35.3, 38.7; Oecusse : 40.5, 39.3, 41.8	2016	Over 35%	Total, B, G): 32.7, 32.4, 33.04; Ainaro: 27.1, 29.6, 24.9; Cova Lima: 29, 29.3, 28.7; Ermera: 28.9, 28.5, 29.3; Oecusse: 31.5, 30.3, 32.8; Viqueque: 33, 32.5, 33.5	EMIS
Output 2.2. Basic Education / learning and CFS						
a1c. Active involvement of school management committees at primary and secondary levels in the development of school improvement plans and monitoring of schools score (1-4)	2013	1	2016	2	2.5	Field reports
c1a. Existence of a well-functioning classroom assessment system, including for early grades score (1-4)	2013	1	2016	1.5 (quality standards and classroom assessment tool developed)	2 (Classroom assessment tool developed in line with National Quality School Standards framework for use in 2017)	Standards
b2a. Availability, in schools supported by UNICEF, of quality CFS/CFE standards that are consistent with Child Friendly Schools/education or similar models score (1-4)	2013	1	2016	2	2 (National Quality Schools Standard Framework aligned with CFS/E developed and validated)	Standards
Percentage of schools in the 5 districts having functional school management committees	2015	Not available	2016	25%	Field visit reports to priority districts indicate SMCs hold meetings although not regularly. Some are engaged in the preparation of school grants.	Field trip reports
Well-functioning EMIS in place and utilized at national, district and school levels, providing	2015	2 (Limited EMIS functionality currently;	2016	2.5	2.5 (Well-functioning EMIS is in place with disaggregated data,	EMIS

disaggregated data on time that allows identification of barriers and bottlenecks that inhibit realization of the rights of disadvantaged children Score (1-4)		EMIS data not yet fully utilized)			including on disabilities. But timely release of new data needs to be improved as well as utilization of EMIS data at district and community levels)	
Number of innovative approaches identified and piloted to improve access to education, reducing drop out and learning outcomes for the most disadvantaged and excluded children with UNICEF support; Number of innovative approaches scaled up by government support	2015	0	2016	1	Piloting of alternative pre-schools aimed at reducing repetition and dropout ongoing. UNICEF also supporting DFAT's professional mentoring and leadership program for teachers which has been influenced by the CFS teacher training evaluation.	Project reports
Number and percentage of the children in the 5 districts in humanitarian situations accessing formal or non-formal basic education (including pre-schools/early childhood learning spaces) (to be applied only when there is an emergency)	2015	Not Applicable	2016	Over 70% of the affected children	Not Applicable for 2016	Reports

4. Financial Analysis

The UNICEF Timor-Leste Education programme continued to rely on ORR in 2016 to support interventions aimed at expanding access to and improving the quality of pre-school and basic education. Table 1 shows that 86% of total funded budget in 2016 for early learning, and learning and CFS were ORR. The flexibility of these funds also allows UNICEF to support capacity development and systems strengthening, areas that not many donors support. This also allows UNICEF to pilot interventions in the five priority municipalities and generate evidence and buy-in from the government for scaling up.

Table 1: Planned budget for 2016 by Outcome Area

Outcome Area 5: Education Timor-Leste Planned Budget and Available Resources for 2016				
Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ²	Shortfall ³
05-01 Early learning	RR	88,000	16,792	71,208
	ORR	567,500	820,850	
05-03 Learning and child-friendly schools	RR	92,000	174,138	
	ORR	400,000	373,034	26,966
Total Budget			1,384,814	

¹ RR: Regular Resources, ORR: Other Resources - Regular (add ORE: Other Resources - Emergency, if applicable)

² Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost.

³ ORR (and ORE, if applicable) funded amount exclude cost recovery (only programmable amounts).

Table 2: Country-level thematic contributions to outcome area received in 2016

Outcome Area 5: Education Timor-Leste Planned Budget and Available Resources for 2016			
Donors	Grant number	Contribution Amount	Programmable Amount
<i>No country specific Thematic Funding received in 2016</i>			
Total Budget			

Table 3: Expenditures in the Outcome Area

Outcome Area 5: Education Timor Leste 2016 Expenditure by Key-Results Areas (in US Dollars)				
Organisational targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning		820,850	16,792	837,642
05-03 Learning and child-friendly schools		373,034	174,138	547,172
Total		1,193,884	190,930	1,384,814

Table 4: Thematic expenses by programme area

Outcome Area 5: Education Timor Leste 2016 Thematic Expenditure by Programme Areas (in US Dollars)	
Organisational targets	Expenditure Amount
	Other Resources – Regular
05-01 Early learning	218,275
05-03 Learning and child-friendly schools	310,547
Total	528,822

Table 5: Expenses by Specific Intervention Codes

Outcome Area 5: Education Timor Leste 2016 Expenditure by Specific Intervention Code (in US Dollars)	
Specific Intervention Codes	Expenditure Amount
05-01-01 National policies on early learning and school readiness	39,680
05-01-03 Institutional pre-schools	71,269
05-01-04 Community-based child development and early learning	709,560
05-03-01 Education materials for learning and teaching including classroom technology	9,788
05-03-02 Child Friendly Schools # Education	483,311
05-03-04 Learning assessment systems	250
08-06-01 Building evaluation capacity in UNICEF and the UN system	-159
08-09-06 Other # non-classifiable cross-sectoral activities	38,832
09-01-18 HQ technical support to Cross-sectoral areas	5,238
6901 Staff costs (includes specialists, managers, TAs and consultancies) for multiple Focus Areas of the MTSP	1,518
6902 Operating costs to support multiple focus areas of the MTSP	1,047
7911 Representative and governance	71
7921 Operations # financial and administration	24,409
Total	1,384,814

5. Future Work Plan

To address remaining issues in education and in line with the Country Programme 2015-19, UNICEF will continue to prioritize support in early learning and basic education from 2017-2019. In particular the following are planned:

1. Early learning: UNICEF will continue to pilot for accelerated scale-up the community-based pre-schools as an alternative delivery mode to provide learning opportunities for children in remote areas. UNICEF, working with key Development Partners will also continue to support the MOE to further strengthen the pre-school education sub-sector through the development of early learning development standards and setting up a licensing and accreditation system for pre-school education. Support will also be provided to the setting-up of a pilot bridging programme/ accelerated school readiness programme for children enrolled in Grade 1 with no pre-school experience. UNICEF will continue to advocate for increased public investments in pre-school education and ECD using evidence generated through the Pre-school Costed Action Plan, different baseline reports on the sub-sector and global advocacy materials.
2. Basic education: UNICEF will continue to support the MOE rollout the reformed curriculum, in particular for Grades 5-6 (for 2017) and Grades 7-9 (for 2018). This will include technical support to the development of learning materials as well as working with the MOE to raise parental awareness on the curriculum. Technical assistance will also be provided to teacher training on the curriculum, including on integrating components around positive discipline. Support will also be provided to the MOE in improving the measurement of learning outcomes as well as strengthening school management and governance through engagement with SMCs, PTAs and Student Councils. UNICEF will continue to initiate policies and reforms that will impact the whole education system at the same time implement direct

interventions in the five priority municipalities aimed at reaching the most disadvantaged children.

3. Partnerships for Education: UNICEF will continue to nurture effective partnerships with the Government and other Development Partners to reflect on development successes and challenges, support a coordinated approach to development and increase the efficiency and impact of interventions. Opportunities for greater collaboration to achieve results for children in line with the SDGs will be sought with sister UN agencies, especially around quality education. UNICEF will continue to enhance partnerships with civil society organizations, including NGOs, faith-based organizations and media to facilitate consolidation of efforts to improve the situation of children and women as well as participation of all stakeholders in monitoring the rights of children and women. Considering the growing role of the private sector in Timor-Leste, UNICEF will start exploring links and partnerships with the private sector around issues of Corporate Social Responsibility. Partnerships around the SDGs, in particular SDG 4 will also be a focus area.

For 2017, the Education programme will continue to rely on ORR to support the above mentioned priorities as shown in Table 6.

Table 6: Planned budget for 2017 by Outcome Area

Outcome Area 5: Education Timor Leste Planned Budget and Available Resources for 2017				
Organisational targets	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
05-01 Early learning	RR	15,000	15,000	0
	ORR	459,192	384,192	75,000
	TOTAL	474,192	399,192	75,000
05-01 Learning and child-friendly schools	RR	20,000	20,000	0
	ORR	456,603	406,603	50,000
	TOTAL	476,603	426,603	50,000
Total for 2017		950,795	825,795	125,000

¹ Planned and Funded budget for ORR (and ORE, if applicable) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration

² Other Resources shortfall represents ORR funding required for the achievements of results in 2017.

6. Expression of Thanks

UNICEF would like to thank the Dutch National Committee for UNICEF for their funding support as to Timor-Leste in 2014 part of the global Education Thematic Funds. UNICEF wishes to continue and further strengthen the collaboration with the Dutch National Committee for UNICEF to support Quality Education in Timor-Leste, which will contribute to achieving the national goals of an equitable, inclusive, quality education for all children.

7. Annex

Human Interest Stories

Aida's story: "I like to learn. I want to know more for my future"

May 17, 2016



Aida Mesquita, 14, leaves for school. Aida is in the fifth grade at Sarlala Basic Education Filial (satellite) School, a UNICEF-supported Child Friendly School in Aileu Municipality. Timor-Leste. @UNICEF Timor-Leste/2015/klynch

When she was just five years old, Aida Mesquita followed her older siblings to their local school and started the first grade. "It was really noisy," she remembers, "there were two grades in a single classroom and it was crowded, so it was hard to concentrate." The teacher stood in front of the rows of desks and talked. "If we didn't pay attention, the teachers would punish us. It made me scared to be at school."

At the end of the year, Aida dropped out. Like more than 70 per cent of students in Timor-Leste who complete grade one, she could not read a single word.

Two years later, with a push from the teachers and her parents, Aida, then eight years old, returned to school to repeat the first grade. She found that things had changed. UNICEF had supported the Ministry of Education to train her teachers in the '*Eskola Foun*', or Child Friendly Schools approach.

"The method of teaching was different," she says, "and every grade had its own classroom so it was easier to learn. There were also more activities and the teachers explained things to us in a way that I could understand."

Born in 2002, the same year her country was officially recognized as Asia's newest nation, Aida's story is all too common. Even today, only 54 per cent of students in Timor-Leste enter grade one at

the correct age—some enter too young, and some too old. A few, like Aida, do both. And while drop out rates have decreased significantly, repetition rates, especially in the early grades, are still very high: almost 30 per cent of students in grade one repeat the first year of school.



Aida Mesquita, 14, and the other members of her group work together on a project in their fifth grade class. @UNICEF Timor-Leste/2015/klynch

It is a story that is closely linked to her country's difficult birth, during which most of the country's schools were destroyed and almost all of its teachers left, leaving Timor-Leste to rebuild its entire education system from the ground up.

UNICEF has partnered with the government since 1999, adapting its response to the changing needs of this growing system. Initially this meant constructing classrooms, but since 2009 it has meant turning its focus to the quality of education children are receiving in those classrooms.

UNICEF's Child Friendly School principles—which make teaching child-centered, and inclusive and place a premium on interactive teaching and learning—were first introduced in Timor-Leste in 2009. Adopted by the government in 2014, they are now officially included in teacher training packages and form the basis for the country's revised curriculum, which was developed by the Ministry of Education with UNICEF support in 2014.

There is still much to do. Today almost 34,000 of the country's 316,074 children in basic education are enrolled in 121 UNICEF-supported child friendly schools throughout Timor-Leste. And to date, just 600 of the country's 8,557 basic education teachers and facilitators have been trained in the child friendly school approach. These numbers should grow rapidly, however, as the Ministry of Education, with UNICEF's support, rolls out the approach nationwide, thereby ensuring that in the not too distant future all children in Timor-Leste receive the kind of quality education Aida now enjoys.



Teacher Aleixo Dias helps Aida Mesquita, 14, at the chalkboard;
Sarlala Basic Education Filial (satellite) School, Aileu Municipality.
Timor-Leste. @UNICEF Timor-Leste/2015/klynch

Today Aida is in the fifth grade. She has remained in school and is doing well. “I like school,” she says. “I like the way they teach us. We sit in groups and learn with our friends. And if we talk, the teachers do not get angry at us, so we talk freely.” Asked what she likes best about school Aida says, “I like to learn. I want to know more for my future.”

Like this new nation, Aida has big hopes for her future: she wants to learn the Korean language so that she can work overseas to help her parents and ten siblings. Her ultimate dream is to become a doctor. With a quality education, she may have a chance.

By Kelley Lynch, UNICEF Consultant

Teaching students, touching many lives to flourish



Teacher Felismina Espirito Santos (35) of Besilau School, Aileu Municipality.
©UNICEF Timor-Leste/2015/negoulart

It is a brisk morning as Felismina Espirito Santos, age 35, walks with several of her cheerful students through coffee plantation fields heading to Besilau School in Aileu. Not only today, this is part of Felismina's everyday life, except holidays and weekends. She enjoys this walk, as it helps to build relations with student outside class.

She has been in the teaching profession since 2001. Reflecting on her years of experiences, she says, "In my early years of teaching here at Besilau School, it was not an easy job. The school building was ruined by militia gangs after the referendum took place in 1999.

The school had no other teachers at the time. However I took the initiative to join a movement of young volunteers to help my country develop. I became a volunteer school teacher so I could help to fill the demand for teachers in my community. I did not know how to be a teacher and did not have training.

"Eskola Foun" Helps to Build Teachers' Capacity

Felismina smiles confidently as she recounts the turning point in her personal and professional development, the moment she was nominated for the "*Eskola Foun*" training. "In 2011, my school was chosen to participate in the *Eskola Foun* (Child Friendly Schools) school leadership and training programme, supported by UNICEF. It was a key starting point in changing my life as a teacher, as I learned techniques of meaningful engagement of students in their learning."

School-based training was introduced for the first time at local level for a week. "It helped me because it was an interactive training experience. Trainers from the national level came to our school; we were able to conduct our normal lessons in the morning for our students and have training sessions in the afternoon," says Felismina while revisiting her past experiences with enthusiasm.

"Our students' learning was not interrupted, yet during the same period teachers could benefit from this important training. The approach helped me to learn how to prepare participatory, child-centred lesson plans which consider basic child rights, using simple hands-on materials to engage students in an age-appropriate manner."

Felismina would also like to share what she learned in the programme with other teachers from neighbouring sub-districts.

To date, 121 schools, which is 10 per cent of the total basic education schools in Timor-Leste, participated in the *Eskola Foun* programme with UNICEF's support, and over 1,500 education officials received related training. Subsequently in 2014, the CFS principles such as child-centred teaching, improved school management, safe and healthy school environment and active participation of the community through Parent Teacher Association (PTA) were incorporated into the new pre-school and basic education curriculum by the Ministry of Education.

Eskola Foun thus ensures that learning in schools is effective and meaningful for children, which will contribute to the improvement of access, retention, completion and learning achievements of Timorese children. After three consecutive years of *Eskola Foun* training in Besilau School, the impact is substantial.

Felismina- a role model to her students

Grade Six student Marcelina Nunes Alves, a 14 year-old adolescent, used to be one of Felismina's students four years ago. She strongly states the positive influence that Felismina has had on her life, "After the *Eskola Foun* training, my teacher changed a lot. She kindly greeted us in the morning and made the learning environment more motivating for us. We were often singing and happy. Even though she is not my teacher anymore, she still helps me to learn."



Marcelina Nunes Alves (14), grade six of Besilau Primary school is concentrating on learning process.
©UNICEF Timor-Leste/2015/negoulart

Marcelina's tone becomes more serious as she continues, "I might not have finished school if my teacher did not help me in the past. I was repeating Grade Five because I missed two months of classes during the coffee harvesting season. I was embarrassed to return to school and considered dropping out, but teacher Felismina came to my house and convinced me to return. She is an excellent teacher and role model with a warm heart. She truly goes beyond her role as a teacher."

Felismina is happy to support students like Marcelina. Seeing her students grow and develop makes her not only feel content but also proud.

Felismina, like many other teachers benefitted from the "*Eskola Foun*" training programme, which helped to build teachers' confidence and self-esteem, which ultimately contributes to creating child-friendly environments in their classrooms.

By, Nuno Eugenio Goulart, Education Officer, UNICEF Timor-Leste