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Annex 1: Sector problem analysis

1. Introduction

Annex 1 is a summary of the draft *Education and Skills Sector Situational Analysis for Timor-Leste*, prepared by AusAID. Section 2 looks at the education and skills sector in context. Section 3 provides a brief analysis of each of the six sub-sectors and teacher education.

Considerable analytical work has been undertaken in aid of this design. To support the comprehensive situational analysis, AusAID developed discrete pieces of work in: a) stakeholder analysis; b) school-based management; c) school grants; d) gender and disability; and e) rates of return.

A large school survey is currently being commissioned in collaboration with the World Bank. The survey will cover all schools and provide detailed information on how schools function from learning outcomes to school management and community participation. The information will form a baseline. An impact evaluation will be designed to measure progress after three years. Additionally, further research will be done under a global initiative led by the World Bank. The Systems Approach for Better Education Results (SABER) helps countries to systematically examine and strengthen the performance of their education systems to improve learning outcomes. Diagnostic tools will be administered in Timor-Leste that benchmark education policies according to evidence-based global standards and best practice.

2. The Education and Skills Sector in Context

2.1 Institutional Environment

2.1.1 *Structure and organisation of the education system:* Education in Timor-Leste is delivered primarily by the Government of Timor-Leste (GoTL), with the private sector, particularly the Catholic Church, running some of the schools. The education and training sector is managed by two Government departments: the Ministry of Education (MoE) and the Secretariat of State for Vocational Training and Employment (SEPFOPE). The MoE is responsible for early childhood, basic (years 1 to 9), secondary (10-12), higher and recurrent education, while SEPFOPE manages Technical and Vocational Education and Training (TVET) and employment. The Catholic Church runs an estimated 15% of basic schools, 40% of secondary schools, and 30% of the 35 registered training providers. There is some overlap of responsibility between the MoE and SEPFOPE in TVET as the secondary school sub-sector includes technical and vocational secondary schools.

2.1.2 *De-concentration of service delivery:* The MoE Organic Law prioritised the development of regional and district level institutions and structures. This is in line with the Government's decision to gradually de-concentrate key operational responsibilities in all service delivery sectors to Regional and District directorates and to points of service delivery, such as schools. The MoE is organised at three main levels: centrally, and through four regional and 13 district administrations. However, the extent of administrative de-concentration is neither straightforward nor complete. Implementation has been relatively ad hoc without a centrally coordinated framework and program.

At the central level, the Ministry retains responsibility for policy development, implementation planning, financial oversight, monitoring and evaluation of program outcomes, and the administration of corporate services. District education officials play a role in inspecting schools, monitoring teacher performance, administering school grants, collecting data, coordinating teacher training, ensuring national policy is implemented by schools – acting as the coordination point between schools and the MoE. Regional administrations also play a coordinating role especially at the secondary school level. See Section 3.2.1 for information on the Escola Basica system.

2.2 Strategic planning

2.2.1 *Strategic Development Plan (SDP) 2011-2030:* In 2011, the GoTL finalised and approved its SDP. The SDP provides the broad framework for Timor-Leste's transition from a "low income to upper

middle income country, with a healthy, well-educated and safe population by 2030". Human capital development is identified as one major development priority. For education, the SDP stipulates the need for programs to achieve universal access and school completion to Grade 9 by 2015, universal completion to Grade 12 no later than 2025, and, universal literacy by 2030. The former government adopted the *National Education Strategic Plan 2011-2030* (NESP) and *TVET Plan 2011-2030*.

2.2.2 V Government Program: In August 2012, shortly after it was formally appointed, the current (V Constitutional) Government released its five year Program (2012-2017). The Government states that "maximizing the overall health, education and quality of life is central to building a fair and progressive society." The education program has the ultimate goals of improving the quality of life, social capital and economic growth of Timor-Leste. The Government commits to increasing its investment in education in order to ensure adequate infrastructure and teaching workforce to enable all children to have access to high quality education. Pursuant to this, the MoE and SEPFOPE have released their Five Year Plans (2013-2017). Both of the Five Year Plans have not been costed and none of their proposed objectives or activities have funds allocated to them.

2.3 Education financing and budgeting

2.3.1 Government financing: Over the past decade, the GoTL MoE budget has increased significantly from \$16.4 million in 2003/04 to \$82.4 million in 2012. Based on a constant 2005 dollar value, the budget has still almost trebled from 2003-4 to 2011. Importantly, these budgetary figures exclude additional funds appropriated to education through Special Funds, which in 2012 includes \$19.8 million for construction, professional training activities by SEPFOPE and scholarships. District budgets also include funding for basic education infrastructure.

The MoE proposed Budget for 2013 is growing by 11% on planned expenditure levels in 2012, to \$91.8 million. Significantly, there will be an allocation of \$10 million for salaries of teaching staff previously working on a voluntary basis. Infrastructure Fund disbursements in the education sector were low in 2012. Only \$1.4 million of the \$11.3 million allocated to the education sector was spent. The unspent portion has been rolled into the 2013 Budget appropriation, along with an additional \$2.5 million of new expenditure. The GoTL SEPFOPE budget has been subject to severe fluctuations: \$9.8 million in 2010, \$2.53 million in 2011 and \$22.26 million in 2012. The 2012 increase was caused by GoTL allocating substantial funding to the short-term intensive works scheme, previously financed by AusAID.

Overall, the GoTL's funding to education has increased as a percentage of Gross Domestic Product. The predictability of expenditure has also increased, growing external confidence. Nonetheless, these positive figures do not tell the whole story. The education expenditure as a percentage of the country's GDP fails to take account of Timor Leste's off-shore oil resources, the primary source of its revenues. From 2003-4 to 2010, the share of education expenditure as a percentage of total government expenditure was actually cut by more than half: from 22% to 9%. In 2012, MoE was allocated only around 5% of the total Government revenue. More than 90% of the MoE budget is spent on recurrent activities (excluding capital funding in Special Funds).

Very little expenditure is actually controlled at sub-national levels: most of the funds that flow to these levels are essentially non-discretionary. Ministry of State Administration controls funding for education infrastructure provided to the districts. The complexity moving funds leads to delays in funding to sub-national levels of government and facilities. There are serious inequities in the provision of public services across the country.

2.3.2 External financing: In addition to the GoTL, there are other sources of funding to the education sector: from donors, NGOs, the church and private entities. These are not always adequately well captured, so the total funding envelope for the education sector is not certain. During the past decade, Official Development Assistance (ODA) commitments for education through the MoE increased, doubling in current dollar value from an estimated \$14.9 million to \$29.6 million in 2012. Yet because the GoTL spending on education increased even more during this period, external support has fallen to 23% in 2012 as a percentage of total education sector financing, from 48% in 2003-4. Development

partners' allocation to SEPFOPE in 2012 was \$3.8 million out of a total of \$26.1 million: 15% of the total. But a considerable part of the SEPFOPE budget allocation is for short-term intensive labour schemes.

Currently, there are a relatively large number of donors active in the education sector. An informal development partner coordination group was established in 2011 to take a more coordinated approach in supporting MoE plans. Under the MoE leadership, this group is now transitioning into a formal Local Education Group (LEG). The group includes 23 members. Donors include: Australia, New Zealand, Brazil, Portugal, USAID, Cuba, and Korea. Multilaterals include: UNICEF, UNESCO, ILO, World Bank and ADB. The international NGOs are: ChildFund, CARE International, World Vision, Save the Children, and Handicap International. Local NGOs are: Alola Foundation, Ba Futuru, Belun, CBM/ASSERT, and Timor-Leste Coalition for Education. There are also other partners in the education sector, who are not part of the LEG and include China, Finland and the Nordic countries. Below is a summary of the key focus areas of the major donors in education in Timor-Leste:

- Portugal – curriculum and provision of books in Portuguese, in-service training of teachers in Portuguese and construction of the Reference Schools
- World Bank – MoE management assistance and out-of-school youth including equivalency programs
- UNICEF – social mobilization activities, specific in-service teacher training activities, Tetum materials, school construction/ rehabilitation activities in 6 districts and inclusive education policy support
- ILO and ADB – activities in the TVET sub-sector
- UNICEF and international NGOs – early childhood development, construction/rehabilitation of classrooms and awareness raising/ training of community and teachers
- USAID/CARE – school drop-out prevention piloted in several districts
- NZAID – management support to the MoE particularly in IT and human resource management, and a stocktake of school infrastructure and resources.

Australian aid to education in Timor-Leste commenced with a range of emergency initiatives in 1999 plus some smaller activities delivered through flexible funding mechanisms for capacity building. After independence in 2002, Australia's involvement in the sector was limited largely to scholarships. Following the 2006 unrest in Timor-Leste and the release of AusAID's Better Education policy in 2007, Australia increased its funding in the sector. Australia has provided approximately \$46 million to the education sector 2007-2011. The sub-sectors overseen by MoE received \$28.5 million, and \$17.5 million went to TVET. The main programs of support are:

- Education Sector Support Program (\$11.6 million, 2008-13): ESSP is managed by the World Bank. It has focused on strengthening the capacity of MoE, mostly through advisory support, and supporting the MoE to deliver educational materials and to build and rehabilitate classrooms.
- UNICEF – Basic Education and Water, Sanitation and Hygiene (WASH) Programs (\$5.3 million, 2011-14): This program is focused on creating child friendly schools, improving school infrastructure and sanitation, creating and providing educational materials, supporting school management training and strengthening education policies.
- Training and Employment Support Program (TESP) (\$11.7 million, 2013-14): The TESP builds on five years of the Youth Employment Promotion Program (YEPP). The program is supporting the GoTL to provide technical skills training for young men and women to help them to find jobs and is supporting the SEPFOPE to better regulate and quality assure the skills development sector.

- Alola Foundation Education Program Support (\$0.9 million, 2012-14): This program is providing scholarships for girls in all districts to complete secondary education, developing reading materials in Tetum for early grades of primary school, training primary and pre-school teachers, providing mobile library services to schools and communities, and supporting the pilot of mother-tongue education in three districts.

2.4 Education planning and resource management

2.4.1 Collection and use of data: It is not quite clear to what extent available education data is used for annual planning and as a sound basis for costing programs and activities. The MoE has a fairly strong Education Management and Information System (EMIS) which has benefited from donor technical assistance in recent years. However, there are still major gaps in GoTL capacity to analyse and manipulate data. Confidence in EMIS does not yet run throughout all the MoE.

The main source of data is the annual school census. The annual process of data collection, analysis and reporting should be ready by August each year but has tended to be much later than this. UNICEF has financed the production of an annual statistical yearbook but the latest published book is for 2008/9. The main data sets currently only cover basic and secondary education.

Data on TVET is more complicated because of the myriad of training providers, some of which are registered with SEPFOPE and some of which have been accredited under the National Qualifications Framework. There is no compulsory census form in the TVET sub-sector, although the institutions which apply for government funding from SEPFOPE are being asked to provide basic data on their courses and participants. The Labour Market Information Database (SIMU), managed by SEPFOPE, is starting to provide some evidence for SEPFOPE planning, however, it is far from comprehensive.

2.4.2 Public financial management (PFM) and procurement: A 2010 PFM assessment of the MoE¹ highlighted some key weaknesses: uncertainty in the integrity of the teacher payroll system; low capacity to perform good value for money procurement; structure of the budget and finance system makes it difficult to allow tracking at the program level; poor financial management capacity levels; and disbursements at sub-national levels are often late and difficult to track and report on. The draft MoE Economic Efficiency Review from 2011 noted some improvements. In particular, the MoE budget had become a credible tool for allocating aggregate resources and budget execution performance improved dramatically. Nonetheless, challenges persist. The Review states that from a PFM perspective, the risk of not achieving education policy (development risk) and the risk of mismanagement or corruption (fiduciary risk) are both high. The assessment found it likely that the system is producing education outcomes inefficiently.

The Review also noted the GoTL procurement system in education is not at internationally accepted standards. The regime is overly complex and key procurement functions are not working. There are no appropriate instructions to monitor compliance, independence and conflicts of interest. The MoE does not have any specific guidance or manuals on procurement. It has two procurement units: the Infrastructure Procurement Unit (IFU) and the MoE Procurement Directorate. IFU is a semi-autonomous unit within the MoE, mainly responsible for infrastructure projects and with extensive experience in development projects. The future of IFU is uncertain. The MoE Procurement Directorate is currently very weak due to under-staffing and high staff turnover.² There is less information on PFM and procurement within SEPFOPE.

2.4.3 Human resource management (HRM): Responsibility for HRM of the education sector is divided between the Civil Service Commission (CSC), MoE and SEPFOPE. Universities and institutes also have their own HRM responsibilities. HRM responsibilities at sub-national levels require clarification but

¹ Collin Hall, *MoE Review of Financial Management Processes*, Report prepared as part of ESSP MTR, November 2010

² Prozarau Siarhei, *Situational Analysis: Procurement Operations at the Ministry of Education of the Democratic Republic of Timor-Leste*, 8 December 2012

it appears that the sub-national education directorates report to the MoE and are paid centrally. Within the MoE, HRM responsibilities are spread across a number of National Office Directorates, the Office of the Inspector General and the Director General's Office.

The NESP is quite critical, stating that the MoE cannot manage even quite basic functions such as: knowing where teachers are deployed; linking salaries to levels of responsibility and experience; and, controlling absenteeism and personnel performance. It also states the MoE employs more staff at lower grades than it needs, while it lacks staff with specialist, higher-level qualifications. There are, in addition, reports of a difficult relationship between the CSC and the MoE on the existence of temporary teaching positions which includes several thousands of volunteers and may include ghost teachers. There is a lack of consistency between HR data held by MoE, CSC and Ministry of Finance.

2.5 Cross-cutting issues

2.5.1 Inclusive education: Disabled children in Timor-Leste make up less than 1% of the school population. 72% of people with disabilities have never attended school. Rehabilitation services are inadequate and inaccessible for the majority of people with disabilities.³ There is a belief by many in the community that disabled children are unable to learn, and unwillingness by parents and teachers to have them in school. When they do get to school, lack of teaching expertise and facilities mean they struggle, repeat grades and drop out early.

2.5.2 Gender equality: Girls enrol in schools in equal number to boys, but drop out at a greater rate as they enter secondary education. Fewer women are enrolled in TVET and university – they tend to study traditional gender-based courses. Women's participation in the labour force is only half that of men's.⁴ Some of the issues facing all children in schools have a particular impact on girls including violence in schools, distance to get to schools, lack of WASH and other facilities, lack of involvement by parents in their children's education and the costs of education. Particular issues facing girls include drop-out due to pregnancy and marriage, fewer female teachers, and gender-based violence.

The MoE's Five Year Plan contains plans for inclusive education, including a national campaign for school attendance "with a focus on gender balance", a Transport Pilot Program and construction of disability-appropriate infrastructure. There are also entry-points in SEPFOPE's Five Year Plan for TVET. This includes a new gender equity policy, activities to promote self-employment for women, vocational training aimed at women and a labour policy aimed at promoting vocational training and labour opportunities for disadvantaged groups. In addition, a National Disability Policy enshrines disabled children's right to education. The Inclusive Education Unit and gender focal points within the MoE are reportedly weak, and the Ministry's Inclusive Education Policy has stalled. There are pockets of good understanding of inclusive education through work done by various non-governmental organisations and development partners.

3. Sub-sector Analysis

3.1 Early Childhood Education

3.1.1. Policy and governance: Early childhood education, known as pre-school in Timor-Leste, is in the nascent stages of development. The MoE Five Year Plan sets a vision that "By 2017, children aged 3 to 5 will receive a quality pre-school education". The plan includes objectives for education infrastructure, a new policy framework, curriculum development, teacher training and pre-school accreditation. A draft policy for early childhood education was developed in 2012.

Only in the last two years has a separate division within MoE been created with responsibility for pre-school education. It comprises a National Director for Pre-Schools who oversees the Department for Pre-School Administration and Management, tasked with regulating a previously unregulated sub-sector. The private sector (churches, NGOs and other locally based bodies) plays an important part, although data on the exact balance between public and private provision are unclear.

³ AusAID, *Disability Inclusive Development: AusAID Timor-Leste Program Report*, November 2011

⁴ 2010 Labour Force Survey

In 2011, the School Grants program was extended to include registered pre-schools. There are no school fees for government run pre-schools, but some privately run schools charge fees.

3.1.2. Access: Timor-Leste has a young population and high fertility rate. Approximately 155,000 children are aged four and under, representing over 14% of the total population.⁵ There is no comprehensive or reliable data on pre-school attendance, but figures suggest attendance is the exception. In 2007/8 it was estimated that only 8% of the total population of children aged three to five attended pre-school. While enrolment has been increasing steadily, it has included a high proportion of children from outside of the three to five age-bands.

There are estimated to be fewer than 200 pre-schools compared to 1,300 basic education schools. Their distribution unsurprisingly appears to reflect patterns of population density. Dili has six times as many pre-schools as Oecussi (26 and 4 respectively). Some districts have a prevalence of private institutions, while others have more government providers. Several international NGOs have been working with parents and communities on home-based and community-based care for 3-5 year olds.

3.1.3. Quality: Data on the quality of services is lacking and there are no standards against which to gauge minimum student learning levels. Poor results in the 2009 and 2011 Early Grade Reading Assessment (EGRA) for Grade 1 students can give an indication of quality, reflecting both on the quality of pre-school activities and/or its complete absence for the majority of Timorese students. In 2009, 70% of Grade 1 primary students could not recognise a single word or a simple text passage when assessed.⁶ Notably, higher reading standards did not positively correlate with pre-school attendance. Curriculum is still under development. Many pre-schools lack age appropriate learning and teaching resources such as reading materials and games. When these are available, they are often not in the official languages of instruction.⁷

A Bachalato is the minimum qualification for pre-school teachers but the MoE has not compiled data on teachers and it is not clear who is providing specialised pre-school teaching programs. The National Director for Pre-Schools estimates that the majority of pre-school teachers fail to meet this basic requirement, having only graduated from Secondary School.⁸ From 2011, teacher training became the responsibility of the National Institute for the Training of Teachers and Educational Professionals (INFORDEPE).

3.2 Basic Education

3.2.1 Policy and governance: The GoTL gives priority to basic education in both its policies and its levels of financing. The MoE Five Year Plan for basic education is that by 2017 “students will be educated through a universal, compulsory and quality system of basic education”. The plan includes objectives for adequate infrastructure, programs to increase enrolment and reduce dropout, curriculum review, teacher training and school management.

In 2011, the GoTL introduced Escola Basica, whereby a complete cycle of nine years of basic education is both compulsory and free. Basic education now comprises two cycles of primary education and one of pre-secondary education. Cycle 1 covers grades 1 to 4 (the official ages of 6 to 9) and Cycle 2, grades 5 to 6 (10 to 11 year olds). Cycle 3 includes grades 7 to 9 (12 to 14 year olds).

A new organisational structure was introduced in the MoE aligning it to the new system. The basic education sub-sector now has its own National Director who oversees the Department for Administration and Materials and the Department for Pedagogy, both of which are designed to have strong monitoring, assessment and evaluation functions.

⁵ 2010 Census data

⁶ World Bank, *East Timor: An Analysis of Early Grade Reading Acquisition*, 2009, p 2

⁷ UNICEF, *Out-of-School Children East Timor*, 2011, p 94

⁸ Figures from a Meeting with the National Director for Pre-School in December 2011.

Escola Basica uses a cluster-based approach to school management, known as Integrated Basic Education Establishments (IBEEs). Each cluster consists of one central school (Central Basic School) and several surrounding satellite schools (Filial Basic Schools). The Central Basic School is the administrative and management hub of a cluster of filial schools – usually between five and seven in number. It is led by a Basic School Director supported by a Deputy Director and Head of Technical Support.⁹ Together they have management responsibility for the entire cluster, including of: school planning and expenditure; school grants and the school feeding program; and, teaching and non-teaching staff, and their professional development. In 2011, 202 clusters of public schools were established. The Catholic Church recently organised its schools into 38 clusters, although it is not clear what the extent of integration is. It appears that other private schools are not part of the cluster system.

Since 2008, schools are financed through school grants of approximately \$1 per student per month (\$9 per student per year). This is often the only source of monetary income for schools. They are too small in amount to provide meaningful impetus for school management reforms or to help reduce poverty in the communities. All cluster schools now have bank accounts. However, school grants experience significant delays, causing hardship to schools.

3.2.2 Access: According to the NESP, there was a 59% increase in the number of basic education schools from 2000 to 2010 – a considerable achievement. In 2011, there were 1,272 basic education schools, about 14% of which were run by the Church. Of the 1,272 basic schools, 1,012 taught grades 1-6, 58 schools taught grades 7-9, and 202 schools were designated as the Central Basic Schools and often covered all three cycles.

In 2011, there were 303,821 basic education students, compared to 211,810 in 1999/2000, an increase of 43%. In 2011, the Net Enrolment Rate (NER) in basic education was 91%, compared to 75% in 2006-7. While enrolments have risen, national data masks significant variations by district. For example, Oecusse has the lowest NER figures for the three year period 2007/08 to 2011, at 63%. This compares with 92% in Cova Lima over the same period. The high NER also masks other significant problems: notably, over-age enrolment; poor attendance; drop out; and high repetition rates. According to the SDP, children who complete Grades 1 to 6 of primary school take an average of 11.2 years to do so.

Gender disparities in enrolment have significantly reduced over the past 10 years. There are now more girls enrolled at the right age (91.87% NER) than boys (90.49% NER). However, in absolute terms there are more boys enrolling than girls. There are also specific challenges which affect girls more than boys, including long distances to walk to school and safety, lack of toilet facilities (especially for older girls), violence at home and in school. There are no figures on the children with disability in basic education, but they are likely to be very few and to have little opportunity to learn or complete education due to societal prejudices and ignorance and lack of teacher training to deal with disabilities.

Given the extent of destruction during the Indonesian occupation and the unrest in 2006, school infrastructure needs remain substantial. In 2011, 65% of schools did not have access to usable toilets and 45% to clean water. The majority of schools (70%) did not have electricity and only 7% had a library.¹⁰ A recent stock take by the MoE¹¹ concluded that there are currently 4,391 classrooms in good condition, 1,904 need rehabilitation and an additional 1,939 new classrooms are needed. Many schools are forced to teach in two or more shifts to accommodate all the children.

3.2.3 Quality: While there has been significant progress in increasing access to schooling, the challenge to improve the quality of learning outcomes in basic education remains considerable. According to the 2011 EGRA, by Grade 3, the percentage of students who could read with fluency at the internationally recognised minimum standard for reading comprehension at that age was 28 per cent in

⁹ For a detailed explanation of the Escola Basica system please refer to Decree Law No.7/2010

¹⁰ MoE, *Baseline Stock-take of Learning Materials and School Equipment in Primary Schools*, 2011, pp12, 16, 18

¹¹ MoE, *Turning Opportunities into Impact: National Stocktake of School Facilities and Equipment in Basic Education Schools of East Timor*, June 2012

Portuguese and 43 per cent in Tetum. Anecdotal evidence suggests that students from private schools are achieving better learning outcomes than those in the public system.

Tetum and Portuguese are the teaching languages for the Timorese education system, yet it is estimated that there are 33 languages spoken in Timor-Leste. This impairs the quality of learning and the ability of teachers to deliver the curriculum. The majority of teachers speak Tetum, which is used primarily as an oral or explanatory language of instruction.¹² However, teaching in Tetum is complicated by the fact that the language does not have a fully standardized written form.¹³ In an attempt to improve Portuguese proficiency and use of the new (Portuguese) curriculum, the MoE has introduced 300 hours of language instruction as part of in-service teacher training. Notably, the MoE Five Year Plan states clearly that it will implement the recommendations from the Multilingual Education Policy that was written in 2011.

Anecdotal evidence from school visits suggests that in practice schools have very few materials and tend to only have a few textbooks per grade, which are generally provided to teachers. Most textbooks available are in Portuguese. Children's books in Tetum are only starting to be produced. Currently, the primary curriculum is under review with a view to its simplification by the end of 2014. Overall, there does not appear to be local capacity to review and develop curriculum appropriate to the Timorese context and there is strong reliance on external support.

In 2011, there were 10,242 basic education teachers. This figure does not include 1,000-3,000 volunteer teachers who are not in the system. According to the NESP, there was a 96% increase in the number of teachers from 2000 to 2010. While there may be sufficient numbers of teachers overall (an average of 29.7 students per teacher), their distribution is not equal and there are issues with quality. While nationwide the pupil to teacher ratio (PTR) is 29:1 in primary schools and 23:1 in pre-secondary, this masks regional differences with Oecusse having a PTR of 39:1.¹⁴ Some individual schools report PTRs over 60.

Timor-Leste lacks a cadre of well-trained teachers. Most of those taken on to fill vacancies left open by the exodus of Indonesian teachers after the independence vote in 1999 had little or no previous teaching experience. INFORDEPE estimates that only approximately 4,000 of about 12,000 teachers (basic and secondary) have prescribed qualifications in 2012, that is, the Bachalariato. Research has also highlighted that in many schools, more senior, experienced or qualified teachers are allocated to upper grade classrooms because they are deemed more important. The deployment of teachers in this way goes against best practice.¹⁵

3.3 Secondary education

3.3.1 Policy and governance: Secondary education in Timor-Leste consists of the last three years of formal schooling (Grades 10 to 12). Secondary education is open to students aged 15 and over. It comprises two separate streams. General Secondary Education (SGE) prepares students for the continuation of their studies to a higher academic level. Secondary Technical-Professional Education (STPE) targets students who intend to pursue technical or professional vocational training courses and careers. The successful completion of either stream enables admission to either technical higher education or to university education.

The V Constitutional Government commits to ensuring that all students graduating from basic education will have access to secondary education. The MoE Five Year Plan includes plans to: implement curriculum and develop materials; provide adequate numbers of suitably qualified teachers; develop and implement an infrastructure plan and school construction; certify STPE courses to help

¹² University of Auckland, *Goodbye Conflict, Hello Development? Curriculum reform in East Timor*, 2011 p 10

¹³ World Bank, *East Timor: An Analysis of Early Grade Reading Acquisition*, 2009, p 9

¹⁴ MoE, *Education Statistical Yearbook 2008/2009*, 2009, p 27

¹⁵ Shah, *Perceptions, Practise and Policies about Teaching and Learning in East Timor*, 2011, p 20

students have better access to the labour market or higher education; and develop management training, procedures and training programs for teachers.

The demarcation between SGE and STPE is reflected in the current organisational structure of MoE. Each secondary stream has its own National Director, departments and sections but, according to the National Director for SGE, there is relatively little co-ordination between the two streams.¹⁶ It is unclear whether there are plans to develop a cluster-based school management model for Secondary Education.

To encourage higher enrolments, the MoE abolished school fees in 2008 and introduced school grants. However, just like in basic education, the amounts are very low. In addition, SGEs receive half the monthly per student allocation of STPEs at \$0.50 compared to \$1.00. Private schools charge fees.

3.3.2 Access: The secondary education system has been expanding from a very low base. In 2010, there were 94 secondary schools in Timor-Leste: 74 SGE and 20 STPE. The distribution of these schools is highly uneven and concentrated in Dili, with 23 secondary schools situated in the capital. Seven of the 13 districts in Timor-Leste have five or fewer secondary schools. The private sector (primarily the Catholic Church) is responsible for about 40% of all enrolments in secondary.

EMIS data for 2011 indicates a student population of 44,361. The NER for secondary remains low at 22%. GER is much higher at 60%, indicating a high level of over-age enrolments. There are significant variations across districts. Dili's NER is 46%, six times higher than Ermera at 7%. Liquica and Oecusse have NERs of 8%. The location of secondary schools is likely to be one reason for disparities in district level NERs. Dili accounts for 26% of all secondary schools in the country.

The NER for girls (24%) is higher than that for boys (20%). More girls are enrolled in SGE and more boys in STPE, with regional differences. Overall, the repetition rate at secondary level is 0.80% and the dropout rate is 1.36% - both low by international standards. However, it may well be that the dropout rate does not include students who leave school at the end of one school year and before completing the full secondary cycle.

3.3.3 Quality: The NESP states that there are major quality concerns at the secondary level. In 2010, the MoE reported an extraordinary 95 per cent pass rate for students who reached Grade 12 for languages, maths, science, history and geography. Without an assessment of what constitutes a 'Pass' in Timor-Leste, it is difficult to ascertain what exactly students are learning.

In 2011 there were 1,950 teachers at the secondary school level, most of whom do not have the requisite university qualifications. In 2010, 51% of teachers were university graduates and 13% had graduated from College. At the lower end of the scale, 30% had completed secondary school while 2% had failed to complete school. While the overall number of teachers for secondary appears to be sufficient for the system (22 students per teacher), there are reportedly not enough specialist teachers especially in maths and natural sciences. There is also an unequal distribution of qualified teachers in SGE and STPE across Timor-Leste. For example, 40% of teachers with a University qualification are in Dili.

The GoTL is finalising the development of a new curriculum for secondary education. The MoE is also committed to reviewing the quality of the curriculum and reorienting the focus of training to future technicians, skilled workers, the service sector and civil servants in Timor-Leste.

3.4 TVET

3.4.1 Policy and governance: The TVET Plan 2011-2030 confirms the GoTL's commitment to significantly increase the number of TVET places and TVET graduates. It sets a target to provide accredited training for up to 50% of all school graduates who are not employed or continuing with their education by 2016. SEPFOPE is the government agency responsible for policy and programs in the areas of TVET and employment. SEPFOPE's Five Year Plan has a strong emphasis on institutional

¹⁶ Interview conducted on 9 December 2011

strengthening, including expansion and decentralisation of SEPFOPE and its financial sustainability. Other key areas are: better labour market information; promotion of employment and working conditions; and the implementation of the national commitment to professional training.

The TVET sub-sector is undergoing a transition from a predominately non-formal system to a formal, regulated system. In 2008, the National Labour Force Development Institute (INDMO) was established as an autonomous regulatory body for vocational education under the auspices of SEPFOPE.¹⁷ INDMO has regulations which prescribe certain minimum conditions for a training institution to become a registered training provider. In 2011 the MoE, with support from AusAID-funded ILO, established a National Qualifications Framework (NQF) to ensure that vocational and higher education training in Timor-Leste is based on uniform, internationally benchmarked standards. The NQF was approved and provides standards for all training from Certificate Level 1 to 10 (PhD). The NQF is regulated by two independent agencies: INDMO for Foundation to Certificate Levels 1-4 and the National Agency for Academic Accreditations and Assessment (ANAAA) for Levels 5-10. ANAAA is an independent regulatory agency under the auspices of the MoE. All training providers will be expected to become registered with SEPFOPE. Once registered, they can apply for accreditation to deliver courses under the NQF.

Out of the 23 registered providers by mid-2012, six are government providers, four are church based and 13 are independent. Fourteen of the registered providers are now accredited to deliver national qualifications in line with the NQF. There are now 23 national qualifications and four certificates from Foundation to Level 4. The non-formal training sector is characterised by small, mainly independent training providers that offer communities the opportunity to gain basic skills (below foundation level) in areas such as agriculture and sewing. Training tends to be irregular, short in duration, and not accredited. It is estimated that there are over 60 non-formal training providers, some of which may try to become registered in the future.

Government funding for skills development is available through the Fund for Employment and Vocational Training (FEFOP), which is managed by SEPFOPE. The objective of FEFOP is to finance activities that contribute directly to employment creation and the improvement of the living conditions of unemployed and vulnerable people of Timor-Leste. Types of activities funded are: vocational training, work experience, internships, on the job training, business management training, and income generating activities. In the past, funds provided to an individual provider were relatively small and included both formal and non-formal providers. In the last two years, this has been shifting towards formal training providers.

The cost of TVET courses can be a barrier to people accessing and continuing their education and training. Non-formal training providers charge fees ranging from \$1 to \$17 per month. The higher fee range includes accommodation and full-time training. The accredited courses available from 2012 cost between \$350 to \$450 per six months' course.

3.4.2 Access: The 2010 Labour Force Survey of all those considered to be part of the labour force (those in wage employment or self-employed through subsistence agriculture, handicrafts etc) found that: only 13% had attended vocational training, another 3% had attended training by an NGO, 22% received training for employment through a friend or family member, 8% received training from an employer on-the-job and the remaining 47% were self-taught.¹⁸ It follows that the majority of employed people do not undertake formal training.

Moreover, while formal unemployment is quite low in Timor-Leste, this is only so because people engaged in subsistence agriculture or short term and vulnerable work are still considered employed. In addition, the youth (15 to 29 year olds) unemployment rate is much higher: 19% nationally and 27% in urban areas. Many of the unemployed or under-employed lack skills required to find meaningful work. A nascent private sector currently absorbs only about 30,000 people through wage employment.

¹⁷ See Decree Law 8/2008 for more detailed information on the INDMO. Note: The establishment of INDMO was a component of the AusAID funded Youth Employment Promotion (YEP) Program.

¹⁸ *Labour Force Survey 2010*

Most TVET providers are in Dili and Baucau (17 out of the 23 registered ones). Rural communities mainly have access to the non-formal training sector. Limited access to more formal training means that students must travel to either of the two main cities. This places a financial burden on families to provide for expenses to meet the costs of accommodation, food and transport.¹⁹

The data on TVET student enrolments and graduation is far from comprehensive. More recent SIMU data records that in 2011, 2,631 men and 1,506 women were enrolled in TVET. Enrolment was highest in languages; management and IT; construction; tourism and hospitality. Female trainees have been reported to be concentrated in traditional gender-determined courses, but this refers to 2007 data. Since then, SEPFOPE has been active in promoting the placement of women in the vocational education sector. A 2008 survey of 21 TVET providers found that drop-out rates were at their highest at the large Dili located training centres.

3.4.3 Quality: It is difficult to compare the quality of individual TVET providers. Each has different objectives, and targets different sections of the community. Providers have tended to set their own standards for training content and course length and provided their own certificates. The introduction of the NQF will gradually increase uniformity and regulation of training providers. For the first time, at the end of 2012, it will be possible to assess the number of graduates who attain qualifications provided by registered organisations as they begin to deliver accredited courses.

Large government TVET providers have relatively good facilities and equipment. They are relatively well funded due to support from Brazilian and Portuguese Governments. The large independent registered training providers are well established and deliver good quality training but often struggle to get adequate funding to deliver courses. Many providers lack access to sufficient materials.

Many trainers lack the industrial experience necessary to deliver quality outcomes. The minimum requirement for trainers in TVET is Certificate Level III. However, the qualifications and experience of staff varies from university to pre-secondary school graduates.

Significantly, there is a mismatch between vocational education graduates and the needs of the labour market. A 2008 Impact Assessment found that, with a few exceptions, vocational education providers do not train in accordance with well-researched labour market requirements, but offer courses in skill areas and geographic locations where they have the physical and human resources to deliver.²⁰ In some sectors there is an over-supply of providers delivering the same courses (general administration and finance training), while there is an under supply in others (telecommunications, road maintenance, logistics, and courses centred on the oil and gas industry).²¹ Research also showed that few employers considered the majority of education and training providers in Timor-Leste to be a reliable and constant source of skilled employees.²² The consequence is a gap in mid-level vocational skills; a gap that is often filled by skilled foreign labour.²³ Employment outcomes for trainees are difficult to determine. Very few providers maintain formal contact with ex-students or follow-up on employment outcomes. In 2009, six TVET providers estimated the number of graduates who gained employment ranged from 8% (Claret) to 80% (Centru da Pas Santa Isabel), with an average of 48%.²⁴

3.5 Higher Education

3.5.1 Policy and governance: Higher education encompasses Universities and Polytechnics (or higher technical education), both public and private. It offers qualifications and degrees at bachelorato, licenciatura, masters and doctoral level. It draws primarily from students who successfully complete

¹⁹ GoTL, *Vocational Training In East Timor*, 2007, p 13

²⁰ GoTL, *Technical Vocational Education & Training: Impact Assessment Report*, 2008, pp8-9

²¹ SEPFOPE, *Review of 2009 TVET Training Outcomes*, 2010, p21 and GoTL, *Technical Vocational Education & Training: Impact Assessment Report*, 2008, p 29

²² GoTL, *Technical Vocational Education & Training: Impact Assessment Report*, 2008, p 9

²³ ADB, *Country Partnership Strategy: East Timor, 2011–2015 (Sector Assessment: Education)*, p 2

²⁴ SEPFOPE, *Review of 2009 TVET Training Outcomes*, 2010, p 17

SGE. Immediately following independence, higher education was largely neglected. Priority was accorded to re-establishing and developing basic education. Many university students became teachers and other public servants. 1,500 students continued their studies in Indonesia. There are today about 28,000 students enrolled in higher education.

The V Constitutional Government Program commits to: implementing a strong quality assurance regulatory system; developing partnerships with international higher education institutions; and establishing polytechnics for priority industries. The MoE Five Year Plan mirrors these commitments.

There are currently 12 higher education institutions, two of which are managed by Government: the National University of East Timor (UNTL) and the National Institute for the Training of Teachers and Educational Professionals (INFORDEPE). The 10 privately run institutions consist of three universities, four institutes, and three academies.²⁵ UNTL is the largest provider of higher education and the only public university. Legislation ensures its autonomy. It enrolls 36% of all higher education students. The second largest institution is the University of Peace (23%), a nationally accredited institution. Situated in Dili, it also offers some classes in the districts, especially for civil servants. The other 10 bodies are all relatively small, accounting collectively for 41% of student enrolments. By 2011, nine higher education organisations had received accreditation.²⁶

The MoE has established a separate Department for Higher Education, with a National Director who oversees the Department for Accreditation and Registration. In addition, ANAAA reports to the National Director and is responsible for quality assuring the system.

Although UNTL accounts for 36% of students, it has twice the financial resources of all the other private higher education organisations combined. It had a budget of US\$6 million in 2011. This is likely to affect the quality of facilities and learning resources available to private students.

3.5.2 Access: Higher education enrolments have more than doubled over the last 10 years, from approximately 13,000 students in 2003 to over 28,000 students in 2011. Male students comprise 59% of the total student population, but the gender balance varies across institutions. It is of concern that women make up only 32% of all higher education graduates. Nonetheless, apart from engineering, course selection does not appear to have major gender imbalances.

Ten out of the 12 higher education organisations have their main campus in Dili. ETICA and ICFP are based in Ermera and Baucau respectively, but they are relatively small institutions accounting for just 2% (623) of all enrolments. Not surprisingly, 81% of university students are based in urban areas.²⁷ Six higher education institutions have campuses across the country's districts but with small enrolments. This is likely to reflect narrower course offerings at the other sites.

3.5.3 Quality: The NESP states that the overall quality of higher education is low and poorly coordinated to meet the development needs of Timor-Leste. Currently, it is difficult to assess learning outcomes. The MoE provides graduation figures for 2011, but without information on the number of students who started the course the information is difficult to interpret.

According to ANAAA, all lecturers have a university qualification in Timor-Leste.²⁸ The majority (58%, 685) have an undergraduate degree. Masters qualified lecturers account for the next biggest cohort (29%, 342). In 2011, males accounted for 84% (985) of all lecturers.

To ensure higher education degrees are based on uniform, internationally benchmarked standards the GoTL established ANAAA in 2010. This is an independent body which reviews the performance of the higher education establishments and grants them accreditation if they fulfill certain criteria. The criteria against which organisations are evaluated include: governance, management, academic programs,

²⁵ ANAAA, *A Common Quality Assurance For Public and Private Higher Education?*, 2011, slide 9

²⁶ The organisations are UNTL, UNPAZ, IOB, DIT, ISC, ETICA, ICR, IPDC and ICFP

²⁷ GoTL, *Population and Housing Census 2010: Social and Economic Characteristics*, p 132

²⁸ Note: INFORDEOE is not included in this section as qualification and budget figures are not known for the organisation.

teaching staff, learning resources, physical facilities and financial resources. Once accredited, an organisation is deemed to have the quality and standards appropriate for the awards which it offers.

3.6 Recurrent education

3.6.1 Policy and governance: Recurrent education is defined in Timor-Leste as non-formal education, designed primarily to meet the needs of those who have missed out on primary and secondary education. The NESP states the legacy of colonialism and the independence struggle meant that the majority of adults (aged 15 and over), have had little or no schooling. Only 56.1% of those aged over 15 know how to speak, read and write in Tetum and just 25.2% can speak, read and write in Portuguese. The majority of both groups live in rural areas.²⁹

The V Constitutional Government commits to eliminating illiteracy by 2015, through existing national literacy programs and enhancing the National Equivalence Program with the establishment of 65 community learning centres. The MoE Five Year Plan confirms this vision, and includes objectives to increase coverage of literacy programs and further develop equivalency programs to allow graduates to easily integrate into formal education.

The MoE is responsible for delivering recurrent education nationally through the Recurrent Education Division. The budget of the Division has been inconsistent.

3.6.2 Access: The MoE runs three no-cost to user, recurrent education programs. Sim Eu Posso (Yes I Can) is a three-month course that provides basic literacy and numeracy skills in Tetum. The Alfamamor program offers two advanced, six month literacy and numeracy courses. The Equivalency Program provides to graduates qualifications equivalent to those received in primary, pre-secondary and secondary formal education sectors. The language of instruction is Portuguese.

With the assistance of development partners, the MoE has been increasing the outreach of its recurrent education programs. Estimates of the number of people accessing recurrent education programs vary. The World Bank suggests approximately 50,000 students access recurrent education course annually; the majority through the National Literacy Campaign.³⁰ The estimates suggest students tend to be female and within a relatively young age bracket.

The geographic distribution of recurrent education programs varies. NGOs tend to target rural populations, but these programs are often irregular and of short duration. There is a Non-Formal Education Centre in Dili but programs in the rural districts tend to be located in shared community facilities.³¹

3.6.3 Quality: Data on learning outcomes in recurrent education is limited. A primary school equivalence program run by the MoE in 2010 had a 57% (220) pass rate. However 48% (238) of those enrolled did not sit the exam.³² Poor teaching skills, insufficient buildings, classrooms and infrastructure limit effective delivery. The MoE estimates that the majority of teachers have not been educated beyond secondary school. Teachers in rural areas tend to lack sufficient Portuguese and Tetum language skills; teachers with these skills are generally attracted to the formal system. The Recurrent Education Division has advised that sourcing and retaining adequately trained teachers is one of the most significant challenges in delivering quality recurrent education.³³

3.7 Teacher education

3.7.1 Policy and governance: Teachers, the quality of teaching and teacher management receive considerable attention throughout the NESP and MoE Five Year Plan. The latter includes activities such as: developing teacher training programs for pre-school, basic education (including awareness of

²⁹ GoTL, *Population and Housing Census 2010: Social and Economic Characteristics*, p xvii and 181

³⁰ World Bank, *Project Appraisal Document: Second Chance Education Report*, 2010, p 21

³¹ World Bank, *Project Appraisal Document: Second Chance Education Report*, 2010, p 21

³² World Bank, *Project Appraisal Document: Second Chance Education Report*, 2010, p 22

³³ World Bank, *Project Appraisal Document: Second Chance Education Report*, 2010, p 23

mother tongues) and secondary; and strengthening HR functions of the MoE including mechanisms to manage supply/demand, allocate teachers equitably, and improve monitoring of teachers.

The creation of INFORDEPE in 2011 was an important step in regularizing the training of teachers as well as public servants in education. The focus of INFORDEPE has been on in-service training; however, some of the in-service is a pathway to obtaining a Bachelor's degree. There is a need for a review of INFORDEPE capacity, but it appears that the institute needs both technical capacity building and additional physical resources.

The Public Service Commission and the MoE are responsible for creating teacher positions and recruiting teachers. In practice, it appears that some teachers are nominated through local authorities or communities, and many do not yet have requisite qualifications. Many schools rely on volunteer teachers. It is estimated that there are over 1,000 volunteer teachers. There is a process in place currently to regularize their status, but it is not known how long the process will take and how many teachers will be regularized. There are currently too many volunteers for system needs.

A teacher career regime came into law in November 2010 and is intended to professionalise the teaching force. Only teachers who have the minimum qualifications required under the base law will have automatic right of entry.

The allocation of teachers to schools is supposed to be done centrally, taking into account where teachers are from and where the needs are. However, anecdotal evidence suggests that political allegiances may play a part. There do not appear to be any incentives for teachers to perform well or to go to certain districts. However, the MoE is currently considering a policy of paying an additional allowance to teachers teaching in remote locations.

Current GoTL funding for INFORDEPE is not sufficient to undertake all of its planned work. In 2011, there was \$2 million from GoTL for in-service training, reduced to \$1.5 million in 2012. The total INFORDEPE budget in 2012 is \$4 million, including the \$1.5 for in-service training.

At government schools, teachers are paid by the MoE. At Church schools, some teachers are paid by the Church, and some by the government. The government has a teacher salary scale, which depends on years of experience and qualifications.

3.7.2 Access: According to unpublished EMIS figures, as of 2011, there were 10,242 basic education teachers and 1,950 secondary school teachers in Timor-Leste. These figures point to significant growth in teacher numbers over the last decade and following independence when most (Indonesian) teachers fled. It is estimated that less than a third of all teachers are women.

The *National Education Act* sets the minimum qualification of a Bachalerato (three year tertiary degree) to teach at Grades 1 to 9 and a Licenciatura (four year tertiary degree) for Grades 10 to 12. About half of the secondary education teachers have the requisite qualifications, and a third or fewer of basic education teachers. Dili and Baucau have the highest percentages of qualified teachers; Ermera and Aileu the lowest.

A 2008 study of teacher supply and demand³⁴ estimated that approximately 400 new pre-school to secondary teachers would be needed annually. In turn, this would require about 1,200 students enrolled in pre-service teacher training at any one time. We do not have information on how many teachers actually are enrolled in study at any one time.

The type and duration of pre-service teacher training varies by level. Training is provided by several institutions, private and public. Alola Foundation and the Institute of Catholic Teacher Training in Baucau (ICFP) provide a certificate of teacher training for pre-school teachers. For primary, the ICFP, National University of Timor-Leste (UNTTL), the Institute of Teaching in Baucau, the Instituto Superior Cristal (ISC, in Dili and four districts) and the UNTAL provide pre-service teacher training. Only UNTL is providing pre-service teacher training for secondary.

³⁴ Arthur and Araujo, *Demand and Supply of Teaching Staff, 2008-2015*, June 2008

From 2012, INFORDEPE has also commenced providing pre-service teacher training, but more information is needed on what it entails and how it fits with existing programs. There is no clear information on how many teachers are graduating per year from all the institutions. According to INFORDEPE, the number of teachers is not the major issue. The problem is one of quality and also of producing specialised teachers for certain subjects, especially maths and sciences.

The government aims to qualify all teachers who do not have the requisite qualifications through compulsory in-service training. In addition, the government provides continuous professional development to existing teachers. Teachers who do not already have the minimum qualifications are required to attend intensive in-service training during school holidays, run by INFORDEPE. These have focused on: knowledge of official languages (especially Portuguese), professional ethics, scientific knowledge and teaching methods. Since the creation of INFORDEPE and to mid-2012, a total of 1,206 teachers are reported to have graduated with a bachelor's equivalent through INFORDEPE pathways training.

With the creation of the Escola Basica clusters, there appears to be an added emphasis on professional development of teachers within the clusters. It is not known how much of this has been implemented in practice.

3.7.3 Quality: The quality of teaching is a major problem in Timor-Leste. There does not appear to be a coherent teacher training regime and the emphasis of most training providers is still on quantity rather than quality of training. A 2010 study of over 700 teachers found that most teachers were struggling to effectively teach.³⁵ Few used lesson plans, teacher's guides or any teaching and learning resources. Many found it difficult to make their teaching relevant to their students' lives and many were unable to control their students using appropriate ways. Many also lacked sufficient knowledge of child pedagogy and the support they received from school directors and inspectors was not sufficient.

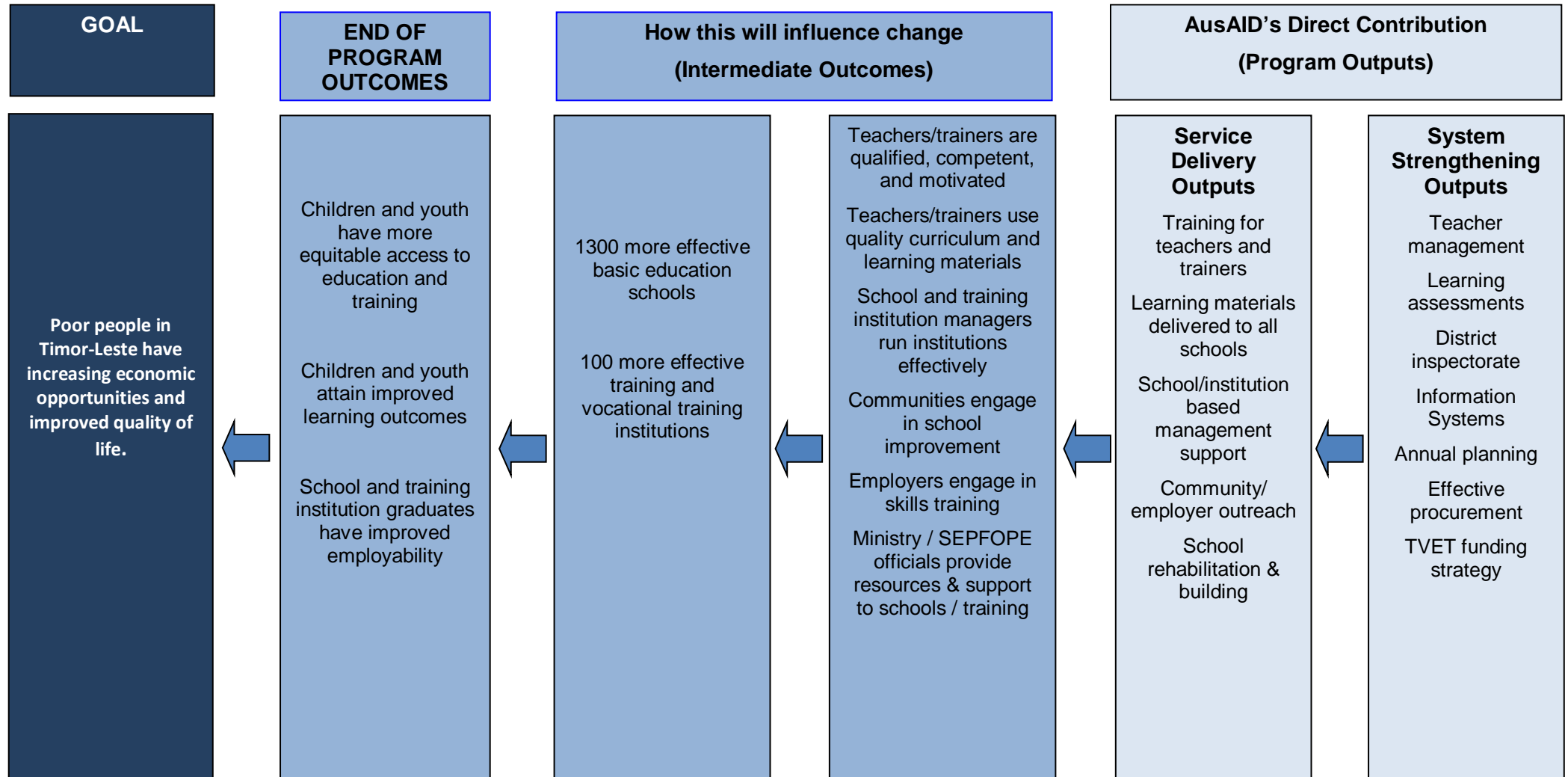
Teacher management also continues to suffer from major weaknesses, not least of which are the lack of complete or uniform data and a quality career regime program. This also leads to lack of teacher motivation.

The quality of pre-service teacher training in Timor-Leste varies greatly between the different training providers. From the ANAAA reports, it appears that ICFP is the only training provider fully recognised as providing quality education and meeting all the accreditation standards. It produces about 50 teacher graduates per year and its courses are quality assured (and recognised) by the Australian Catholic University.

There is some contradictory information on the quality of the in-service training provided. Some sources state that many teachers do not attend and many have not found it helpful. According to INFORDEPE itself, one of the key challenges is that teachers have varying levels of qualifications and knowledge. Consequently training has to be adapted to quite specific needs.

³⁵ Ritesh Shah, *Perceptions, practices and policies about teaching and learning in Timor-Leste*, February 2011

Annex 2: Theory of change diagram



Annex 3: Detailed description of components

1. Overview of components / activities

The AusAID program of support to education and training in Timor-Leste includes three main components: school improvement; skills training improvement; and education and training systems strengthening. This program will support the GoTL to implement its plans for the sector, and help it better develop and define strategies and plans over the medium to longer term. The program takes a long-term perspective and will provide support for a period of eight years. The components are set out in some detail below, but each component will require further detailed program planning during the inception phase and on an annual basis.

The three main components will contribute to three main end-of-program outcomes (EOPOs):

1. Children and youth have more equitable access to education and training
2. Children and youth attain improved learning outcomes
3. School leavers and TVET graduates have improved employability.

This is a sector-wide program, premised on the need to improve service delivery in schools and training providers, and that effective national systems are needed to support this. The economic and social benefits that will accrue to Timor-Leste and individuals from education depend mainly on what children learn in school, and later in training and other learning contexts. Early acquisition of literacy and numeracy will be critical to long-term improvements of this kind, and so this is a central priority of the program.

The program components are designed to be mutually reinforcing and coherent. It is recognised that this is an ambitious program and will require proactive engagement from AusAID in policy dialogue with GoTL and partners to monitor progress, adjust strategies where needed, and ensure a focus on priority program areas and manageable work plans.

Component 1: School improvement
Sub-component 1.1: School-based management
Sub-component 1.2: Better quality teaching
Sub-component 1.3: Pedagogically sound curriculum and learning materials
Sub-component 1.4: Adequate, appropriate and sustainable school infrastructure
Component 2: Skills training improvement
Sub-component 2.1: Training materials development
Sub-component 2.2: Training of trainers
Sub-component 2.3: Training provider management
Sub-component 2.4: Employer engagement and linkages to the labour market
Component 3: Education and TVET system strengthening
Sub-component 3.1: Teacher policy and management
Sub-component 3.2: School systems assessment and quality assurance
Sub-component 3.3: TVET assessment and quality assurance
Sub-component 3.4: Research, monitoring and evaluation
Sub-component 3.5: Management information systems

Sub-component 3.6: Sector planning, financial management and procurement
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2. Component 1: School improvement

School improvement places the school at the centre of the education system, as it is where learning takes place. The school is where inputs and processes converge and should be effectively coordinated, covering teachers, infrastructure, curricula, learning resources, school management and community engagement. It is where the benefits of broader system strengthening should be realised. Under this first program component, four main sub-components are envisaged, all national in their coverage. They contribute collectively to improving schools and thereby classroom-based learning. They support specific initiatives in the MoE's five-year plan (2013–2017).

The four sub-components are: school-based management; teacher training and development; pedagogically sound curriculum and learning materials; and school infrastructure. Work on each of these sub-components will be inter-linked. For example, a coherent focus on promoting learning in the early grades will be a driving priority, with broader development of early childhood education and support throughout basic education to follow. Support to curriculum and materials will be consistent and link with teacher training, and school-based management support. These sub-components support supply side and demand side initiatives. All of this will be complemented by the systems strengthening support in Component 3.

The program will benefit all of Timor-Leste's 1300 basic education schools (15% of which are privately run, mainly by the Catholic church) over an eight-year period (2013–2021); and, up to 250 pre-schools and 100 secondary schools by the end of the program in 2021. Over 300,000 girls and boys in basic education will have better access, more equitable and inclusive learning opportunities and better learning outcomes, year on year, for seven years, up to 2020.

Up to 50,000 children in public and private pre-schools and up to 50,000 students in secondary schools (general and technical) will derive similar benefits from 2016. More than 12,000 teachers (basic and secondary, as well as additional pre-school teachers) will gain from professional development opportunities within schools and school clusters, and through national training programs.

While the program is designed to cover the whole education sector, the immediate priority and focus will be on basic education schools. This focus allows for a consolidation of early grade teaching, learning and access, and retention of all children through to the end of the third cycle of basic education. Analytical work will cover all sub-sectors (early childhood education and secondary), including to get a better understanding of the needs for teacher development, curricula and materials, in order to allow the program to transition to ECE and secondary education. Nonetheless, AusAID will continue to provide some targeted support to ECE (through its existing partnerships with the Alola Foundation and UNICEF) and to secondary education (through targeted scholarships for girls, again under the Alola Foundation).

The component will support a range of school improvement activities through the different sub-components, but will be managed to ensure these are mutually reinforcing and well coordinated. This work will be based on an early assessment of existing capacity, particularly of teachers and schools. AusAID will support the Ministry of Education (MoE) to plan school improvements, based on an understanding of minimum standards for all schools, and focusing on enabling teachers to deliver competent, structured lessons, using engaging materials, in particular for reading and basic maths. AusAID will also ensure its support is coordinated with that of other development partners working in the same area, such as UNICEF's support to Child Friendly Schools/Escola Foun. It will also be important to ensure a positive dialogue between state and non-state provision, learning lessons from Church provision that may help improve schools under government management, and vice versa.

School improvement interventions will be delivered through the MoE, with different types of AusAID assistance, financial and technical. A Specialist Education Provider and a dedicated AusAID procurement facility will be used. Some activities will be delivered by other partner agencies, including NGOs and multilateral agencies. Activities will be designed and delivered in support of GoTL programs and targets, and delivered through, government systems wherever possible.

Based on dialogue and agreement with the MoE, a cluster support team will be established and based in the MoE National Department for Basic Education. This team will harness the work of Ministry counterparts at different levels, international / regional and local technical assistance, and other development partners. It will work across all component activities supporting cluster and district level. In all cases where technical assistance is used, basic operating principles must be adhered to, including clear line reporting within the MoE structure, day-to-day working with technical counterparts, early assessment of capacity and joint development of work plans that align/integrate with MoE annual action plans.

Some of the activities under Component 1 are already underway through existing partnerships. The new program will absorb them and also build on them. They include:

- Baucau Teacher Training Institute: Pre-service training (Bachelor level) provided to about 150 trainee teachers
- Alola Foundation: Multilanguage resource development, scholarships for girls at secondary level, teacher training (certificate level), mobile library services
- UNICEF: National campaigns on out-of-school children, education materials development, child friendly school support at 48 schools, including infrastructure, materials and teacher training, support to EMIS and development of MoE policies, such as inclusive education
- World Bank: Series of analytical work and evaluation studies (including public expenditure review), development of SABER tools for Timor-Leste, Early Grade Reading Assessment (EGRA), school readiness pilot and evaluation.

2.1 Sub-Component 1.1: School-based management

2.1.1 Objectives: The objectives of this sub-component are to: help improve the capacity of school managers and district administrators to plan school improvements and use resources effectively for this; to enhance the participation and engagement of local communities in this process and in the school more generally; and to strengthen government capacity to deliver funds to schools. This support aims over the medium to long term to improve learning through improved school environments, a focus on school improvement planning, and increasing the demand by parents and communities for quality teaching/learning. The role of the school director will be increasingly important to manage and support the work of teachers to implement the curriculum and ensure progress in the teaching of literacy and numeracy (especially in the early grades). This is consistent and aligned with GoTL five-year education plan (2013–2017).

This sub-component will involve both the MoE, especially at the district level, and local CSOs and NGOs with a strong track record of working with rural communities. As much as possible and following further analysis, the support will also involve local leaders, the Church and other local organisations and groups. This sub-component will be complemented by systems strengthening sub-components, including for improved school inspection and support services by districts, and where necessary PFM support. Links will be made to relevant community development programs such as AusAID's PNDS program.

This sub-component will contribute to the overall program outcomes as set out in the design and M&E plan, including more equitable access to schools and improved learning outcomes. This sub-component will enhance the effectiveness of schools in a number of ways, including the way school managers and

teachers work, the outreach to communities and parents and their increasing engagement with the life and management of schools.

2.1.2 Context and rationale: School-based management is central to improving school performance. In Timor, a legal framework was introduced to establish a cluster-based system with 202 clusters of government schools, each comprising a central school which manages and supports a number of filial schools. Functions and responsibilities have been defined. New positions have been filled to administer and manage the clusters and to introduce school-based teacher training. The Catholic Church has recently organised its schools into 38 clusters, and integration with Government clusters is being negotiated. Learning from where the Church has managed to improve school performance will be important.

Autonomy over school funding and sufficiency of funding are important enablers of effective school management. In Timor, school grants are provided to finance basic school operating requirements, though current funding levels are inadequate (\$9 per basic education student per year). From 2012, grants have been sent through central school bank accounts for the first time.

Good schools are inclusive, engaging with, and benefiting from, community support. Giving voice to parents and children matters if schools are to be responsive to local needs and circumstances. In Timor, the rudiments of school planning and community engagement are in place. Some Parent Teachers Associations support schools. Occasional school development activities take place, sometimes associated with development agencies and CSOs. Districts supervise the schools and have a role in approving school plans and school grant expenditure. The GoTL has taken over the school feeding program. UNICEF is working with the MoE on supporting identified schools in five districts to be “child friendly schools”. The 2013–2017 education plan includes socialisation campaigns to increase enrolment and reduce drop out.

Apart from strengthening school planning and financial management, this sub-component. will contribute to building awareness of the value and importance of education, as well as to address issues of exclusion and inclusion as these relate to girls, children with disabilities, and other disadvantaged children.

2.1.3 Program activities: Priority will be given to increasing the level of funds that reach schools through school grants, including how grant levels are determined, and how grants are managed, used, acquitted and audited. To achieve this, training and other inputs will ensure school managers can undertake these roles effectively as part of school development planning, involving the staff and broader community as appropriate. During inception and the first year of the program, specialist support will be provided to assist the MoE to further plan and implement school grants and an associated school-based management support program. Community engagement is seen as a critical part of this work, which may involve non-State actors, such as local CSOs / NGOs. Following a PFM assessment, funding may be provided to MoE to supplement the school grants. This work will also be an important entry point to working with schools to improve approaches to inclusive education that ensure the safety and appropriate support to girls, and others facing disadvantage in accessing school (disabled children, minorities). Activities will include:

- a. **Investment in school grants:** Depending on the findings of a PFM review in the inception year, AusAID will provide financial support to top up school grants over the medium term with a view to establishing a sustainable, well-managed and accountable government system of school funding. Other support will include supporting the MoE to establish an appropriate school funding formula, which allows central schools to run in-service teacher development and other locally run initiatives to enhance the quality of teaching/learning. Policy dialogue with GoTL (Ministry of Finance; Ministry of Education) will focus on its commitment to increasing and sustaining its level of support for school grants over the longer term.

- b. **Training and other capacity development:** Support will be provided through the school cluster system to foster and implement school improvement planning; financial management and accountability; school-based professional development; and much stronger community engagement in school planning and management. This support will be provided through the Specialist Education Provider and build on existing training and capacities by GoTL and other partners. Training and other support to school directors will include a focus on managing teachers to apply the skills learned in pre-/in-service training for the teaching of reading and maths and other basic skills. Guidance and communications materials will be developed where they do not exist or reviewed/ supported where they do exist.
- c. **Community engagement program:** Work will focus initially on analysis of community perceptions of education, the costs to households of enabling children to attend school regularly, the reasons that exclude children from school, and examples of successful strategies for raising community awareness and engagement. AusAID will then support MoE-led community awareness campaigns, possibly linked to TV and other media engagement for education programming, raising the awareness of education, the importance of schooling and an understanding of GoTL commitments and the role and responsibility of parents and communities. Other support will include strengthening the ability of cluster/filial schools to outreach to communities, and enable communities to help plan, manage and hold schools accountable for school improvement activities. This will be provided through the Education Specialist Provider, as well as partnerships with others such as UNICEF and Alola.
- d. **Targeted financial support for disadvantaged children:** Current support to the Alola Foundation to provide scholarships to girls in secondary education will be assessed, with the potential to extend to the third cycle of basic education. In addition, based on further analysis and technical design work, targeted technical and financial assistance may be provided to enable children with disabilities to benefit from schooling (both at mainstream or special needs schools). Other potential support in later phases of the program could include assistance to the GoTL's school feeding program.
- e. **Innovative approaches to reduce repetition and drop out:** The Education Specialist Provider will work with MoE senior technical teams to put in place a broad strategy to reduce repetition, over-age entry / age in grade and drop out, taking into account work already underway by GoTL and other partners (e.g. UNICEF, USAID/CARE) and in the context of Church schools. This may include potential remedial teaching, link to awareness campaigns and more targeted outreach to parents of children not enrolled or not attending, and other school-based initiatives that will require national strategy and technical support.

2.1.4 Program inputs: The main inputs and cost drivers of these activities will include:

- a) **Per capita funding to school grants:** Exact levels of funding will be determined by analysis and dialogue with GoTL. An indicative per capita funding of \$5 per student per year could be planned for, as a top-up to the existing GoTL financing of schools. It is estimated that this would provide sufficient funds to schools to enable reasonable quality improvement measures to be undertaken, though this would depend on provision of adequate GoTL financing of school operational costs.
- b) **Technical assistance (national and international):** Technical assistance (TA) will support the planning, development and implementation of school-based management. This will include: supporting MoE staff to review and update guidelines and manuals; supporting INFORDEPE to prepare, review and deliver training and capacity building at school and district levels; and planning and implementation support for community engagement activities. Indicatively, one long-term international TA, possibly long-term local TA

(depending on MoE needs) and some short-term inputs for specific analysis and training will be provided.

- c) **Training and workshops:** Other training and workshop costs will be covered through the program, including printing and distribution costs. Training will be needed for at least two people from each of 13 Districts, around three people at all 240 central schools, and two at each of the 1100 filial schools. These estimates include Church schools.
- d) **Analytical work and surveys:** Surveys and other analysis (e.g. unit cost study, etc) will be required to support the scoping and preparation of school grants support, community engagement and associated campaigns, and targeted scholarships and stipends for disadvantaged children. This may be undertaken by TA, by MoE and local research organisations or by international specialists, including World Bank.
- e) **Media campaigns:** As part of community engagement, AusAID may support a range of communications activities, including possible development of educational programs for TV. Expertise will be sought to help the MoE develop an effective communications strategy, taking account of the best, most cost-effective means to reach the underserved.
- f) **Scholarships / stipends:** Based on analysis of possible targeted support to disadvantaged children (including disabled children), a study may be required to design an extended scholarship or stipend scheme. If agreed, this will require funding for a specified number of children, most likely over the three years of the third cycle of basic education.
- g) **Other program management inputs:** These will include support and equipment for TA and their MoE counterparts as well as other implementing partners (CSOs etc), including transport and communications.

2.1.5 Sequencing: The above activities will start in the first year of the program, with initial analytical work and review, and where necessary, PFM and other capacity assessments, to guide the more detailed implementation planning. It is intended that these activities will continue for the full eight-year duration of the program. Other sequencing considerations include:

- advisers will work with the MoE to ensure work plans for the sub-component are linked to MoE's Annual Action Plan
- school grant support will commence in 2014, with training put in place ahead of disbursements to be conducted on an ongoing basis, rather than as a one-off exercise (this will depend on sector PFM assessments and other analysis)
- funding of scholarships/stipends is already in place on a small scale with the Alola Foundation. Based on a review of progress, additional support of this kind will be prepared, but it will not commence before 2015.

2.2 Sub-Component 1.2: Better quality teaching

2.2.1 Objectives: The objectives of this sub-component are to improve the quality of instruction and the capacity of teachers in basic education (and later in secondary and early childhood education) to deliver competent classes, in line with GoTL plans. This sub-component will be complemented by systems strengthening sub-components, in particular Sub-component 3.1: Teacher policy and management systems.

This sub-component will contribute to achieving EOPOs of improved access and learning. It will do this by supporting better quality of classroom instruction and also increasing the value placed on schooling, hence stimulating the demand for education. The sub-component will contribute directly to improved teaching practice.

2.2.2 Context and rationale: Comparative experience suggests that a holistic approach to teacher development and teacher management is required if a competent, committed and motivated teaching

force is to deliver quality teaching and learning. International experience also demonstrates that quality teachers are the single most important determinant of quality of student learning.

In Timor, there are approximately 10,000 basic education teachers, but only about a third have the required qualifications. In addition, there are over 2000 volunteer teachers, mostly without qualifications and not on the payroll. Research suggests that in Timor there may be little qualitative difference between qualified and unqualified teachers. Experience is a better indicator of competency. Most teachers in Timor-Leste use a combination of lecturing (90% of classroom learning time) followed by silent, independent work. The amount of time actually used for instruction is uncertain. There are high levels of absenteeism. Violence is used sometimes as a means of exerting discipline. In many schools, more senior, experienced or qualified teachers do not teach early grade students, although this is where international experience indicates they are best used.

There have been some positive developments but much remains to be done. A teacher career regime was promulgated in 2010. INFORDEPE has been established to undertake the in-service training of teachers, which includes pathways to obtaining a Bachelor degree in teaching. By mid-2012, 1206 teachers were reported to have graduated with a Bachelor equivalent through INFORDEPE's pathways training. Curriculum is being developed for pre-service training for pre-school teachers'. A review of the regularisation of voluntary teachers is underway. The ANAAA provides annual independent reviews of accredited teacher training institutions. There are currently five main pre-service training providers in addition to the Ministry's INFORDEPE.

In the 2013–2017 five-year plan, GoTL intends to provide a Bachelor level course for up to 9500 teachers and provide continuous training in languages of instruction and the application of the curriculum for 5000 teachers. A Masters degree program in the training of trainers for the INFORDEPE faculty is also planned. At the pre-service level, it is projected that 1000 new teachers will be required by 2017.

2.2.3 Program activities: This sub-component will focus on teacher professional development (in- and pre-service training) at different levels, focusing especially on teachers already in schools, and linking with systems strengthening support (under Component 3) for broader teacher recruitment, deployment and management. Broadly, the number of teachers is adequate for basic education and likely to remain so on current projections. New recruitment will need to be reviewed as part of a broader teacher review, and may be brought forward as a priority to get more qualified teachers to work in remote and under-served areas.

An important priority of AusAID support will be on early grade reading and numeracy. Support to teacher professional development will be coordinated with broader work on the curriculum and provision of textbooks and learning materials and the policy on multilingual education. Teacher training will also consider integrating approaches to special needs education, and giving support to upgrade the skills of special education teachers. During initial work planning, an approach will be developed to inclusive education, focusing on the way teacher training can contribute to improved attitudes towards and support for girls / women in schools, their safety and other needs.

This support will be implemented through INFORDEPE, and potentially the national university, as well as other training providers. Developing an approach to the provision of in-service training at cluster/school level will require further dialogue and joint planning, and may involve both the Specialist Education Provider working with local CSO/NGO partners and possibly UNICEF and World Bank. While in-service will be given priority, existing support to pre-service training (in Baucau) will continue, and if further needs are identified through the Teacher Review and related dialogue, the program will be adjusted to support this as necessary.

It should be noted that Australia is already supporting pre-service teacher training at the Catholic Institute for Teacher Training Bacau with 50 new teachers re graduating each year. AusAID also has an agreement with the Alola Foundation for in-service training to pre-school and primary school teachers (200 each year) and for a mother tongue pilot in 12 schools including teacher training. Support for the

UNICEF program includes teacher training in focus schools. English language training is provided to teachers in both pre- and in-service training. Currently the agreement with the World Bank includes school survey work and the use of the Systems Approach for Better Education (SABER) which will also contribute analytical support to teacher professional development. Further support to the World Bank may include piloting of early childhood/school readiness programs, including in-service teacher training.

The early teacher appraisal / review will be a key opportunity to focus on and discuss with GoTL the role to be played by government teacher training institutions in both pre- and in-service training, and how a cadre of teacher trainers can be developed over time for training at institution and cluster levels. This will be critical to the success of this program.

Activities will include:

- a) **Joint appraisal and review of teacher development, supply/demand and management:** A quick review will take place in 2013 to guide priority interventions in in-service program development and teacher management systems strengthening (see Component 3) and will to draw lessons from across the system, including current provision by the Church.
- b) **Strengthening the institutional capacity of in-service training:** The strategy for this will depend to some extent on GoTL decisions on the future role of INFORDEPE and other institutions. This will include review and, where necessary, development and delivery of strategies, budgeting, teacher education curriculum and materials development, quality assurance and the training of trainers. There will be a focus on developing simple, practical guidance and tools for teachers, in particular for the teaching of reading in early grades. As part of this, AusAID will also support training for teachers in multilingual education. Through funding and capacity building support (e.g. trainer of trainers), this sub-component will also aim to provide training to at least 1000 teachers each year in pedagogical support and a further 1000 in teaching in mother tongue. Management support will also be provided to teacher training institutions where needed.
- c) **School and cluster level in-service training:** Linked to the above, the program will pilot and develop teacher development strategies to be delivered through clusters as part of school improvement. This will include the professional development of teachers within the system of school grants and school improvement plans; support to ongoing school director training including through INFORDEPE. School directors need to play a key role in cluster based training, ensuring the focus on improved classroom practice (especially for teaching literacy and numeracy). This may involve support to and through district offices, local CSOs or other innovative programs such as mother tongue education. The intention is to reach all teachers in basic education (i.e. around 10,500 teachers for now and more in later years of the program) with some degree of in-service training.
- d) **National pre-service teacher training:** Ongoing support to Baucau Institute will support at least 150 students to undertake a three-year program, with 50 graduating each year (i.e. 200 graduates over the first four years). Based on the teacher development appraisal, consideration will be given to support the pre-service programs that have been prioritised in the 2013–2017 education sector plan, including for pre-school and secondary levels.
- e) **English language training for teachers:** Existing support to ELT programs for pre- and in-service training will continue for the coming years. The teacher review and dialogue with the MoE will determine whether this needs to be extended in coverage or timeframe and the best delivery approaches. Currently, ELT support is given to teachers in pre-service training.
- f) **Scoping of support for pre-school and secondary teacher professional development:** For the first phase of support, the program will focus on basic education teachers, but from 2016 AusAID will undertake scoping and analysis to determine levels and types of support to pre-school and secondary education. In the interim, small-scale support to pre-school teachers is provided through the Alola Foundation and UNICEF.

In supporting pre- and in-service training, AusAID will identify opportunities to support teachers of special needs, upgrading their pedagogy, and over time bringing lessons on teaching children with disability in mainstream schools.

2.2.4 Program inputs: The main inputs and cost drivers of the activities will include:

- a) **Technical assistance (national and international):** Long and short-term TA will be required to undertake appraisal and review and support the development/ implementation of teacher professional development strategies and programs. This will include TA directly seconded to INFORDEPE and/or the MoE directorate responsible and may include further development of teacher training curricula, modules and materials. It will also be a key responsibility for the cluster support team, to help develop cluster-based in-service activities. Indicatively, this will require one long-term international TA, working with local/regional TA and possibly additional short-term advisory inputs.
- b) **Training and workshops:** As well as TA, other training and workshop costs will be covered, including training of trainers, planning / consultation workshops.
- c) **Materials for teacher training:** Support to INFORDEPE and other teacher training institutes will involve some support to the development of training curricula and modules, as well as materials for trainees. There may be a need to print and distribute these materials at institution and cluster level.
- d) **Study tours and other capacity development:** Where appropriate, the sub-component may develop study tours and linkages with other countries in the region to learn lessons from cluster/school-based professional development. Mentoring for senior teacher educators may be an effective strategy to provide sustained support to key staff.
- e) **Analytical work and surveys:** Initial study on teacher development/management issues will be undertaken. Other analysis will be required to support specific areas of teacher professional development over the first four years of the program, including work around voluntary teachers, the effectiveness of teaching guides, tools, etc. Needs analyses will be needed for teachers entering in-service, for language training, and for capacity building for institution managers, trainers etc.
- f) **Other program management inputs:** These will include support and equipment for TA and their MoE counterparts as well as other implementing partners (CSOs etc), including transport and communications.

2.2.5 Sequencing: The above activities will start with the initial appraisal undertaken by TA and other support working with the MoE/INFORDEPE. This will guide the development of work plans and other inputs. Other sequencing considerations include:

- Ongoing support to Baucau Training Institute, and the Alola Foundation will continue and will link to new work established under this program for both in-service and potential further pre-service training.
- It is anticipated that main activities for in-service training will take some planning, and will get underway in the second year of the program. The focus for the first four years of the program will be on basic education, though consideration will be given to expanding support to secondary teachers based on further analysis.

2.3 Sub-Component 1.3: Pedagogically sound curriculum and learning materials

2.3.1 Objectives: The objectives for this sub-component are to support the development and implementation of curriculum for each phase of the basic education system (and later for secondary and ECE), and, in the medium to long-term, to develop institutional capacity for this function within the

MoE. The sub-component will also support the development, procurement and distribution of textbooks, teachers' guides and other teaching/learning materials.

This sub-component will contribute to EOPOs by enhancing learning outcomes through the availability of teaching materials that are grounded in a sound curriculum and which enable teachers to work more effectively and deliver structured lessons. It is anticipated that this work will help strengthen the focus of the curriculum on key basic skills (including reading, maths and foundational learning skills). It is also expected that student attendance will increase if more (and more engaging) materials are available.

2.3.2 Context and rationale: Comparative experience makes clear that pedagogies that recognise the learning needs of individual children should inform curriculum development and classroom practice. Where a long tradition of directive, teacher-led learning is deeply embedded in schools systems this requires a major culture shift at all levels of the system. Curriculum development and the development of learning materials are central to initiating this shift in learning practice.

International experience shows that learning and teaching materials have the potential to make a real difference to the teaching and learning outcomes. For this, they need to support the curriculum, be embedded in local context and culture, appropriate to the learning needs, and written in appropriate languages. However, for best effect, teachers need support in using materials; otherwise, they risk sitting locked up in teachers' rooms and rarely used.

In Timor-Leste, the current curriculum for the first and second cycles was written in 2004 and introduced in 2008. The pre-secondary curriculum was completed in 2010. The curriculum was largely written by the Portuguese and based on the Portuguese curriculum. According to the MoE, while cursory references are made to certain social structures and cultural norms, the depth of content is weak, and there is no clear guide or syllabus to help teachers understand the often dense and unstructured material. The absence of gender-aware curricula is also an area of concern at all levels of schooling and will need to be addressed over coming years. In the new 2013–2017 education plan, a review of the curriculum for the first and second cycles of basic education is to be completed in 2014 with the associated development and procurement of learning materials.

The issue of language of instruction is a sensitive area politically and national language policy more generally. At a technical level there is recognition that the use of mother tongue instruction to gain initial literacy is important and the need for more curriculum materials available in Tetum. There is now a significant opportunity to make gains in this area with the approval in 2012 of the mother-tongue based Multilanguage Education Policy. The current curriculum prioritises Portuguese but the Government has stated its wish to have Tetum and Portuguese taught on an equal level.

In classrooms, good pedagogy is widely absent and most schools do not have access to sufficient textbooks and other materials. Textbooks currently available tend to be written in Portuguese, and are European focused and not adapted to the Timorese environment. When schools do have textbooks or readers, they are often unused due to low teaching skills and teacher confidence. There are few materials in Tetum available at schools, although the MoE with UNICEF support, has been developing Tetum textbooks for Grades 1-6 since 2010. In addition, AusAID in partnership with Alola distributed 95,000 Tetum readers for early grades in 2012.

At the end of 2012, the Government expressed a clear wish for AusAID to play a lead role in supporting this work in coming years. The Government also expressed a clear wish to have curriculum capacity within the MoE, rather than always relying on external support.

A recent review of MoE needs in the curriculum review identified the current opportunity to refocus the curriculum in this way, and link this to the development of clearer standards for classroom assessment, linked to progression to the next grade. The review highlighted the need for the curriculum to be clearer on use of tetum (and mother tongue) for literacy acquisition, a less theoretical approach to maths teaching grounded more in local context, and the introduction of modern strategies of instruction / pedagogy with easy to use lesson plans for all teachers to enable them to teach what is in

the curriculum. This initial work with the MoE can form the starting point for a program of support to curriculum review and revision.

2.3.3 Program activities: Subject to further dialogue with the MoE and more detailed assessment of needs, the sub-component will support the roll-out of the five-year plan, including the review and revision of curricula and development, and printing and distribution of textbooks and materials. This is a critical opportunity to help the Ministry develop a robust approach to literacy and numeracy within the curriculum that can be implemented with materials relevant to the country and linguistic context and supported through pre and in-service teacher training. As with other sub-components, priority will be given initially to early grade reading and maths, along with ensuring availability of materials in Tetum and mother tongue. Ensuring materials are relevant, appropriate and context specific will be paramount. There will need to be a link to school inspection to provide evidence on the use of materials.

Another key priority will be to help develop national capacity for curriculum development over the longer term. The approach will need to involve a number of Timorese stakeholders from the start, including teachers, staff from INFORDEPE/UNTL and others who can potentially develop as specialists in this area. It will also be important to develop one or more partnerships with curriculum development bodies in other countries in the region or further afield.

Activities will include:

- a) **Curriculum development and review:** In the short to medium-term (2013–2014), AusAID will provide technical support to MoE to further develop its planned curriculum reform agenda, as set out in the five-year plan. This will build on the work of long-standing partners to the GoTL in the curriculum development process, and work with those partners. Technical specialists will need to work with national staff on the review and development of curriculum at each cycle of basic education, and later at pre-school and secondary. This will include development of manuals, guidelines and lesson plans for teachers and will link to teacher training support under Sub-component 1.2. Curriculum awareness and orientation for teachers and others in the system will be planned for.
- b) **Strengthening sustainable curriculum capacity:** GoTL will identify key staff to work on new curriculum reform and, at the same time, put in place a process / approach to establish a national curriculum development centre over the long term. AusAID will support this work through this sub-component.
- c) **Textbooks and other materials:** In the short-term, AusAID will support the MoE by procuring and distributing textbooks and other materials to all basic education schools that will enable the teaching of the curriculum. A minimum level of provision will be five key texts for Grades 1–3, for 150,000 students at a proportion of 1 book for every 2 students. This can be extended to later grades based on progress in the first two years of the program. Other learning materials (e.g. readers in mother tongue) will be provided, building on existing support through the Alola Foundation (minimum level of around 400,000 readers / other materials per year). AusAID will also support the provision of the Lafaek magazine (about 1.4 million magazines per year) through CARE.
- d) **Teacher training on materials' use:** This sub-component will also provide associated teacher induction and training at the cluster level to increase awareness of how to make the best use of existing teaching resources. The emphasis will be on materials for early grades, in Tetum and mother tongue languages and aligned with the forthcoming curriculum review for basic education.
- e) **Disability / special needs education:** The sub-component will work with the MoE and other partners to ensure that the curriculum and materials account for inclusive education needs in the mainstream, and link to the training / pedagogy of teachers. It will also help to ensure existing special education centres use regular MoE curriculum.

These activities will be managed and implemented through the MoE (National Directorate for Curriculum, Materials and Evaluation, INFORDEPE and District level authorities on learning materials procurement, induction and distribution). Longer-term curriculum reform work will be with the central Ministry. AusAID will continue to work with Alola on mother tongue and Tetum materials for early grades, and with UNICEF on curriculum support and development. Initially, the provision of textbooks will use Australian procurement systems. When the GoTL has decided where procurement capacity will lie (in the MoE or centrally), the program will help to strengthen the procurement systems and capacity of the MoE, in partnership with the World Bank which is working in this area.

2.3.4 Program inputs: The main inputs and cost drivers of the activities will include:

- a) **Technical assistance (national and international):** To support curriculum review / development processes in the short and longer term, the development / adaptation of materials and textbooks for printing and distribution, and the building of local capacity for curriculum development within the MoE. Indicatively, one long-term international TA will work with local and other short-term specialists.
- b) **Training and workshops:** As well as TA needs, other training and workshop costs will be covered through the program, including for consultations and development of curriculum. Training will also be needed to support textbook and materials development and work with teacher training institutions to help familiarise teachers in their use.
- c) **Study tours and other capacity development:** Where appropriate, the sub-component may develop study tours and linkages with regional or international curriculum development bodies, and potentially for development of teaching materials. A mentoring program for curriculum development specialists will be a priority over the longer term.
- d) **Analytical work and surveys:** Surveys and other analysis will be required to inform the curriculum development process.
- e) **Printing and distribution:** Provision of materials and textbooks will require printing, consolidation and distribution to schools. Quantity will be based on those set out above.
- f) **Other program management inputs:** These will include costs associated with technical assistance, equipment, communications, that can facilitate the work of any teams established for this work.

2.3.5 Sequencing: In the first two years (2013–2014) priorities will be to initiate some of the curriculum review and development activities, while helping the MoE plan for the medium to longer-term approach. The sub-component will also fast-track the procurement and distribution of materials / textbooks and Lafaek magazines to schools, and work with teachers on the use of these materials. Longer term (2015 onwards), the focus will be on MoE capacity for curriculum development, including for monitoring, assessment and review of the curriculum and its associated learning materials. Other sequencing considerations include:

- Advisers will work with MoE to develop a work plan for the sub-component in the first months of the program that can be reviewed and updated annually.
- A stock-take of existing materials and textbooks available for procurement, and a more detailed plan for this procurement and distribution will be an early priority. An appraisal of the quality of materials and how they can be better aligned to support the curriculum will be important, with both short and longer term perspectives.

2.4 Sub-Component 1.4: Adequate, appropriate and sustainable school infrastructure

2.4.1 Objectives: The objectives for this sub-component are to support the GoTL plans to expand and improve the quality of classrooms and learning environments. In the longer term, this will aim to use and strengthen government systems for this work. National capacity to plan, implement and monitor

such work will be strengthened, including taking account of environmental impact of any new school construction and resilience against natural disasters and environmental change.

This will contribute to the EOPOs, most directly to the increased access to school for children, especially in disadvantaged and currently under-served areas and for specific disadvantaged groups (children with disabilities, girls, the very poor). This will also contribute to learning through provision of better and safer learning environments, more regular attendance and the reduced need in some instances for double shift schooling, hence allowing more time for teaching and learning.

2.4.2 Context and rationale: Classrooms are the place where learning happens. While learning can happen anywhere, safe, comfortable, clean and child friendly classrooms can assist in learning. Clean water, separate toilets for girls and boys, are as important as good classrooms and open spaces.

Since independence, there has been a substantial increase in the stock of education infrastructure in Timor-Leste, however, many classrooms continue to be in serious need of repair. World Bank and UNICEF (with some funding from AusAID) have assisted the MoE with school infrastructure. Primary schools have almost doubled in numbers since 1999. The stock of pre-secondary schools (third cycle of basic) has grown by 40%. The number of secondary schools increased from 43 in 2003 and to 94 in 2010. Designs have been developed for infrastructure for each level of education. While these gains in provision have been significant, nearly 2000 additional classrooms are needed for basic education and another 2000 classrooms require rehabilitation. Seventy per cent of schools have no electricity, 65% lack usable toilets, and 45% have no clean water. As a result, many schools teach in several shifts, reducing instruction time. Girls are also more likely not to attend or drop out due to lack of toilet facilities.

The procurement of infrastructure has been managed by the MoE Infrastructure Facilities Unit (IFU), supported by the World Bank (including with AusAID funding). The IFU was responsible for infrastructure designs, compliance and M&E and liaising with districts on tenders and progress, but actual tendering was done at the MoF and district levels. Procurement of furniture and equipment has been managed by the MoE Procurement Department. However, the future of the IFU is now under review and there is a chance of infrastructure procurement being centrally managed by the National Development Agency. Lines of responsibility for tendering and contracting new infrastructure also require investigation. AusAID will undertake no new procurement through current national arrangements until agreement has been reached on new and robust arrangements.

Under the 2013–2017 five-year MoE plan, a national infrastructure survey will be undertaken followed by the preparation of an infrastructure and equipment development plan for each basic school. Fifty central basic schools are to be rehabilitated annually from 2013 to 2017 and 240 filial schools per year for the same period. Primary schools impacted by natural disasters will be refurbished. Provision will be made for children with special needs. All basic schools are to receive 100,000 sets of desks and chairs. Under the plan, GoTL also intends to build and rehabilitate pre-schools and secondary schools.

2.4.3 Program activities

The AusAID school improvement component will contribute to the upgrading of school stock. A holistic view of school infrastructure will be taken, recognising the need for a safe and healthy learning environment. Meeting the needs of children with disability in mainstream schools is a further priority, and attention will also be given to the few special education centres that currently exist in Dili.

An early priority for support will be to work with the MoE to assess more specific needs across the sector, develop approaches to target infrastructure support where it is most needed. Priority will be given to supporting schools that serve poor and remote communities through both new construction and classroom and other facilities rehabilitation. In the first years of the program the focus will be on basic education, though support could be provided to pre-school and secondary schools in future years. This sub-component will coordinate with other partners active in infrastructure support, including UNICEF. Analysis will be undertaken to ensure work of this kind will avoid negative environmental impact or be designed to minimise risks from natural disasters.

It should be noted that AusAID currently supports a UNICEF program which has a classroom and WASH (water, sanitation and hygiene) infrastructure sub-component, mainly semi-permanent structures in rural schools; and a construction component under the Education Sector Support Program managed by the World Bank, which will finish in mid 2013.

Activities will include:

- a) **School mapping:** Assistance will be provided to carry out a comprehensive school mapping to identify construction and rehabilitation needs across the whole sector. This work will link in with EMIS for the ongoing updating of this database.
- b) **School building:** Support will be provided for new schools or new classrooms/ toilets where there is a serious access problem. In particular, the focus will be on remote schools and central schools which need greater capacity to meet increased numbers of students progressing to the third cycle of basic education.
- c) **School rehabilitation:** Support will be provided for whole school rehabilitation where there is an urgent need for improvement.
- d) **Studies on cost-effective infrastructure approaches:** Studies and other support will be provided to develop innovative and cost-effective approaches to infrastructure development, to ensure value for money and sustainable longer-term development. This will include drawing lessons from other development partner support (World Bank, UNICEF, etc).
- e) **Institutional strengthening for infrastructure planning/management:** AusAID will identify the support needs of relevant infrastructure procurement agencies and systems as they are agreed within government.

These activities will be implemented in association with appropriate GoTL agencies. In the short to medium term, procurement will be done through AusAID's dedicated procurement facility. Further infrastructure support will be provided through existing partnerships with UNICEF and the World Bank. Consultation will be conducted with disability organisations around the nature of specific types of infrastructure provision.

2.4.4 Program inputs: The main inputs and cost drivers of the activities set out above will include:

- a) **Technical assistance (national and international):** TA will support the development of an infrastructure development plan, associated management and monitoring systems within the MoE. TA may also provide support to the school mapping exercise and systems development. Indicatively, one long-term TA may be needed to assist the MoE to plan and oversee this sub-component. Short-term / local TA needs will be determined by a more detailed work plan.
- b) **Procurement of infrastructure:** This will include classrooms, toilets and other infrastructure, as required and agreed, for new building and rehabilitation, as well as furniture and equipment. As a contribution to the GoTL's plans and targets, this will include building up to 50 new classrooms per year, with associated toilet / WASH facilities, furniture and potentially teacher housing. As a contribution to the GoTL target of rehabilitation of around 300 classrooms per year, AusAID support will target around 100 classrooms per year, with associated toilet / WASH facilities, and furniture. Support will consider best ways of improving access to school by children with disabilities, as well as possible specific support to special needs schools.
- c) **Training and workshops:** As well as TA needs, other training and workshop needs may be supported, for example for the development and reporting on the school mapping and other planning work.

- d) **Analytical work and surveys:** Surveys and other analysis may be required to support the infrastructure sub-component, including possible support to the initial comprehensive survey of schools, and more specific analysis such as cost effectiveness/benefit.
- e) **Other program management inputs:** These will include transport and other equipment, including for school mapping.

2.4.5 Sequencing: The above activities will start with analysis, planning and scoping support to the MoE, with rehabilitation and building work starting in the second year of the program. Other sequencing considerations include:

- Advisers will work with the MoE to develop and finalise a national plan for infrastructure development. As part of this, a work plan for AusAID procured services will also be developed.
- Support in the first two years will target basic education schools but may be broadened to pre-schools and secondary schools in future years.
- AusAID will conduct a broader PFM and procurement assessment in the education sector, which will inform future decisions on the use of national systems and how to increasingly align with them and strengthen them.

3. Component 2: Skills training improvement

This component focuses on enabling providers to deliver quality training, achieve defined learning outcomes and continually respond to the changing needs of employers and learners; particularly the growing number of young people who need to gain employability skills and access to the labour market. International experience has shown that the systems and strategies established at the national level can provide the framework for providers to operate effectively.

Essential national systems for skills training include development of competency standards and associated curricula and training packages, quality assurance systems, national strategic plans resource allocation, systems that enhance employer engagement, and information systems that inform decision-making. These systems need to be oriented to ensure public and private providers, as well as enterprises that engage in training, can provide high quality and relevant skills training/development.

Under this component, four inter-related sub-components will help deliver improved skills training at provider level. The four sub-components are: training materials development; training of trainers; training provider management; and employer engagement and linkages to the labour market.

These will be supported by system strengthening set out in Component 3, including for TVET Quality Assurance (Sub-component 3.3), Management Information Systems (Sub-component 3.4) and improved strategic planning and financing (Sub-component 3.5). System strengthening will create the environment for improved training. For instance, SEPFOPE needs to set industry sector priorities for TVET and facilitate the development of strategies for delivery of skills development. Quality assurance and application of competency standards, with employer engagement, will provide a framework for improved provision of relevant materials / training packages and other support to improve trainer capacity.

This component will enable public and private providers of TVET, and a selection of enterprises in the formal sector, to deliver improved skills training. In line with the government objectives of improving access to TVET, the program will help to improve access to foundation level programs across Timor-Leste, as well as developing TVET programs in new areas that support the government's agenda of diversifications and the demand for higher level skills in targeted sectors.

The program will be managed through SEPFOPE and will involve different types of AusAID assistance, covering technical assistance and financial support. AusAID support will start in the first two years with funding to the Training and Employment Support Program (TESP) being managed by ILO with SEPFOPE. This program will help provide the initial building blocks for systems reform and improved service delivery by providers, as well as the selection of priority areas for future support over the eight-year program. Under the first two years, TESP priorities include:

- improve regulatory framework for the coordination and management of TVET
- analytical research capacity for understanding the labour market
- increased number of providers to deliver quality competency-based qualifications, and improved management of providers
- responsiveness of the TVET system to the labour market and linkages between training and employment services to the labour market.

AusAID will develop longer-term support to the sector and, as part of this, will focus on agreed industry sectors, including tourism and others that will be confirmed during the first year of implementation. This will support the government approach and will facilitate a coordinated effort between development partners, including the ADB, which is supporting mid-level skills training in automotive and construction industries.

3.1 Sub-Component 2.1: Training materials development

3.1.1 Objective: The objective of this component is to ensure providers have access to training materials and packages of good quality, relevant to the needs of employers and linked to the national qualifications framework and standards. This will contribute to end of program outcomes for improved learning and to ensuring graduates are developing the right skills and knowledge for employment.

3.1.2 Context and rationale: Until now, the focus on quality has been at the national level and on systems for supporting a regulatory framework, particularly around the registration and accreditation processes managed under INDMO (the national training agency). INDMO also sets and approves competency standards and assessment. SEPFOPE has recognised that there is a need to provide institutions with improved learning material and has supported the development of the SDRA/TVET Centre, but limited effort has so far been given to resourcing the centre with training packages or improved learning materials. This component will help drive the national agenda for quality by making materials of this kind available to providers.

The quality of provision will also depend on how effectively providers deliver training. International experience has shown that an important way to improve the quality of curricula is to develop training packages that can be utilised by providers (to deliver competency-based training). The movement towards CBT is a new concept in Timor-Leste and the use of training packages will help ensure that CBT becomes more widely accepted and used as the mode for delivering training. The training packages will be built around the competency standards established by INDMO, and involve the identification of learning outcomes and learning activities. It will be central that the learning activities encompass practical learning in the workshop and also work experience within an enterprise, helping to develop students that have 'work ready skills'.

The development of training packages will involve a number of different organisations. The main responsibility will be with the SDRA/TVET Centre who will lead the development of training packages and will also lead on skill upgrading of instructors (supported under Sub-component 2.2).

The type of training packages to be developed will depend on which sectors are targeted for support and what competency standards are developed. SEPFOPE will determine these priorities, though an early priority will be tourism and hospitality.

3.1.3 Activities: The sub-component will work with SEPFOPE and the SDRA/TVET centre to support the development and dissemination of the training packages.

Activities will include:

- a) **Develop the content of training packages and pilot with TVET providers:** Teams will first finalise the focus sectors/occupational areas, then work on developing content of materials and packages. As part of this, a review of material from other countries will be undertaken for possible modification to the context of Timor-Leste. Industry sub-commissions will be involved as part of this process to ensure relevance to industry needs. These materials will be piloted at a number of TVET institutions with feedback used to finalise materials for broader circulation.
- b) **Printing and distribution:** A strategy will be developed with the TVET Centre for the most cost-effective approach to make materials available to all providers, based on existing funding mechanisms.
- c) **Develop broader plan for materials development:** Once initial training packages have been piloted and training provided to instructors across Timor-Leste, a national plan will be developed for the development and roll-out of the training packages across new sectors and at higher qualification levels (i.e. Levels 3-4).

3.1.4 Program inputs: The main inputs and cost drivers of the activities set out above will include:

- a) **Technical assistance (national and international):** TA will support SEPFOPE, SDRA/TVET Centre and INDMO to carry out the development and dissemination of materials. Initially some of this work will be undertaken by the TESP with ILO support, though over the longer term, other approaches could be adopted. Indicatively, a total of eight months of international TA over a period of three years will be required to support the development and implementation of the training packages. Another 24 months of local TA will be required to support effective implementation of the training packages. Other international TA will be required to support the assessment processes (three months international and nine months local), deliver the workshop (three months international and nine months local).
- b) **Workshops and training:** A series of workshop will take place to support the development and roll out of the training packages. This will be organised by SDRA/TVET centre and INDMO.
- c) **Printing and dissemination:** Depending on the approach taken, there may be some needs to print and disseminate materials to providers and trainers.
- d) **Other program management inputs:** These will include support and equipment for TA and their SEPFOPE counterparts as well as other implementing partners (providers), including transport and communications.

3.1.5 Sequencing: The above activities will start in the first year of the program under the ILO managed TESP; training package development, piloting and roll out of a national program. The reform of assessment processes would take place during the end of the first year linked to the trainer training sub-component. It will be important to ensure synergies with the training of trainers.

3.2 Sub-Component 2.2: Training of trainers

3.2.1 Objective: The objective of this sub-component is to ensure that a more coordinated and strategic approach is developed for the training of trainers and instructors.

This will contribute to the end-of-program outcomes for improved learning amongst students, as well as ensuring that employers obtain the skilled young people that they require. This will be done by developing an accredited instructor training program at different levels, and in targeted sectors, and providing a minimum standard of training for instructors linked to the development of standards and related training materials.

3.2.2 Context and rationale: Currently there is minimal support for the training of trainers in Timor-Leste. When training takes place, it occurs in an ad-hoc manner and normally involves short courses that are not accredited. When formal training and accreditation takes place, it is dependent on the Australian Certificate level two-year program for instructors.

The government is planning to implement a wide scale use of competency-based training (CBT) and most instructors are not familiar with this mode of learning. In addition, training packages will be developed under Sub-component 2.1 and most instructors are not familiar with how to utilise such material. The lack of support for trainers can act as a severe constraint on learning outcomes. This will be increasingly important as plans are taken forward for delivering higher-level TVET programs.

Initial work will be undertaken by the ILO under the TESP, which will complement work of the ADB to develop around 30 trainers in mid-level programs. However, more needs to be done to produce a pool of competent trainers to meet the growing demand for new types of programs, as well as those at higher levels. The process of training trainers will need to be coordinated through a strategy developed through SEPFOPE.

3.2.3 Activities This sub-component will tackle three interrelated areas; the development of a train-the-trainer strategy, and skill-upgrading for existing trainers, and the development of formal qualifications at different levels for this profession. The sub-component will support the development of a recognised training of trainer's profession. This process will involve the development of a series of qualifications, from certificate to diploma and eventually degree level qualifications. Each of these qualifications would need to tackle pedagogical, technical and industrial experience. This should be supported by the setting up of a professional association for instructors, possibly linked to a similar type association overseas.

The program will also scope the potential to develop strategies for the recruitment and retention of instructors, possibly through reforms to conditions of service and remuneration. However, this is not an immediate priority under the sub-component and may take some years to address.

Activities will include:

- a) **A feasibility/scoping study:** This will provide an indication of the numbers of trainers and priority subject areas for training. This will draw on GoTL priority sectors and other labour market information, with involvement of Industry Sub-commissions.
- b) **Set up and run training of trainer/mentoring programs:** The TVET Centre will run training of trainers programs, for selected / identified providers. SEPFOPE will help guide the identification of priorities for training and a process for identifying a cohort of trainers for upgrading/entry level training (initially for a certificate level, but later for possible diploma level). This will focus on the skill upgrading of existing instructors, and will include a possible mentoring program. The TVET Centre will select a cohort of instructors who can be trained as mentors (people with a background in the priority sectors and a pedagogical qualification). Around 30 instructors should be selected. These instructors may be sent on overseas training to develop experience, with focus on CBT approaches. Pilot mentoring support with selected providers.
- c) **Introduce accreditation for skill upgrading:** It will be important that this training is accredited and forms part of a qualification. The sub-component will support the TVET centre to determine the content of trainer qualifications. Emphasis will initially be given to the certificate program and a diploma in selected sectors. Each of the programs will be based on competency standards and will have to go through the qualification assurance process established by INDMO.
- d) **Establish a professional organisation for trainers:** This will need additional scoping and agreement by key stakeholders. Support may then be provided to develop/establish a mandate for a voluntary organisation, with members taking an active role. Support could later be provided to link the professional organisation to a similar organisation overseas. Part of this process will involve exchange visits to overseas countries to share experience.

A final area for the longer term is the introduction of possible reforms into the pay and conditions for trainer profession. This will be vital for the attraction and retention of suitable people into the profession, though may not require AusAID program support.

3.2.4 Program inputs: The main inputs and cost drivers of these activities will include:

- a) **Technical assistance (national and international):** To support SEPFOPE, TVET Centre and INDMO to carry out the activities outlined above a number of national and international technical assistance will be hired. This will help to support the feasibility study and to develop the train-the-trainer strategy, mentoring program and the development of qualifications. Where possible, a link should be made with a TVET institution overseas to support this process.
- b) **Training and workshops:** As well as TA needs, other training and workshop costs will be covered through the program, including a program of workshops and training with providers and those involved in curricula development.
- c) **Study tours and other capacity development:** TVET institutions overseas will be identified that provide CBT and utilise training packages. A total of 30 instructors will be selected and sent on

study tours of around three weeks. If industrial placements are not possible in Timor-Leste for the instructors, they should participate on a Teachers Industry Practice (TIPS) program in the same overseas country for a further two weeks.

- d) **Other program management inputs:** These will include support and equipment for TA and their SEPFOPE counterparts as well as other implementing partners (providers), including transport and communications.

AusAID will also scope opportunities to link this work with separate scholarship programs, to provide experience and training for the best trainers to work at the higher level qualifications.

3.2.5 Sequencing: The above activities will start in the first year of the program, but scoping will have to take place to reach agreement with SEPFOPE and partners over priority sectors and their respective roles. The sub-component will need to be planned and implemented in close coordination with Sub-component 2.1, to ensure CBT materials and packages are integrated as part of trainer training. Early progress will be important in upgrading the skills of a cohort of trainers to run the training of trainer programs to roll out the program over coming years.

3.3 Sub-Component 2.3: Training provider management and development

3.3.1 Objective: The objective of this sub-component is to ensure that providers improve the management of programs/institutions, are committed to continual improvements, deliver their programs in a cost-effective way and are sustainable over the medium to longer term. This will support end of program outcomes for improved learning and employability of graduates through ensuring provision meets national standards, and opens up opportunities for a wider range of students across the country to receive high quality skills training in priority skills areas.

3.3.2 Context and rationale: Over the medium term, it can be expected that quality improvements will be achieved by TVET providers and this would impact positively on learning outcomes, with providers competing for students on the quality of their programs and their corresponding costs. Currently there is significant variation in the quality of provision and the way training is managed. As system reform becomes more established, it will be important to ensure that training providers have the physical and human capacity to compete and deliver quality programs in a cost effective and responsive manner.

Training providers themselves need improved systems for managing staff and resources and planning for medium to longer-term development, including access to financial and general management training. To extend training opportunities around the country, some attention is also needed to help develop high quality training facilities in locations outside of Dili and Baucau.

3.3.3 Activities Working with SEPFOPE and other multilateral agencies, the program will:

- a) **Support for registration / accreditation of providers:** The impact of new quality assurance systems will rest on the ability of training institutions to meet the standards for accreditation. The ILO TESP program will start a process of reviewing mechanisms that will enable providers to access funds to upgrade and meet for accreditation requirements. SEPFOPE has also identified a number of centres of excellence that will be upgraded. At an early stage in the program, a feasibility study will be conducted to identify the possibility of funds being targeted at selected providers for upgrading, particularly in higher skills area. Such centres of excellence could act as a resource for surrounding providers in the region. As part of this process the program will provide support for training providers to develop improvement plans. Another aspect of this support will be to develop simple quality assurance systems at provider level, including for stage development and performance management, financial management/ procurement, etc.
- b) **Training for managers of TVET providers:** Management training should support providers in management and planning of courses, staff professional development, resource / financing management etc; and may link to broader outreach and social marketing of TVET services,

fostering demand for services through communication and outreach to local communities and employers.

- c) **Support the physical upgrading of selected providers:** The ILO/TESP will upgrade the facilities and equipment of TVET institutions at Suai, Viqueque and Los Palos through the FEFOP fund. This complements planned work by the ADB at the Dili Institute of technology and Don Bosco, enabling institutions to deliver mid-level skill programs. An assessment will also take place of this support to evaluate their impact/effectiveness. It may then be possible to identify further institutions for physical upgrading. As part of this support to facilities development, a repair and maintenance strategy for TVET providers will be put in place, to ensure recurrent cost implications are met.

3.3.4 Program inputs: The main inputs and cost drivers of these activities will include:

- a) **Technical assistance (national and international):** TA will support the TVET Centre to put in place a training program for providers, and associated planning and management tools. TA will also work with SEPFOPE to manage any facilities development at institution level, through FEFOP funding.
- b) **Equipment and physical upgrading:** The ILO TESP program will support the upgrading of providers through the FEFOP fund. In future, broader support of this kind could be supported, depending on progress. Equipment will also be required to support the accreditation of an increased number of providers, particularly those in priority skill areas. At end of the first year, an international TA will be required for two months to assess the progress of the existing TESP program in supporting this kind of institutional development.
- c) **Training/workshops and other capacity development:** Workshops will be targeted at managers of TVET providers. Other support will be through guidance materials, possible mentoring support, and potentially study tours or other approaches to develop the capacity of managers at the centres of excellence. A selection of TVET managers could benefit from a distance learning program in management.
- d) **Other program management inputs:** These will include support and equipment for TA and their SEPFOPE counterparts as well as other implementing partners (providers), including transport and communications.

3.3.5 Sequencing: Some of these activities will be initiated under the ILO/TESP to support upgrading and equipment during the first two years of the program. Scoping could determine whether other TVET institutions could be given this kind of support following an assessment of the TESP program. This would need to take on board the demand for future programs and learner access, particularly in remote areas. The setting up of centres of excellence will require support over the eight years of this program. Under a regional-based strategy for TVET, centres of excellence could be used as a resource for other training institutions.

3.4 Sub-Component 2.4: Employer engagement and linkages to the labour market

3.4.1 Objective: The overriding objective is to improve employer engagement in the TVET system and establish strong linkages with the labour market. This will contribute to end of program outcomes through ensuring graduates have relevant skills for employment.

3.4.2 Context and rationale: Currently, there are limited links between the TVET system and the labour market. As a consequence, the TVET system is not able to understand what industry requires and, in turn, industry has a poor perception of TVET. SEPFOPE has started to make progress to reverse this situation and establish, with the support of the ILO, a number of Industry Sub-Commissions (ISC) as a form of encouraging employer engagement. In addition, SEPFOPE has set up Career Guidance and Counselling Centres (CEOPS) in a number of districts to help improve the match between the supply and demand for labour. Another component of improving linkages to the labour market involves the setting up of information systems to understand skills needs and trends in the labour market.

The program will help consolidate and, where appropriate, extend these existing initiatives. Around eight Industry Sub-Commissions have been established and, despite their relative success, they have limited formal structures or capacity. Similarly, apprenticeship and skill upgrading programs are relatively underdeveloped. Only two enterprises have registered to become providers. To extend this, requires a change in employer attitudes towards training, possibly through the introduction of some form of incentive for employers, the development of information campaigns on the benefits of skills development and training, and development of more formal mechanisms for engagement.

CEOPS have been established in five districts so far. The CEOPS coverage is limited, but they could play a key role in improving linkages between employers and the TVET system.

3.4.3 Activities: Initial work through the ILO/TESP will help improve the capacity of the Industry Sub-Commissions and make them more sustainable. This will involve the development of a mandate for the ISCs, their work on training standards and materials and support for the development of TVET sector plans. In some countries where there is limited number of employers, it is also possible to involve a respective government line ministry to drive this process. For instance, the Ministry of Tourism could play an important role in this process. The ILO TESP can start this process, but longer-term support will be required to ensure that such structures are effective and sustainable.

Support through the ILO will encourage companies to become involved in the delivery of training through the piloting an apprenticeship program. The ADB is also doing some work in this area. AusAID will engage with dialogue with SEPFOP and ILO on focus/priority sectors and at what levels.

The ILO/TESP will provide support for the development of four new district CEOPS and also a social marketing campaign to influence more positive perceptions towards TVET. The program will have to investigate the effectiveness of the CEOPS and whether additional support should be provided.

Activities will include:

- a) **Capacity development for ISCs:** Priority will be given to ISCs in key sectors. The sub-component will help define the mandate for the ISCs, functions and activities etc. This will also support their engagement in key areas of work, including standards setting, materials development, and quality assurance.
- b) **Develop sector plans for TVET:** Initial work under the ILO/TESP will identify how a sector TVET plan could be developed, with potential involvement of other line ministries and employers.
- c) **Support for apprenticeship training:** The sub-component will support the piloting of apprenticeships under TESP, and learn lessons from this (and ADB experience) to scope potential extension / roll out of apprenticeships nationally (and for other sector / occupation areas). The design of apprenticeship and workplace learning will need to equally benefit women, the disabled and those living in isolated areas. This might involve some form of incentive and be related to the funding strategy.
- d) **Develop a social marketing campaign for TVET:** The sub-component will scope and develop a social marketing campaign that encourages more positive attitudes towards TVET, amongst employers, parents and students. In order to help reinforce many of the reforms, it will be important to help ensure that employers gain a better understanding of what TVET can do for them. Students should also be informed of the possible benefits, particularly around TVET and opportunities for improved career prospects.
- e) **Investigate the future roles of CEOPS:** The program will investigate the future direction of the CEOPS, including whether or not there is a need to expand into new districts. It will also be important to determine whether CEOPS need to perform new functions in the light of anticipated demands, such as support for the seasonal workers program and possibly targeted English language training. Some support of this kind is planned under the TESP.

3.4.4 Program inputs: The main inputs and cost drivers of these activities will include:

- a) **Technical assistance (national and international):** Selective use of TA will support SEPFOPE to improve employer engagement. The ILO will take the lead in building the capacity of the ISCs. Specialist short-term TA maybe needed to facilitate the development of the TVET sector plans.
- b) **Awareness campaigns:** If agreed, some funding / technical support may be needed to develop and implement social marketing / awareness campaigns for TVET among employers and students.
- c) **Other program management inputs:** These will include support and equipment for TA and their SEPFOPE counterparts as well as other implementing partners (providers), including transport and communications.

3.4.5 Sequencing: There are a number of decisions that need to be made before work can take place on this component, particularly around reaching an agreement on priority sectors. Progress under TESP will determine the roll-out of broader reforms over the eight-year program.

4. Component 3: System strengthening

The third program component will focus on education and training system strengthening. There are extensive needs in this area, beyond the scope of this program. A Management Strengthening Program (MSP) under the Global Partnership for Education (GPE), managed by the World Bank, is already providing some support of this kind. The AusAID program will expand system strengthening, focussing on areas/systems that are fundamental to the success of the other components.

Six main areas of work are envisaged under this component. The first (teacher policy and management) and second (school system quality assurance) relate directly to school improvement. The third (TVET quality assurance) is focused on skills training. The other sub-components cut across school improvement and skills training improvement, covering M&E and education and training research, management information systems, sector planning and financial management,

4.1 Sub-Component 3.1: Teacher policy and management

4.1.1 Objectives: The objective of this sub-component is to support GoTL to consolidate the progress made in establishing a teacher career regime and, particularly, put in place the systems that will strengthen the recruitment, performance management and overall motivation of teachers. A critical objective of this sub-component is to contribute to more equitable deployment and support for teachers in remote / disadvantaged communities and of well-qualified teachers to early grades of basic education.

The sub-component will contribute to EOPOs through improved teacher behaviour in schools (e.g. regular attendance), which in turn contributes to school improvement and better learning.

4.1.2 Context and rationale: International experience has shown that for teachers to teach well, they must be well managed, supported and trained. A teacher management system needs to ensure effective recruitment and deployment of teachers around the country, in particular to ensure under-served areas have effective and qualified teachers. Moreover, good teachers need to be used in early grades where the foundation of literacy and numeracy is established.

This is not the case in Timor-Leste. Demand, supply, deployment, conditions of service and professional development are insufficiently addressed. Sub-component 1.2 of the program addresses professional development, while this sub-component aims to strengthen teacher management. The quality of teacher management is poor. There are significant problems relating to staff discipline, classroom attendance and accountability. For many teachers there is no discernible link made between attending work, performing and receiving a salary. Poor performing teachers with low qualifications often receive the same salary as those with high-level qualifications, and there is no system in place to reward good performance.

These problems and challenges are recognised by GoTL. A teacher career regime has been put in place, though support is needed for its implementation. In the 2013–2017 MoE five-year plan, provision is made for the elaboration of teacher policy and management procedures. Attention is to be given to monitoring and managing teacher attendance and to analysis and systems development to manage the supply and demand of teachers. This will mean drawing on EMIS data on teachers and also reconciling with the Ministry of Finance and the Civil Service Commission data. A teacher performance evaluation system is also to be introduced. Much of this work is currently scheduled for 2013, but will take a number of years to get right, and importantly to build consensus around reform.

Establishing effective teacher policy and management systems is a core function of the MoE, and given the proportion of the sector budget that teachers represent, and their importance in delivering learning outcomes, this is one of the critical priorities for GoTL in the sector.

4.1.3 Program activities: This sub-component will help GoTL build a stronger analytical and evidential basis for future teacher policy and management, and develop national capacity for analysis and systems development in this area. AusAID is currently supporting the World Bank's Systems Approach to Better Education Results (SABER) program. Teacher policy is one of its major areas of assessment with results expected during 2013. The nationwide schools survey, which is expected to report in early/mid 2013, will provide important information on the geography and profile of teachers across the country. There are plans to assess the implications of the rapid expansion of the teaching force through a Public Expenditure Review (2014) to be undertaken in partnership with the World Bank. Collectively this work will provide a substantive body of work over the next two years (2013–2014) to help to determine priorities for teacher policy interventions.

Activities will include:

- a) **Joint appraisal/review (See Sub-component 1.2):** As set out in Sub-component 1.2 for teacher professional development, a review of teacher development, supply / demand and management will provide a basis for planning further technical support to teacher policy and management systems development.
- b) **Teacher supply/demand analysis and systems:** A related area of support will be undertaking an initial teacher supply / demand analysis and establishing a simple system (including database within or linked to EMIS) for tracking teacher supply and demand across the country. This system needs to be able to report to the key decision makers and inform teacher recruitment, deployment and professional development (including output from teacher training institutes).
- c) **Capacity development for national level teacher management:** Subject to the findings of joint analysis and review, a key area for medium to long-term support will probably include strengthening the capacity of the National Directorate of Human Resources in the Directorate of Corporate Services in the MoE to undertake its teacher management functions effectively, especially as these relate to teachers' deployment to the most disadvantaged parts of the

country and to early grades of basic education. This will involve initial work to review systems, and develop a medium-term strategy for implementing and strengthening these systems, involving the work of officials at national, district and school / cluster levels. The sub-component will look for innovative ways to provide GoTL staff with training and other learning opportunities around teacher policy/management internationally. It may involve short-term TA, working alongside existing support such as that of the World Bank. This will also be an important entry point to dialogue around broader systemic issues (linked to civil service reform) including recruitment and remuneration.

- d) **Capacity development for teacher performance management at school/cluster level:** At the sub-national level, this sub-component will ensure systems support is in place to complement the work being done at school/cluster and District level for school-based management, which includes day-to-day teacher management and supervision. This work will focus on good management practice through support, advice and good mentoring and monitoring. Work with MoE at the national level will help put in place systems and guidance for ensuring teacher attendance and time on task.

Central to making this sub-component effective will be working with districts and schools through other sub-components of this program (e.g. for school-based management, teacher professional development, and school inspection).

4.1.4 Program inputs: The main inputs and cost drivers will include:

- a) **Technical assistance (national and international):** TA to support policy and systems development. Levels of TA support will need to be agreed with the MoE, based on analysis and review and support by other donors. Indicatively this will include short-term inputs from international and local TA. Support of this kind will help in conducting analytical work, using the findings to develop strategy, implementation planning, and capacity building in this area.
- b) **Analytical work and surveys:** Surveys and other analysis (e.g. teacher supply/demand) will be required to support systems development, linking with EMIS.
- c) **Training and workshops:** As well as TA needs, other training and workshop costs will be covered through the program, including for building consensus around strategy development and implementation, and support to selected senior management in broader teacher policy/management (e.g. through international online training).
- d) **Study tours and other capacity development:** As part of developing capacity in teacher management, opportunities for learning from other countries in the region may be explored, linked to mentoring.
- e) **Other program management inputs:** Apart from some costs associated with TA, these will be minimal in this case.

4.1.5 Sequencing: The above activities will start in the first year of the program with the joint appraisal / review and collating the findings of other relevant studies. Other sequencing considerations include:

- Advisers will work with the MoE to develop a plan for support in this area, linked to the MoE 2013–2017 plan and annual action plans, and ensuring links to other components of AusAID support.
- Initial review/analysis will look at teachers across the whole sector, from pre-school through basic and secondary. This will also need to account for broader HR issues, outside of teaching staff and to include considerations of administrative staffing levels and management.

- More specific activities in rolling out management systems may then prioritise basic education teachers, though this must always be in the context of a broader system and recurrent budget for staff remuneration.

4.2 Sub-Component 3.2: School systems assessment and quality assurance

4.2.1 Objectives: The objective of this sub-component is to establish a fully functioning district and national school inspection system. In the context of Timor, a small country with 1300 basic schools, in about 240 clusters, this is a manageable prospect. This sub-component will address two critical areas of quality assurance in the school system: learning assessment and school inspection. This sub-component will ensure districts play an important support role in school management and teacher performance. In addition, this sub-component will support GoTL to establish sustainable systems for assessing student learning (focused on literacy and numeracy), that produce feedback to teacher trainers, curriculum developers, teachers themselves and school communities.

This sub-component will contribute to the overall EOPOs, including helping to define and enhance school effectiveness and measure student learning. A more professional and motivated inspectorate, over time, can play a role in improving the working practice of school managers and teachers. National and classroom assessment data can inform improved teacher practice. This will contribute to improved learning and access to schools.

4.2.2 Context and rationale: Good schools require regular inspection and quality assurance procedures. Without the benefit of periodic scrutiny and advice – especially in a system of low teacher quality – schools and their staff can easily fail to recognise and/or work towards the standards which are expected of a well performing school. Comparative evidence points to the need for a school inspectorate that is a well-defined body of professionals with technical capacity in-country to sustain and update their professional expertise and provide, to the extent possible, a career path that makes inspection an attractive professional job.

Student assessment is a key part of any education system. It consists of three main types of assessment: a) classroom or continuous assessment – to give day-to-day progress on the learner’s abilities; b) examinations – for making decisions about the learner’s progress through the system; and, c) national or international assessments – for monitoring performance of the education system.

Children in Timor-Leste are not learning the basic literacy and numeracy skills in the early grades of school. Yet the current assessments do not provide the information needed and do not feed back to the stakeholders who can use this information. The education system in Timor-Leste relies primarily on examinations although some national assessments have been carried out, using the international ERGA tool. Teachers have not been equipped to carry out continuous assessment.

School inspectors operate from the 13 District offices. The inspectorate was expanded responding to reforms under the Organic Law of the Ministry (2008). The overall responsibility for inspection and inspectors lies with the Office of the Inspector General, which is directly answerable to the Minister of Education. An NZAID capacity building program that ended in 2012 included support for strengthening the inspectorate and the production of inspection guides/manual. This is unfinished work, and the lessons from this program will be important for defining new interventions.

The roll-out of Escola Basica reforms in recent years, including the key role played by school clusters, is potentially establishing a basis for quality assurance founded on support and advice from the central school and oversight of filial school management and performance. Nonetheless, these reforms are still fairly new and this kind of support needs to be better developed. In addition, the role of district inspectors needs significant support and experience elsewhere suggests that this needs a longer-term approach.

In the 2013–2017 MoE plan, a range of quality assurance measures are set out, including strengthening the role of the Education Inspector General. These include the development of an annual inspection plan, consolidating systems and reporting, and training for the inspection cadre. In addition, a

comprehensive student assessment framework is necessary to inform GoTL policy makers, planners and development partners in supporting initiatives and reforms that will address the quality needs of the education system and improve student learning.

4.2.3 Program activities: Quality assurance systems development will take place alongside and closely linked to other program sub-components focusing on service delivery, including school-based management, curriculum and teaching materials development, and teacher training.

AusAID is currently funding the World Bank to undertake assessments in the education sector under the Systems Approach for Better Education Results (SABER) approach. One area being assessed with AusAID funding is student assessment. In addition, the results from the previous EGRA/EGMA study will be finalised and disseminated broadly. On this basis, future support to assessment can be planned, with AusAID's early priority being to consolidate the use of early grade assessments to inform curricula, teaching/learning materials and teacher professional development.

Activities will include:

- a) **Classroom assessment:** Support will be provided to developing continuous assessment tools for the classroom, based on the curriculum and using TA, if necessary, and partnerships with multilaterals. This will assist teachers to identify students' needs and devise appropriate activities towards improved learning outcomes.
- b) **National system assessments:** AusAID will support the implementation of a next round of early grade reading and maths assessments in the third year of the program. Consideration will be given to developing national assessments for later grades. The program could link up with a regional program of assessment for Year 6 students taking place currently in the Pacific with Australian support.
- c) **Assessment of inspectorate capacity and needs:** A review and assessment of the outcomes of the NZAID-supported program, as well as more up-to-date capacity assessment of the Office of the Inspector General and District offices will be undertaken. As part of this, a quick appraisal will be undertaken of the profile of the District inspectors and their plans of work and reporting practice. This will help to establish the state of MoE capacity to manage inspection and quality assurance across the country and will establish the basis for more detailed strategy development and planning.
- d) **Inspection capacity/systems development:** AusAID support will work with the MoE (Inspector General) to plan its forward strategy, based on the five-year plan (2013–2017) and to develop a more detailed implementation plan for district/national inspection. Based on capacity assessments and strategy development, a work program for support will be developed. This will likely include review and revision of existing guidelines if needed, workshops, consultations and technical advice to develop and implement the use of inspection plans, tools and reporting, putting in place a program of training/mentoring that will be ongoing throughout AusAID's eight-year program, with a view to establishing a sustainable cadre of inspectors. As part of a broad approach to capacity development, strategies need to address any constraints faced by inspectors to regularly travel to and communicate with schools/clusters and the central ministry. The program will also look at lessons from international experience in the establishment of a functioning inspectorate.

4.2.4 **Program inputs:** The main inputs and cost drivers will include:

- a) **Technical assistance (national and international):** TA to support the Inspector General at the national level and to work with district level inspectors. This work will help the IG to develop and improve guidelines, inspection tools and longer-term capacity development and training plans. Indicatively, one long-term international TA, local TA (depending on MoE needs) and some short-term inputs for specific analysis, training and other implementation, will be required. TA requirements for assessment systems will need further dialogue with GoTL and partners, including building on existing / planned World Bank and other development partner support.
- b) **Implementation of EGRA/EGMA:** AusAID will work with the World Bank and MoE to plan and implement the next round of EGRA/EGMA tests in the third year of the program.
- c) **Training and workshops:** As well as TA needs, other training and workshop costs will be covered through the program, including a program of workshops and training with all 13 district inspectors and the staff of the Office of the Inspector General in the MoE.
- d) **Study tours and other capacity development:** In addition to training, other capacity development may include study tours or exchanges with other inspectorates in the region, mentoring for senior national level and district staff.
- e) **Other program management inputs:** These will include support and equipment for TA and their MoE counterparts as well as other implementing partners (CSOs etc.), including transport and communications.

4.2.5 Sequencing: These activities will start in the first year of the program with assessment of existing systems, plans and capacity, with advisers helping the MoE to further develop strategy and plans based on its five-year plan. Other sequencing considerations include:

- A medium to long-term strategy and plan will need to be developed for the inspectorate, with links to other program components.
- Implementation of support to the district inspectorate should be integrated / aligned with the work of the cluster support team.
- Activities to support improved inspection at district level should commence by the start of year 2 of the program, and run for the duration of the eight years, with a clear exit strategy for a sustainable inspection service.

4.3 **Sub-Component 3.3: TVET assessment and quality assurance**

4.3.1 Objectives: The objectives of this sub-component are to consolidate and support GoTL systems for the registration and accreditation of skills development training providers, and to support broader systems for quality assurance in the skills sector. The sub-component will support the improvement of quality in the provision of formal and informal training, increase the value placed on training by both students and employers and strengthen the relevance of training to the labour market. In this way the sub-component will contribute to overall EOPOs, including enhanced student/youth learning and ensuring graduates from the TVET system are better prepared for employment and have work-ready skills.

4.3.2 Context and rationale: In Timor the TVET sector has long been mostly unregulated, but progress has been made in recent years in a number of key areas of the skills development sector. This has included the establishment of the Timor-Leste National Qualifications Framework (NQF) and a process for the registration of training providers and accreditation to deliver courses under the NQF.

The levels 5 to 10 of the TLNQF are regulated by the National Agency for Academic Accreditation and Assessment (ANAAA) which operates under the MoE. The foundation level and levels 1 to 4 are regulated by INDMO (the national training agency), and industry have been involved in their

development through the recently established Industry Sub-commissions (ISC). National competency standards have been developed for foundation and Level 1 and 2 programs in seven industrial sectors, and course materials are being developed by the recently established TVET Centre (the national centre for TVET knowledge and practice, developing materials, training and support for providers).

Around 14 institutions have been accredited to deliver national qualifications, but more needs to be done to expand access across Timor-Leste and to develop standards, along with learning materials, to meet the demand in new sectors and at higher skill levels. At the same time, it is intended that more institutions register with SEPFOPE and reach standards required to become accredited providers, including a small number of enterprises in key sectors. This will require improvements in their capacity and adherence to national standards, work which is supported under Component 2. It is also recognised that Timor-Leste needs a TVET system which responds to a range of needs, including flexible and responsive informal training when required. Quality assurance systems will support broader quality improvement.

The development of national standards are the responsibility of INDMO and currently the institution is understaffed and facing difficulties in meeting the volume of work associated with the demand for new standards. The process of developing national standards also involves the Industry Sub-Commissions, many of which are recently established and, at present, lack formalised structures. Quality assurance also centres on the registration and accreditation of institutions to ensure that they achieve certain standards and are capable of delivering national approved standards – INDMO also has the responsibility for this process.

Another aspect of quality assurance relates to assessment processes. Currently, assessment of learners takes place at the institutional level. This process will need to be externally validated by INDMO or by instructors from another TVET institution, or possibly employers.

4.3.3 Program activities: The sub-component will consolidate and improve quality assurance processes, as a basis to ensure providers deliver training that reaches national standards and is responsive to the needs of employers. This will be achieved through the consolidation and development of national competency standards in areas of identified demand, including new occupational areas and higher skills levels. The sub-component will support INDMO to improve assessment and associated training. This will be initiated under the ILO/TESP during the first two years of the program.

In addition, a review of INDMO's assessment processes will need to take place during the early stage of the program, with a view to introducing improved validation and ensure that employers and students have more confidence in the certification processes.

Activities will include:

- a) **Capacity development for INDMO and TVET Centre:** The initial focus of support is through TESP (managed by ILO/SEPFOPE) to further develop the capacity of INDMO to carry out its regulatory functions, including approval of national competency standards for Levels 1 to 4, and the role of the TVET Centre in developing these standards. This will focus upon a number of related tasks, including improvements to the present accreditation process, a marketing campaign to help inform providers about the accreditation process and raising the capacity of Industry Sub-Commissions to work with INDMO to develop national competency standards in new sectors and at higher skill levels.
- b) **Assessment and examinations:** Over the medium term, there will be a need to extend the quality assurance processes and to tackle issues around assessment and examinations. This has not been discussed in GoTL policy documents and it seems that this is conducted internally by the institutions themselves. This needs to be investigated and appraised.

This sub-component will involve working with SEPFOPE and INDMO, and will require links to other activities supporting providers to work within the NQF and regulatory framework. It will also link to the

provision of learning materials (under the TVET Centre) that enable providers to offer training under the NQF.

4.3.4 Program inputs: The main inputs and cost drivers will include:

- a) **Technical assistance (national and international):** Initially provided under ILO/TESP, TA will support the further development of competency standards in new occupations and at higher levels. This may be extended over the medium to longer term. TA will also work with the TVET Centre for assessment systems development.
- b) **Training/workshops and other capacity development:** The move towards competency-based training will require a number of workshops and other activities to familiarise providers and other stakeholders with the benefits of CBT and how QA reforms will work.

4.3.5 Sequencing: AusAID will work with SEPFOPE to review where TESP work should be extended over the eight years of the program, and the best / alternative ways of supporting this.

4.4 Sub-Component 3.4: Research, monitoring and evaluation

4.4.1 Objectives: The objective of this sub-component is to strengthen GoTL systems for monitoring and evaluation and reporting across the sector, to enable better planning and decision-making and broader policy processes, as well as to strengthen the evidence base and research capacity in the education sector. Given the scope of AusAID support, the development of effective GoTL systems for monitoring and evaluation and reporting will be critical, including for sector performance as a whole and at the level of priority programs.

The sub-component will contribute to the EOPOs by enhancing GoTL and partner capacity to monitor progress towards improved learning/access/employability, identify bottlenecks and learn from strategies that work, hence improving outcomes. It will also contribute to EOPOs through ensuring more effective strategy development and use of resources

4.4.2 Context and rationale: The MoE is currently supported in M&E by the World Bank under GPE funding as part of the Management Strengthening Program, including for the development of a sector PAF and associated reporting systems (such as the Ministry Quarterly Reports against the Annual Plan). The quality of reporting is not known but anecdotal reports state that there is a long way to go in ensuring reporting is based on evidence. The Annual Joint Review in the education sector is still fairly new and developing its role, though the 2012 review demonstrated an increasing engagement from GoTL to utilise this mechanism for jointly assessing performance and setting priorities. In SEPFOPE, AusAID is already supporting under TESP a range of capacity development work to support M&E systems, alongside support the LMIS and TVET planning.

The Education Management Information System (EMIS) and the Labour Management Information System (LMIS) are core components of the GoTL's M&E systems. However, given their significance, they are supported under a separate sub-component (see below).

It should be noted that while development partners are starting to rely on the EMIS/LMIS data, they are not yet using the GoTL's M&E and reporting systems. While these systems are too weak to be used presently, it is important to ensure that all partners can rely on the local systems in the longer term, to ensure GoTL ownership of data and analysis and to avoid duplication and conflicting data.

Research capacity in both the MoE and SEPFOPE is weak and most sector analysis has been undertaken through development partners. Having a strong and nationally-led program of research and analysis as well as national capacity to lead this research will help inform the Joint Annual Reviews and contribute significantly to more informed, evidence-based decision-making and policy development in GoTL.

4.4.3 Program activities: As part of this sub-component, AusAID will work to strengthen the GoTL M&E and research/analysis systems. At the same time, over the medium term and once the MoE PAF is finalised, AusAID will align its PAF to GoTL's own PAF and reporting systems. In this way, there will be

coherence between the support provided under this sub-component and the M&E of the AusAID program.

The main activities will include:

- a) **Capacity development to GoTL M&E systems in education:** This will include additional support, if needed, to the development of M&E systems and capacity in the MoE (noting that this is being supported by the World Bank under GPE funding). AusAID will also support the initial development of an M&E system within SEPFOPE through the TESP. The ILO/TESP will act as a driver for the development of the M&E system, helping SEPFOPE to identify and develop some basic indicators. However, over the medium term, AusAID will support the development of a more sustainable M&E system linked to the government's program for TVET and the development of management information systems and other work that will support this.
- b) **Sector analysis/reviews/evaluations:** AusAID will fund a number of important reviews that will contribute to GoTL and partners' understanding of critical areas. Several dimensions of SABER assessments are currently being undertaken. In partnership with the World Bank, a Public Expenditure Review is planned for 2013, and other work on the financing of education may be commissioned after this. AusAID will also finance analytical work through the Specialist Education Provider, including a review of secondary education provision as a basis for strategy development. Other studies of this kind will be agreed with GoTL on an annual basis. Evaluative questions, of relevance to the program, will be agreed with GoTL.
- c) **Capacity development for local partners:** During the development of a research approach and medium-term plan, options will be explored for strengthening capacity within GoTL and national research and analytical institutions. The sub-component will include twinning with Timorese research expertise, and will seek to involve various international partners in this work. Some training and mentoring may be involved. This should link to broader scholarships outside of the scope of this program.

4.4.4 Program inputs: The main inputs and cost drivers will include:

- a) **Technical assistance (national and international):** TA will be provided to support SEPFOPE in developing M&E systems, currently as planned under TESP; any future support beyond 2015 to be agreed. In MoE there could be provision for additional TA support, to ensure consistent approaches across all AusAID program components and their alignment with MoE systems. TA for other sub-components will have responsibilities to support program monitoring in their technical areas. Short-term TA for research capacity support may be considered.
- b) **Training and workshops:** Training and other capacity development may be planned for later phases of the program, based on assessment of needs but it is anticipated that for MoE this will be supported by other agencies.
- c) **Other inputs:** Other inputs will include short-term consultants, transport and logistics support, printing and dissemination of reports, and other communications

4.4.5 Sequencing: AusAID M&E support will require joint planning and dialogue during inception with the preparation of an M&E plan. This will determine the nature and phasing of support over the four to eight years of the program. Support to SEPFOPE is initiated in the first phase of support to TESP.

As the GoTL M&E and research systems are strengthened, the AusAID program will increasingly be able to use them for its own program M&E.

4.5 Sub-component 3.5: Management information systems

4.5.1 Objectives: The objectives of this sub-component are to support GoTL to have strong systems in place for management information to inform education and training sector planning, management, monitoring and reporting. This sub-component will work to consolidate and strengthen management information systems across both the education and TVET sectors. This will contribute to broader EOPOs

through ensuring improved utilisation of resources, transparency, accountability and development of strategies that will support improved access and learning. This sub-component will be closely related to the above sub-component on M&E and research.

4.5.2 Context and rationale: Management information systems (MIS) are an essential tool for the broader planning, management, and monitoring of education and training sectors. In both education and TVET, the basis for this support has been established in recent years, to differing degrees. However, international experience makes clear that establishing these systems effectively and efficiently requires a significant commitment and some years to become sustainable. MIS are more than a technical solution, and they require well-thought design and strategy to ensure they are fit for purpose for policy makers, planning and resource allocation, performance management and monitoring. Given the sector-wide nature of AusAID support, the MIS in education and TVET are seen as critical to the effectiveness of support and the ability to government and partners to plan activities, monitor them and report on progress.

In Timor, the Education Management Information System (EMIS) has been established over recent years, with support ongoing from World Bank (under ESSP and MSP) and UNICEF. The school census questionnaire is completed every year (including a process of data validation). The EMIS is located in the National Directorate of Planning and this has been a generally well-functioning team in the Ministry, although technical advisory and logistical support has become more ad hoc which has undermined some of the progress. An assessment of current MoE capacity suggests that support needs to be sustained over a number of years to fully embed the EMIS. There has been some consolidation of data systems, and the EMIS has been identified as the main source of data for Ministry planning and reporting. There is also a strong statistics department within the Ministry of Finance.

In the TVET sector, the information needs are different. The central need is to understand trends in the labour market, to inform improved planning and provision of relevant training that is linked to the needs of employers. It is also crucial for monitoring the performance of training provision. Progress has been made by SEPFOPE. A database for tracking enrolment, training and placement of students has been established (SIMU) and a framework has been put in place for a Labour Market Information System (LMIS).

Other government partners are key players in providing information, including the Ministry of Finance which produces macro-economic data and also the census. However, a lot needs to be done to ensure a more systematic development of LMIS, including links with data suppliers and the end users. The outputs from the LMIS will play an important role in monitoring and evaluation.

4.5.3 Program activities: Due to the different actors and systems involved, these are divided into EMIS and LMIS/SIMU.

EMIS: There has been an agreement between AusAID, UNICEF and the World Bank with the MoE to ensure coordination of support to EMIS. Over 2013, the World Bank/GPE will provide short-term advisory support to develop a longer-term plan for sustained EMIS operations and capacity development. After agreement on the plan, the AusAID program will fund this EMIS support over the full eight years of this program. Provisional areas of support include:

- a) **EMIS technical development:** As part of the Program and in coordination with World Bank/UNICEF inputs, AusAID will fund an EMIS adviser to work with the MoE/ Department of Planning team to review and implement the agreed EMIS development plan. This will require the development of an implementation plan, key areas of which will be resourced through the Procurement and Logistics Facility for equipment and logistical support. The plan may also include significant support to districts/clusters as part of strengthening the bottom up reporting as well as use of data for district/cluster level analysis, planning and local accountability (e.g. school data to communities).

- b) **Capacity development:** The program will build capacity within the MoE to use EMIS data and reporting for policy analysis and planning, including for specific use in the allocation and reporting of school grants, and performance monitoring and reporting at the sector level.

LMIS/SIMU: AusAID will support the development of a fully functioning LMIS. This will require initial review and assessment of existing systems and capacity and development of a plan for the medium to longer-term establishment of the LMIS. To some extent this work is supported already under TESP. TESP will also develop a forecasting system and a labour survey. This will be done in coordination with the ADB, which is also proposing to undertake an enterprise survey. AusAID will review and discuss with GoTL and partners the best way to support this work over the longer term, and explore any possible linkages with EMIS support for economies of scale and more effective and efficient provision.

Some provisional areas of support will include:

- a) **Establishing LMIS/SIMU:** AusAID will assist SEPFOPE to put in place data collection strategies and establish links with data providers, such as the Ministry of Finance and other suppliers. AusAID will also support the development of appropriate ICT systems and infrastructure that must be driven by the end user and be capable of being updated without reliance on advanced technical skills.
- b) **Capacity development:** This will include support for data analysis and use of LMIS, timely publication of reports and analysis for a range of users. A plan for staff capacity development will be put in place and agreed, including training options in-country, regionally and internationally.
- c) **Analytical work and surveys:** AusAID will support the implementation of a second Labour Force Survey (LFS) that will start in late 2013. AusAID will also support SEPFOPE to implement an enterprise survey every three years. The suitability of setting up a job opportunity index within SEPFOPE will be assessed, to help indicate areas most in need of new skills training and graduates. If plans go ahead to develop a job opportunity index, it should also track job descriptions in priority occupations, helping to ensure that concrete links are established between the LMIS and the development of competency standards.
- d) **Supporting information needs for planning/M&E:** Over the medium term, AusAID will support the LMIS to become more integrated into the GoTL planning and M&E processes. This could be achieved through the setting up of a labour market observatory. Scoping work may investigate the possibility of setting up such a structure within SEPFOPE. The ILO proposes that forecasting will be undertaken, once data sets have been produced on the labour market over a number of years. Over the medium term, the LMIS should generate indicators for national plans, as well produce data that can be used for the sector-based TVET plans. This work will be done in coordination with the sub-component on M&E.

4.5.4 Program inputs: Pending the finalisation of the EMIS plan and agreement with SEPFOPE on the future development of the LMIS and SIMU, some key inputs are likely to include:

- a) **Technical assistance:** International and local TA will be needed to develop systems and longer-term capacity within the MoE. Under the leadership of the MoE, AusAID will coordinate with the World Bank and UNICEF to determine the appropriate TA support and when AusAID support will commence. International experience shows that Ministries struggle to retain staff that have been trained to a high level in IT skills, and the program will need strategies to manage this risk, and ensure the continued operation of EMIS over time. For LMIS/SIMU, AusAID is already funding some TA (2013/14) for SEPFOPE to develop their systems and capacity, and put in place medium-term plans. AusAID will discuss medium-term needs to ensure appropriate support is in place if needed beyond 2014.
- b) **Training and other capacity development:** Training at all levels will likely be needed to continually enhance the quality of data reporting, understanding and use of systems, and at the

central level for analysis and reporting. It is expected that the EMIS plan will include capacity development approaches other than training, for example, twinning with countries in the region with well functioning EMIS. Similarly for LMIS/SIMU, training and other capacity development will be supported initially over 2013/14 through the TESP, with longer-term support to be agreed.

- c) **Procurement of equipment:** The EMIS plan will need to include a review of existing equipment and future development needs. This and associated maintenance will constitute a significant proportion of costs. For LMIS/SIMU, it is anticipated that AusAID support will be required for some equipment and other technical needs. Some of this is covered under existing support to TESP, though a more comprehensive development plan needs to be put in place, with potential links to EMIS.
- d) **Other program management inputs:** These will include support and equipment for TA and their MoE counterparts, including transport and communications.

4.5.5 Sequencing: Preparatory work for the above activities is already underway, with interim planning support to EMIS from the World Bank that will form the basis for future AusAID support. World Bank technical support to this area will end when AusAID advisers are in place. In SEPFOPE the provision of support from ILO under TESP will form a similar basis for future support. The work under this sub-component will be coordinated with support in M&E and research.

4.6 Sub-Component 3.6: Sector planning, financial management and procurement

4.6.1 Objectives: The objectives of this sub-component are to ensure planning and financing systems across the education and training sector are effective and enable funds to be expensed efficiently and priority programs to be implemented and delivered for improved learning and access to services.

This sub-component will contribute to EOPOs because student access and learning, as well as employability of graduates, all require effective use of government's own resources and national systems. To achieve agreed end of program outcomes, AusAID support to school-based management, teacher development, skills training and other areas, requires effective government planning and resource allocation, including prioritisation and targeting of government's own technical and financial resources.

4.6.2 Context and rationale: Effective planning and financial management are a core cross-cutting requirement for effective implementation of any program. Effective planning and financing for skills training/development is important to ensure the best use of limited resources, ensure the supply of skills is truly meeting the needs of the labour market, and addressing youth unemployment. In Timor, these systems have been improving but require further strengthening and support before they can be used by development partners with confidence.

There has been a lot of progress in the area of strategic planning by GoTL. In late 2012 GoTL developed five-year plans for the MoE and SEPFOPE. In MoE, this builds on the National Education Sector Plan (NESP) issued under the previous Government. The general consensus is that the new five-year plan is based on a greater sense of national ownership. However, this plan is not costed and not linked to the 2013 budget. In TVET, there is a 30-year TVET Plan as well as a five-year SEPFOPE plan but again, they are not costed and do not provide a clear sequenced implementation pathway.

In addition, the MoE and SEPFOPE (as GoTL more broadly) develop annual action plans, but these are not linked to the GoTL budget which makes analysis difficult. The MoE is in the process of developing a performance assessment framework for monitoring.

Recent assessments have found progress with public financial management within GoTL more broadly, but several areas continue to pose risks. Procurement continues to suffer from various weaknesses. In addition, there is uncertainty about how infrastructure procurement will be managed under the MoE while the role of IFU is under review.

With funds from AusAID and Global Partnership for Education (GPE), the World Bank has been the principal development partner supporting GoTL/MoE planning and financial management in the education sector. The GPE support to a Management Strengthening Program is focused on the General Management sub-component of the MoE five-year plan (including for planning, budgeting, PFM and associated management systems). On procurement, the World Bank has been supporting both the IFU and the MoE Procurement Directorate. It is expected that GPE/World Bank support will help the MoE to prepare annual plans, PAF, management training and budget preparation. It is unclear what support Portugal provides in this area, as there are many advisers working in the MoE.

The institutional structure of the TVET system has been evolving in recent years and continues to develop under the TVET Plan. Over the medium term, a responsive and flexible approach will be needed to help GoTL finalise these institutional and organisational arrangements, and develop capacity in key areas where needed. For example, the proposed TVET council (not yet established) may play an important role in broadening the base of sector governance. Capacity and HRD support to SEPFOPE, in particular for its Planning Unit, will remain a priority. The ILO with AusAID funding has played a key role in helping GoTL to build the present TVET system, but long-term support is needed in this area. This must be well coordinated with other donors, including the ADB, GIZ and potentially the World Bank.

4.6.3 Program activities: Given the existing support in this area to the MoE, AusAID has been and will remain more active in planning/financing of skills development than in education. In TVET, planning and financing will need to support the increasing focus on a number of priority sectors (e.g. tourism/hospitality, automotive and construction), while ensuring a funding system for TVET optimises both government and private resources and stimulates improved and high quality provision.

In addition, AusAID will be an active partner in policy dialogue around sector planning and financing, and may provide some additional technical and financial support to systems strengthening in this area if needed to complement support from other partners. A priority is to ensure MoE planning, budgeting and procurement helps schools to improve. Moreover, AusAID components will adopt an approach to integrate with and support broader annual planning and budgeting processes.

It should be noted that planning, PFM and procurement go beyond the education sector. A coordinated approach with other AusAID sectors is needed. AusAID is also well placed to support this work at the central agency level, with the Governance for Development (G4D) program working with the MoF. G4D which will work closely with the AusAID education team and program to ensure a consistent approach at the sector level.

Other AusAID program components will be an important entry point to support annual program implementation plans and bottom-up systems from school/cluster and district level work. AusAID will engage closely in MoE discussions in this area with strong analysis to back up this engagement.

Indicative activities will include:

- a) **Policy engagement/dialogue:** AusAID will engage in policy/strategy dialogue with MoE, MoF, central ministries, SEPFOPE and development partners. An Education Economist will be contracted to support the AusAID education team at Post, as needed, to undertake sector budget analysis. Policy dialogue will focus on sector-wide planning and budgeting, and making the links to priority program areas, ensuring national sectoral plans can be effectively implemented. This approach will enable AusAID to respond with supplementary technical support if and where needed.
- b) **Research and analysis:** AusAID is partnering with the World Bank for some analytical work and will be actively engaged in dialogue around some of the key technical analysis, findings and follow up. Key analysis of this kind will include a public expenditure review, possible public expenditure tracking study, school surveys, and other work. More analysis will be undertaken to better understand the labour market and the links between skills training and employment outcomes in Timor-Leste, including a follow-up Labour Force Study.
- c) **Bottom-up planning/budgeting systems:** AusAID will ensure that service delivery program sub-components (e.g. for school improvement, teacher training, and TVET provider support) are able to feedback appropriate data and analysis to national level program planning and budgeting processes. The cluster support team will be a useful resource in this work, facilitating information flows from school level up. Equally, where AusAID-funded technical teams are working with the MoE, a priority will be to ensure work is integrated within MoE/SEPFOPE annual action plans and associated budgeting. This may not require additional inputs from AusAID over and above technical support being provided to other components; although additional support could be provided if needed.
- d) **Using/strengthening government education PFM and procurement systems:** AusAID intends to use government systems to channel funds to schools and training providers. Following AusAID's Assessment of National Systems, an assessment of PFM and procurement systems will be commissioned; this will form the basis for further planning for direct support of this kind. On procurement, subject to MoE and SEPFOPE agreements, AusAID will directly procure infrastructure and learning materials in the short to medium term. There is a risk that this will replace or undermine GoTL activities. AusAID will therefore develop a strategy to optimise alignment with national systems and to increasingly use them over the eight-year program. AusAID will also fund a procurement capacity development plan, where necessary, and in coordination with other partners, support its implementation.
- e) **Capacity development for SEPFOPE and other GoTL institutions:** AusAID will continue to work with the ILO and SEPFOPE to help build and improve the current planning capacity. Further work is needed to develop approaches to priority sector development. Coordination and consensus among key partners is needed to develop an implementation plan for the agreed national TVET Plan. Support will be provided to SEPFOPE planning structures and procedures. Building on work of recent years to develop TVET policy and legislation, AusAID will seek to support increased national capacity in these areas, with decreasing reliance on international TA.
- f) **Sector-based skills development plans:** Besides national plans for TVET, support will be given to sector-based plans. AusAID is already supporting this through the ILO work on TESP. ADB is also now involved in this area. AusAID support will help ensure a consistent approach is adopted, including engagement with other line ministries. AusAID will focus support on the tourism sector as a pilot and potentially extend support to other sectors (e.g. construction, agriculture or health). It is important to recognise that stakeholder involvement in these processes is essential and international experience has shown that this process may take a number of years.
- g) **Skills training funding strategy development:** A review of existing funding will take place to identify options and develop a strategy for the sector, including potential mechanisms for

diversification and allocation of funds to ensure improved efficiency and responsiveness. A funding strategy will be produced over the short term, including unit costing for different types of TVET programs at different levels. A funding strategy will also scope the potential for incentives to stimulate demand among the more disadvantaged students, as well as to increase employer engagement and support the establishment of skills training centres in every district.

4.6.4 Program inputs: The main inputs and cost drivers will include:

- a) **Procurement and PFM assessments in the education sector:** These will be undertaken in 2013 and will assess the systems and provide a roadmap for strengthening with a view to enabling AusAID to use those systems at a later stage.
- b) **Technical assistance (national and international):** TA will mainly support planning and capacity development in SEPFOPE and the skills sector. If necessary, potential additional short-term support will be provided to the MoE, though the intention is for other development partners to support this work. AusAID will recruit a consultant education economist to support dialogue and its own analysis. TA for TVET planning is funded under existing TESP support and will be reviewed for support from 2015 and beyond.
- c) **Training and other capacity development:** Under TESP, a range of capacity development work is planned, including training and workshops. Capacity development for MoE will be reviewed during inception, though the GPE/World Bank Management Strengthening Program is supporting this.
- d) **Analytical work and surveys:** Analytical work will be needed to support TVET planning and financing. Other work to support education budgeting is being supported through World Bank, and other work will be done in response to emerging needs.
- e) **Other program management inputs:** These will include support and equipment for TA and their MoE counterparts, including transport and communications.

4.6.5 Sequencing: Some of the above work for TVET planning is already included under TESP and will take place during the first two years of the program. Planning for work beyond 2015 will be undertaken jointly with GoTL. For MoE, the early priority will be to establish work plans under other components, working with national directors and other key partners. During the first year, a better understanding of needs beyond this will be developed, including how AusAID can plan to support bottom up planning systems.

4.7. Component 4: Program management arrangements and inputs

In addition to the three main components, the program will budget for and plan the establishment of program management arrangements. Specific technical assistance and other program operational inputs (transport, communications) have been included in each of the program components above.

A Procurement and Logistics Facility will be established to support AusAID country program needs, including for education. This will provide inputs to all major procurement and logistics that cannot be undertaken through direct funding through Government systems or other partner agreements. For most of the specialist TA (Specialist Team) and associated component technical delivery, AusAID will contract a Specialist Education Provider. The Specialist Team will be located in the MoE and SEPFOPE, working under the oversight of MoE/GoTL program management teams. Specific arrangements for more effective and consistent management of international and local specialist TA of this kind will be put in place by GoTL, currently being discussed and reviewed with the Minister of Education and other senior GoTL officials.

While this support will be integrated as much as possible within GoTL systems and structures, it is recognised that the program will need its own management structure. The Specialist Education Provider will be contracted to set up appropriate systems and ensure the Specialist Team is given the necessary technical and logistical support.

In addition, the program will put in place a comprehensive approach to monitoring and evaluation, including the development of an M&E Plan and Framework, that will need to be well resourced. Some of this work will be undertaken by the Specialist Education Provider. However, AusAID will take a lead in developing the M&E Plan and Framework, and in the analysis of program data. Some of the studies and research that will inform this work are outlined in Sub-component 3.4: Research, monitoring and evaluation. However, further M&E activities are set out below and budgeted for as part of the overall program management.

To support these program management arrangements, the following key inputs are anticipated.

4.7.1 Program coordination

Key personnel: To support the Specialist Team in their work, and respond quickly and effectively to the demands of the program, the following staffing is anticipated:

- In country: local office manager, program assistant, IT manager/support, finance officer, translator, driver.
- Headquarters: Specialist Education Provider will need to ensure reasonable/ appropriate levels of logistical and technical support to the in-country team, including quality assurance and back-stopping.

Office set up: Specialist Team and in-country program operations will require basic equipment and logistical support, including: office equipment, furniture, communications, transport, and recurrent operations.

4.7.2 M&E activities As set out above, provision is made for a comprehensive approach to program M&E to be managed by AusAID. Inputs that are not already included in other sub-components (research/analysis, etc), include:

- M&E Specialist for the duration of the program at estimated 70 person days per year
- Additional consultancy support for data collection and processing, ad hoc studies and other M&E activities set out in the M&E Plan
- Independent reviews of progress for key program components, including for TESP in year 2 of the program to ensure effective planning for longer-term program support
- Staff training within AusAID and GoTL and potentially other partners
- Other support to field missions and monitoring visits and events.

Annex 4. Program governance and management diagram

Governance

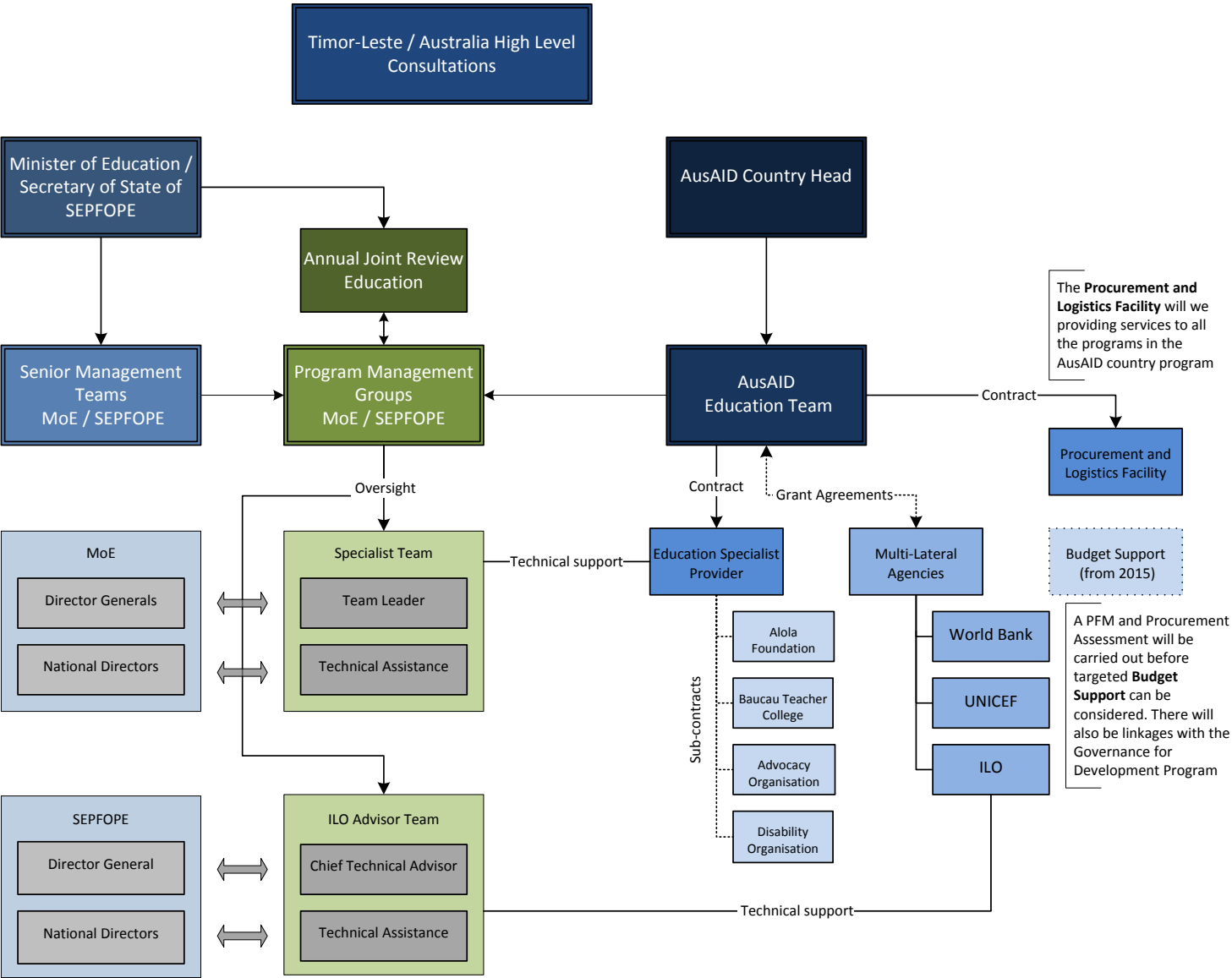
The overall governance of the program will be the joint responsibility of both governments. High-level consultations will be held at the ministerial level on an annual basis and include review of the Education and Skills Training Program

Management

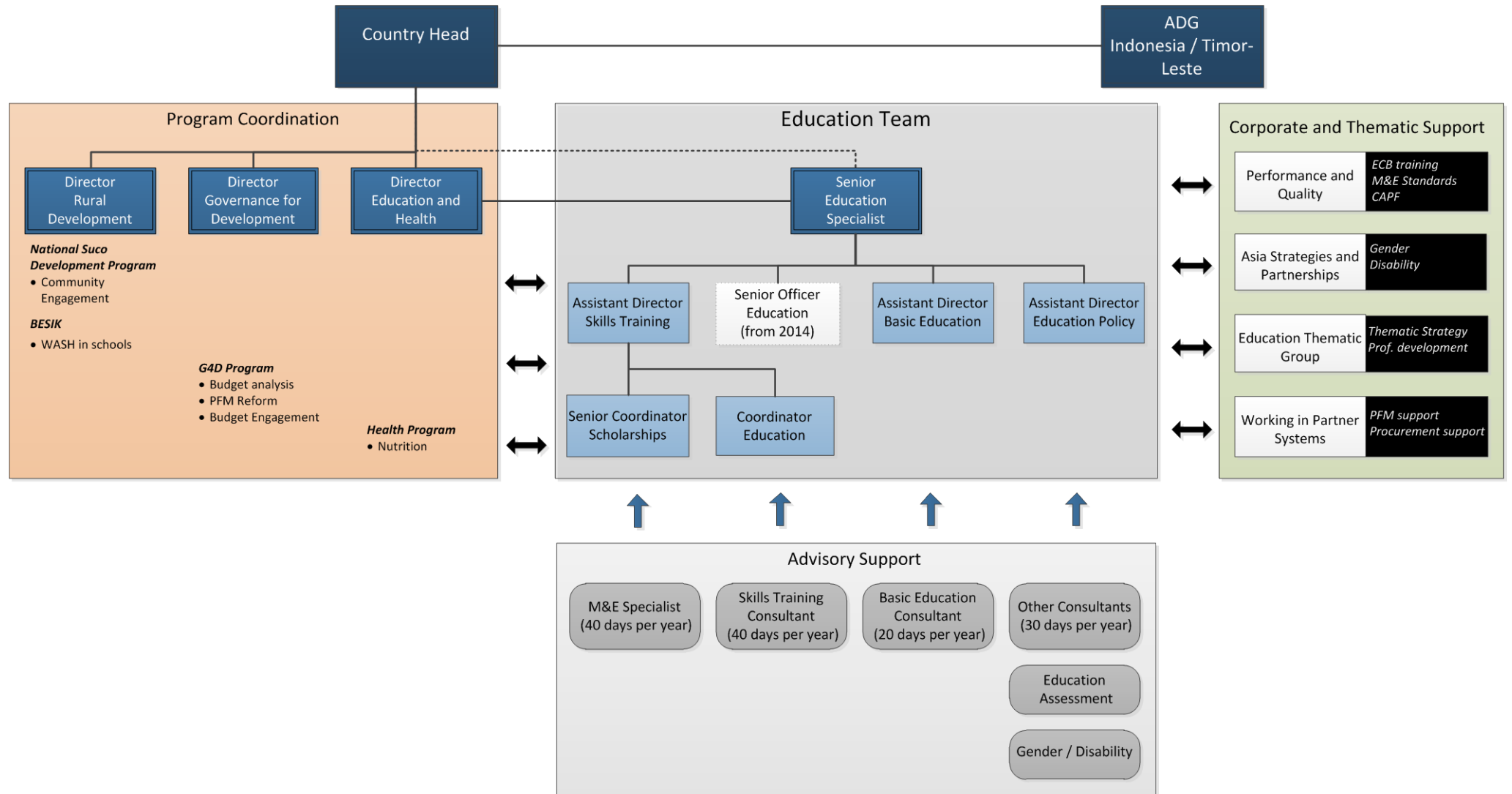
The management of the program will be provided by Program Management Groups. The main responsibilities will include: overall program performance; approval of annual plans, budgets and reports.

Implementation

Day to day planning and implementation will be overseen by Specialist Teams in close coordination with Senior MoE / SEPFOPE staff. The main responsibilities will include preparation of annual plans, budgets and reports. The teams will also liaise with the Procurement Facility.



Annex 5: Education team organisational structure and support systems



Annex 6: Policy engagement principles and strategy

1. The following principles are at the core of our policy engagement strategy and will guide our policy and operational engagement.
 - a) **AusAID's policy positions in education will be clearly articulated and prioritised.** They will be based on an understanding of the context, actors and local systems and processes, as well as strong analysis and clear reasons for the positions. The Situational Analysis prepared by the team will be the basis for this and will be updated annually.
 - b) **Engagement will happen at the right level.** Ministers, HOM and Minister Counsellor will engage with Ministers; Directors will engage with Ministers/ Director Generals and the rest of the staff will engage with Departmental directors and their staff, hence showing a good understanding of local systems and respect.
 - c) **Education staff will have the requisite skills, knowledge and resources** to engage in policy and operational dialogue effectively. Their skills will be enhanced through working with mentors and training/up-skilling opportunities.
 - d) **Education staff will have strong relationships with the actors in the sector**, including government and non-government, based on mutual trust and respect. This will be built through formal and informal meetings, attendance at various key fora open to donors, and a gradual move towards attendance at internal fora, especially that of the GoTL, where the GoTL is willing to include partners. It will also be done through effective use of local staff's knowledge of the context and the political economy and also through engagement at appropriate levels, showing understanding of local systems and respect.
 - e) **Transaction costs will be reduced on the GoTL and other partners.** This will be done through using, where possible, local systems and processes to engage, and through helping to strengthen donor coordination.
 - f) **Dialogue will be based on shared willingness and capacity to engage effectively** by the GoTL and other partners, otherwise it risks being one-sided, supply driven or ineffective and inefficient. Demonstrating the benefits of the dialogue for all parties and creating strong relationships will help in this regard.
2. Below is a table with key fora which the AusAID education team will explore, if possible, for the purposes of policy dialogue and relationship building. In addition to these fora, the AusAID education team will engage informally with the various partners. This will be done through AusAID staff in Dili spending a part of their time alongside MoE and SEPFOPE staff on a weekly basis. AusAID is also spending more time talking to other donors and NGO partners, including through a six-monthly meeting with key international NGOs working in the education sector. Finally, the AusAID education team will also continue engaging with Australian partners, including other relevant sections within AusAID, other Government departments and Australian stakeholders such as Friendship Groups.

Event/ Forum	Purpose	Frequency/Timing	Partner participation	GoA/Timor-Leste Education Team participation
High level partnership fora, such as Ministerial meetings	<ul style="list-style-type: none"> - New initiatives or approaches proposed by either government - Strategic Planning Agreement for Development (SPAD) - Reviews of the program / Country Strategy 	Annual	Prime Minister / Minister of Finance	Prime Minister, Foreign Minister, Ambassador, Minister Counsellor
High level Education Program Management fora, such as Reference Group meetings	<ul style="list-style-type: none"> - Joint program review and forward planning - Annual education budget commitments and priority setting - Education sector preparation for the SPAD Review - Strategic discussions on effective schools and training providers and key issues/challenges in the sector 	Six monthly	Minister of Education / Directors General / National Directors/ Representatives from Partner Agencies	Minister Counsellor, Health and Education Counsellor/ Senior Education Specialist
Annual Joint Reviews regarding Education Programs	<ul style="list-style-type: none"> - Performance of education programs - Performance Assessment Framework 	Annual	Minister of Education / Director General / National Directors/ Representatives from Partner Agencies	Health and Education Counsellor/ Senior Education Specialist
Education budgeting, priority setting and annual planning processes/ fora	<ul style="list-style-type: none"> - Budget engagement - Engagement on key education priorities 	Annual	Director General / National Directors/ Representatives from Partner Agencies	Senior Education Specialist/ Assistant Directors / Senior Coordinators and involvement of AA Governance Program
Quarterly Budget Reviews and Activity Progress Reviews	<ul style="list-style-type: none"> - Activity management and review - Performance and reporting - EMIS 	Quarterly	Director General / National Director / Heads of Department/ Representatives from Partner Agencies	Senior Education Specialist/ Assistant Directors/ Senior Coordinators

Event/ Forum	Purpose	Frequency/Timing	Partner participation	GoA/Timor-Leste Education Team participation
Education Working Groups or Committees (e.g. Escola Basica Working Group, ECD Working Group)	<ul style="list-style-type: none"> - Strengthening sector mechanisms - Education issues discussions - Progress/challenges/ way forward with Ministry of Education process 	Quarterly or more frequent	National Director / Heads of Department/ Representatives from Partner Agencies	Assistant Director / Senior Coordinators/ Senior Officers/ Coordinators
Cross-cutting issues working groups or Committees (e.g. Disability Working Group)	<ul style="list-style-type: none"> - Strengthening sector mechanisms - Cross-cutting issues discussions and link to education sector - Progress/challenges/ way forward with Ministry of Education process 	Quarterly	National Director / Heads of Department/ Representatives from Partner Agencies	Assistant Director / Senior Coordinators/ Senior Officers/ Coordinators
Local education group (LEG)	<ul style="list-style-type: none"> - Harmonisation of DP activity, joint programs and joint engagement with GoTL - Activity planning and progress - Analysis and assessments, including joint 	Monthly	National Director / Heads of Department/ Representatives from Partner Agencies	Senior Education Specialist/ Assistant Director / Senior Coordinators/ Senior Officers/ Coordinators
Donor program/ NGO program review meetings	<ul style="list-style-type: none"> - Activity planning and review - Sector coordination - Discussion of specific education issues 	Six monthly	Representatives from Partner Agencies and various representatives from GoTL	Senior Education Specialist/ Assistant Director / Senior Coordinators/ Senior Officers/ Coordinators

Annex 7: Detailed budget and cost estimates [Removed]

Annex 8: Program monitoring and evaluation: Draft Performance Assessment Framework (PAF)

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
End-of-program Outcomes								
Children and youth have more equitable access to education and training	Early childhood education							
	Pre-School Net Enrolment Rate (NER), disaggregated by sex and disability	25% (estimate from NESP for 2007/8)	50% (by 2015)		EMIS			
	Number of pre-schools, govt and private	142 (of which 53 private) (estimate from NESP for 2007/8)	342 by 2016 (based on 5 Yr Plan target of 50 new pre-schools per year)		EMIS			
	Number of children enrolled in pre-schools, govt and private	18,649 (only includes 5 yr old and above, 2010 Census)			EMIS			
	Basic education							
	Number of basic ed schools, govt and private	1272 (of which 1,088 Govt) (2012 EMIS)			EMIS			
	Number of children enrolled in basic ed, govt and private	303,821 (2012 EMIS)			EMIS			
	Basic Education Net Enrolment Rate (NER), disaggregated by sex and disability	M = 90% F = 92% Total = 91% (2012 EMIS)	T = 95% (by 2015, NESP)		EMIS			

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
	Basic Education Net Admission Rate (NAR), disaggregated by sex and disability	M = 44% F = 44% Total = 44% (2012 EMIS)			EMIS			
	Basic Education repetition rate, disaggregated by sex and disability	M = 15% F = 12% Total = 14% (2012 EMIS)			EMIS			
	Basic Education Completion Rate	73% (estimate from EMIS)			EMIS			
	Secondary education							
	Number of secondary ed schools, govt and private, general and technical	94 (of which 74 general and 20 technical) (2011 EMIS)			EMIS			
	Number of children enrolled in secondary ed, govt and private, general and technical	44,361 (2012 EMIS)			EMIS			
	Transition rate from basic to secondary education, disaggregated by sex and disability				EMIS			
	Secondary education net enrolment rate (NER), disaggregated by sex and disability	F = 24% M = 20% T = 22% (2012 EMIS)			EMIS			
	Secondary education Gross Enrolment Rate (GER), disaggregated by sex and disability	60% (2012 EMIS)			EMIS			

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
	Secondary education completion rate, disaggregated by sex and disability				EMIS			
	TVET							
	Number of people enrolled in TVET courses, disaggregated by sex and disability and region	F = 1,506 M = 2,631 T = 4,137 (2012 ILO)			SIMU			
	Percentage of school graduates (not employed or studying) with access to TVET		50% (by 2015)		MoE/ SEPFOPE?			
	Number of registered training providers, disaggregated by region and type or provider	23 (of which 6 govt, 4 church, 13 indep; 17 in Dili and Baucau) (2012 ILO)			SIMU			
	Number of men and women graduating from registered training providers				SIMU			

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
Children and youth attain improved learning outcomes	Basic education							
	Grade 1 reading skills, disaggregated by sex	80% cannot read a single word			EGRA results			
	Grade 3 reading skills, disaggregated by sex	28% basic reading fluency in Portuguese & 43% in Tetum			EGRA results			
	TVET							
	Number of TVET graduates by qualification level				SIMU			
	Number of accredited national qualifications	23 (2012 ILO)			SIMU			
School and training graduates are more employable	TVET							
	Type of employment and wage levels of TVET graduates				Tracer study			
	Percentage of TVET graduates in wage employment	48% (2010 estimate)			Labour market survey			
	Percentage of TVET graduates in self-employment				Labour market survey			

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
Intermediate Outcomes								
Teachers/ trainers are qualified, competent, and qualified	Early childhood education							
	Number of pre-school teachers, by gender	238			EMIS	Number of teachers provided with pre-service training		
	Percentage of pre-school teachers with requisite qualifications	Very few			EMIS	Number of teachers provided with in-service training		
	Percentage of pre-school volunteer teachers				MoE/ Public Service Commission	Number of teachers provided with school-based training		
	Pre-school teacher attendance ratio				Attendance studies			
	Student/ teacher ratio				EMIS			
	Basic education							
	Number of basic ed teachers, by gender	10,242			EMIS	Number of teachers provided with pre-service training		
	Percentage of basic ed teachers with requisite qualifications	Less than 30% estimate			EMIS	Number of teachers provided with in-service training		
	Percentage of basic ed volunteer teachers	20% estimate			MoE/ Public Service Commission	Number of teachers provided with school-based training		
	Basic ed teacher attendance ratio				Attendance studies			
	Student/ teacher ratio	30:1			EMIS			
	Secondary education							

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
	Number of secondary teachers, by gender	1950			EMIS	Number of teachers provided with pre-service training		
	Percentage of secondary teachers with requisite qualifications	50% estimate			EMIS	Number of teachers provided with in-service training		
	Percentage of secondary volunteer teachers				MoE/ Public Service Commission	Number of teachers provided with school-based training		
	Secondary teacher attendance ratio				Attendance studies			
	Student/ teacher ratio	22:1			EMIS			
	TVET							
	Number of TVET trainers							
	Percentage of trainers with appropriate qualifications	89% M and 62% F (2008 estimate)						
Teachers/ trainers use quality curriculum and education materials	Early childhood education							
	Student/ reader ratio				EMIS	Number of readers procured and delivered to schools		
	Basic education							
	Student/ textbook ratio				EMIS	Number of materials procured and delivered to schools		

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
	Secondary education							
	Student/ textbook ratio				EMIS	Number of materials procured and delivered to schools		
	TVET							
	Number of materials procured and delivered to training providers					Number of materials procured and delivered to training providers		
Schools/ training institution managers run institutions effectively	Early childhood education							
	School grant per capita allocation per month	USD0.50			MoE Pre-School Directorate	Australian school grant per capita top up		
	Percentage of schools with trained management personnel				MoE Pre-School Directorate	Number of school managers trained		
	Percentage of schools preparing quality school plans				MoE Pre-School Directorate			
	Basic education							
	School grant per capita allocation per month	USD1			MoE Escola Basica Directorate	Australian school grant per capita top up		
	Percentage of schools with trained management personnel				MoE Escola Basica Directorate	Number of school managers trained		
	Percentage of schools preparing quality school plans				MoE Escola Basica Directorate			

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
	Secondary education							
	School grant per capita allocation per month	USD1 for technical schools & USD0.50 for general schools			MoE Secondary Education Directorate	Australian school grant per capita top up		
	Percentage of schools with trained management personnel				MoE Secondary Education Directorate	Number of school managers trained		
	Percentage of schools preparing quality school plans				MoE Secondary Education Directorate			
	TVET							
	FEFOP funding provided				SEPFOPE			
Communities actively engaged in education	Early childhood education							
	Percentage of schools with PTAs meeting at least three times per year				MoE Pre-School Directorate			
	Basic education							
	Percentage of schools with PTAs meeting at least three times per year				MoE Escola Basica Directorate			
	Secondary education							
	Percentage of schools with PTAs meeting at least three times per year				MoE Secondary Education Directorate			

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
	TVET							
Employers engage in improved skills training	Number of employers on ISCs							
	Number of employers running apprenticeship or on-the-job training							
Ministry / SEPFOPE officials provide resources and support to schools and training providers	Early childhood education							
	Quality classrooms as a percentage of total classrooms needed				IFU/MoE stocktake	Number of classrooms built		
	Percentage of schools with WASH facilities				IFU/MoE stocktake	Number of classrooms rehabilitated		
	Percentage of schools with adequate furniture				IFU/MoE stocktake	Number of WASH facilities built/rehabilitated		
	Basic education							
	Quality classrooms as a percentage of total classrooms needed	54% (2012 estimate based on existing and needed classrooms)			IFU/MoE stocktake	Number of classrooms built		
	Percentage of schools with WASH facilities	35% (2011 estimate)			IFU/MoE stocktake	Number of classrooms rehabilitated		
	Percentage of schools with adequate furniture	39% (2012 estimate based on existing and needed classrooms)			IFU/MoE stocktake	Number of WASH facilities built/rehabilitated		

Outcome	Outcome Indicators	Baseline	Target for 2016	Target for 2020	Data sources	Output Indicators for Australian Program	Target for 2016	Target for 2020
	Secondary education							
	Quality classrooms as a percentage of total classrooms needed				IFU/MoE stocktake	Number of classrooms built		
	Percentage of schools with WASH facilities				IFU/MoE stocktake	Number of classrooms rehabilitated		
	Percentage of schools with adequate furniture				IFU/MoE stocktake	Number of WASH facilities built/rehabilitated		
	TVET							
	???							
	% of schools visited by district inspectors at least once a year, by school level				Inspectorate General			
	Timing of first tranche of school grant payment, by school level	Mid-May 2012			MoE Finance Directorate			
	Budget execution rate of MoE	95% (2011)			GoTL Budget expenditure documents			
	Budget execution rate of SEPFOPE				GoTL Budget expenditure documents			
	Percentage of government expenditure on education	9% (2012)			GoTL Budget expenditure documents			

Annex 9: Risk Register

Risk Owner:													
Date of Last Review:						Date of Next Review: February 2014 / Inception Phase							
Do any risks need to be escalated? (List the Risk No/s.)						To whom are they being escalated?							
Are any risks being de-escalated? (List the Risk No/s.)						To whom are they being de-escalated?							
Risk Ratings and Treatments Approved by: (Approver must be at appropriate level/position to accept responsibility for ratings and treatments)													
Objectives / outcomes	Risk No.	Risk (what will prevent you achieving the objective/s?)	Existing Controls (what's currently in place?)	Risk rating with existing controls in place			Is risk rating acceptable? Y/N (if no, please propose treatments)	Proposed Treatments (If no further treatment required or available, please explain why)	Person Responsible for Treatment /s	Date for Proposed Treatment/s	Target rating when Proposed Treatments are in place		
				Consequence (refer to matrix)	Likelihood (refer to matrix)	Risk Rating (refer to matrix)	Consequence (refer to matrix)	Likelihood (refer to matrix)			Risk Rating (refer to matrix)		
End of Program Outcomes: a) Children and youth have more equitable access to education and training; b) Children and youth attain improved learning outcomes; c) School leavers and TVET graduates have improved employability	1	GoTL does not sufficiently prioritise education and training within its policies and budget allocations, and/or substitutes AusAID funding for its own	Strategic Planning Agreement for Development sets framework for dialogue / mutual accountability. AusAID Governance for Development program facilitates financing for service delivery under MoF.	Major	Possible	High	N	AusAID team will strengthen internal capacity and budget engagement strategy. Will undertake regular analysis to inform dialogue. Program will support MoE / SEPFOPE capacity to engage with MoF.	Senior Education Specialist / Director Health and Education	Ongoing	Major	Unlikely	Moderate
	2	Economic growth does not improve or does not benefit the poor, including with job creation. Unrest among young people	SPAD provides forum for economic policy dialogue. SEPFOPE has continued the YEPP program of short-term jobs for public works, aimed at the youth.	Major	Possible	High	N	Training will focus on skills for employment. AusAID will include employment in broader policy dialogue, support short-term labour	Minister Counsellor	Ongoing	Major	Unlikely	Moderate

		intensifies.						schemes and the Seasonal Workers Scheme, for Timorese workers in Australia.					
3		There is a failure to align the outputs from the education and TVET system with the needs of the labour market.	The government has agreed priority sectors for development. Agreements need to be reached with SEPFOPE on which sectors to develop TVET plans.	Moderate	Possible	High	N	AusAID / ILO dialogue with SEPFOPE to confirm priorities and ensure that TVET plans are aligned.	Senior Education Specialist	Ongoing	Moderate	Unlikely	Moderate
4		GoTL does not develop improved planning framework for education reform (including prioritised and costed plans for school improvement and implementation plan for TVET reform).	AusAID team has established stronger engagement with MoE / SEPFOPE on sector plans. New GoTL 5 year plans represent improved ownership and good basis for medium term strategic planning.	Moderate	Possible	High	N	AusAID policy engagement strategy will prioritise this. Specialist Teams in MoE and SEPFOPE will support strategic planning, and annual implementation planning.	Senior Education Specialist	Ongoing	Moderate	Unlikely	Moderate
5		Inequality and inclusiveness issues, including for gender and disability, do not receive sufficient political commitment.	AusAID has undertaken assessments to inform own program planning and policy dialogue. MoE (with UNICEF support) has prepared an Inclusive Education policy but this has not been approved yet.	Moderate	Possible	High	N	Program will incorporate gender and disability issues and in associated policy dialogue. Will work with national champions of gender / disability, and demonstrate positive impact.	Senior Education Specialist	Ongoing	Moderate	Unlikely	Moderate
6		GoTL PFM and procurement systems create fiduciary risks and/or bottlenecks for expenditure.	AusAID assessment of national systems is complete, sector assessments are planned. World Bank is providing advisory support to MoE in these areas; ILO/TESP supporting SEPFOPE.	Moderate	Possible	High	N	Sector PFM/ Procurement assessments in 2013, including roadmap to strengthen systems. Strategy to use GoTL PFM systems based on assessments. Alternative funding	Minister Counsellor	Ongoing	Moderate	Unlikely	Moderate

								options include procurement agent to undertake procurements in short/med term.					
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Objectives	Risk No.	Risk	Existing Controls	Risk rating			Is risk rating acceptable? Y/N	Proposed Treatments	Responsibility	Date for treatment	Target rating when Proposed Treatments are in place		
				Consequence	Likelihood	Risk Rating					Consequence	Likelihood	Risk Rating
	7	The program relies on a range of government systems and capacity to implement improved service delivery. If these fail, program outcomes are jeopardised.	Assessment of the sector commenced and will be extended and updated over the life of the program. GoTL has agreed some of its own systems not ready for full use (e.g. procurement) and need for parallel or shadow aligned systems where appropriate.	Major	Possible	High	N	Will prioritise activities that will have most impact on outcomes, and manageable for GoTL. Specialist Team to assess capacity for each sub-component. Modality selection allows for shadow alignment and flexible approach to be adapted based on progress review.	Senior Education Specialist	Ongoing	Major	Unlikely	Moderate
	8	Weak capacity at sub-national level, including at district, cluster and school, undermines the effectiveness of program support and broader GoTL programs.	Independent review of ESSP provided analysis and lessons for future capacity development and focus on service delivery. MoE has started the roll-out of the cluster-based Escola Basica program, including some training on school management for Directors, Deputies and Technical Office staff.	Moderate	Possible	High	N	Specialist Team will conduct capacity assessments. Program targets and phasing will be realistic and adjusted. Timeframe of program allows for this. Focus on school / district rather than just the central level.	Senior Education Specialist	Ongoing	Moderate	Unlikely	Moderate
	9	Over-reliance on international technical assistance limits the sustainability of the program outcomes.	Program design is drawing on different analysis and lessons from other programs (e.g. ESSP, YEPP, etc). Capacity building is at heart of program, though it recognises	Moderate	Possible	High	N	Use of TA will be selective. Tenders will require innovative approaches to capacity development. Specialist Team to develop joint work	Senior Education Specialist	Ongoing	Moderate	Unlikely	Moderate

			that GoTL capacity remains weak.					plans, GoTL will identify new ways to manage TA / external specialist inputs.					
	10	Use of a specialist procurement agent to deliver materials, infrastructure, etc, undermines existing national systems.	AusAID national procurement assessment completed and sector assessment planned.	Moderate	Possible	High	N	Procurement agent used in agreement with GoTL where national systems weak or risk high. Scope of services will direct agent to work with GoTL agencies and shadow national systems. Sector procurement assessment will set out roadmap.	Senior Education Specialist / Director Health and Education	Ongoing	Moderate	Unlikely	Moderate
	11	Language policy/practice remains difficult and politically sensitive, undermining progress towards learning outcomes.	GoTL has endorsed new multilingual education policy, allowing children to learn in mother tongue. MoE wants Portuguese and Tetum as equal languages for basic education. AusAID has experience, supporting mother-tongue pilot.	Moderate	Possible	High	N	Program will support roll-out of new policy. AusAID will exercise sensitivity and support materials in official languages of instruction and in mother-tongue, alongside teacher training and curriculum review. AusAID will engage with other partners as part of broad dialogue.	Senior Education Specialist	Ongoing	Moderate	Unlikely	Moderate
	12	Lack of effective donor coordination and high level of aid fragmentation leads to high transaction costs on GoTL and duplication of support/ conflict in support.	A development partner group exists, chaired by UNICEF. AusAID is taking a more active role in the partnership. GoTL taking more active lead, with annual joint reviews and local education group meetings.	Moderate	Possible	High	N	AusAID will foster partner engagement, and play an active role in dialogue. Program reporting will be transparent and support GoTL leadership in program-based approach, including use of AJR, LEG and sector fora.	Senior Education Specialist Director Health and Education	Ongoing	Moderate	Unlikely	Moderate

	13	Failure to ensure that employers and stakeholders are fully on board with the TVET reforms.	SEPFOPE has formed several industry sub-commissions to broader stakeholder involvement.	Major	Possible	High	N	The TESP program is proposing to implement a number of measures to improve employer engagement. Sustainable engagement cannot be achieved over night. TESP program will identify employers in priority sectors who are champions to drive the process.	Senior Education Specialist	Ongoing	Major	Unlikely	Moderate
	14	Implementing partners for the program fail to deliver program components effectively.		Major	Possible	High	N	Selection process will seek strong past performance in contract management and in specialist areas of education work. AusAID will engage with work planning, and dialogue with GoTL to ensure feasible. Contract management plan to monitor implementation, and contracts to reward performance. Open dialogue, identification of risk and bottlenecks and joint approaches to improving performance.	Senior Education Specialist, / Assistant Directors	Ongoing	Major	Unlikely	Moderate
Intermediate Outcomes: a) improved school effectiveness;	15	AusAID education team does not have or cannot maintain capacity and expertise to	AusAID has invested significantly in the team, putting in place specialist expertise and up-skilling of staff.	Moderate	Unlikely	Moderate	N	The education team will continue to receive training and up-skilling in technical areas. An	Director Health and Education / Senior Education	Ongoing	Moderate	Unlikely	Moderate

b) behaviour change including motivated/ competent teachers, using quality materials / curriculum, school managers run institutions effectively, communities more engaged and MoE officials provide right support and resources.		maintain high level of engagement in the management and monitoring and associated dialogue.						engagement strategy and organisation structure for the team is included in the design. Technical specialists will be recruited on short-term basis to support analysis and dialogue and to mentor staff.	Specialist				
	16	Progress in reducing drop out, repetition and over-age enrolment too slow and inhibits broader progress towards outcomes.	GoTL 5 year plan identifies these areas as a priority, presenting important opportunity. Progress to date has been good.	Major	Possible	High	N	International experience and sector analysis in-country provide a good basis for work in this area. Policy dialogue will prioritise strategies that will work and support innovative pilots.	Senior Education Specialist	Ongoing	Major	Unlikely	Moderate

Objectives	Risk No.	Risk	Existing Controls	Risk rating			Is risk rating acceptable? Y/N	Proposed Treatments	Responsibility	Date for treatment	Target rating when Proposed Treatments are in place		
				Consequence	Likelihood	Risk Rating					Consequence	Likelihood	Risk Rating
	17	Learning improvements take a long time to materialise, which inhibits reform momentum.	GoTL 5 year plan identifies quality improvements as a priority.	Major	Possible	High	N	Learning will remain the priority of the program; strategies shown to work in other countries and with strong basis in Timor-Leste, including early grade reading. The program recognises the long timeframe needed.	Senior Education Specialist	Ongoing	Major	Unlikely	Moderate
	18	District / cluster system does not facilitate school improvement.	Escola Basica already is established and showing some positive progress. GoTL 5 year plan indicates priority to develop support at district and through clusters.	Major	Possible	High	N	Program will focus on strengthening district role to ensure buy-in to school improvement reforms, and work with partners with strong cluster / school level experience. Strategy includes cluster support team, with MoE and Specialist support.	Senior Education Specialist	Ongoing	Major	Unlikely	Moderate
	19	Community engagement remains weak and cannot be effectively catalysed	Under Escola Basica Parent Teacher Associations to be established in all schools. Current analysis limited at this level; AusAID has supported broader analysis under other programs. UNICEF is supporting some	Major	Possible	High	N	Program will support cross-sector approaches to community engagement, awareness campaigns, and targeted communications. Community engagement,	Senior Education Specialist	Ongoing	Major	Unlikely	Moderate

			community awareness campaigns.					particularly for the disadvantaged a priority for school-based management support.					
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	20	Teacher performance/ motivation is not improved, due to complex system reforms and lack of political will.	A teacher career regime has been established and MoE plans place a significant emphasis on teacher training, including pathways to allow all teachers to have a Bachelor equivalent.	Major	Possible	High	N	A review of teacher issues and strategy will form the basis for all work with teachers. Systems support will complement teacher professional development, including at cluster level.	Senior Education Specialist	Ongoing	Major	Unlikely	Moderate
Intermediate Outcomes: a) improved training provider effectiveness; b) behaviour change including motivated /competent trainers, using quality materials, training provider managers run institutions effectively, employers more engaged and GoTL officials provide right support and resources.	21	Incentives to meet quality standards not enough to stimulate providers to register and become accredited.	Already 23 providers registered, representing good foundation for further progress.	Major	Unlikely	Moderate	Y	Program will include awareness-raising, and further development / support to QA systems.	Senior Education Specialist / Assistant Directors	Ongoing	Major	Unlikely	Moderate
	22	Mix of providers remains very varied in quality and mainly focused in Dili and Baucau, limiting access to quality training for people from districts.	Dili and Baucau will remain the most important locations, but centres of excellence and other provision extended to districts.	Moderate	Possible	Moderate	N	The review of the funding mechanisms by the TESP program during the first year will provide another option for introducing incentives for providers to register and become accredited	Senior Education Specialist / Assistant Directors	Ongoing	Moderate	Unlikely	Moderate
	23	Limited industrial base makes it difficult to achieve sustainable employer engagement in the TVET system.	Under TVET Plan some consensus on role of industry developed, and initial progress made in establishing Industry Sub-Commissions.	Moderate	Possible	Moderate	N	The Industry Sub-Commissions (ISCs) will provide the mechanism for improved engagement with organisations in the private and public sector. Improved capacity of ISCs will be supported by SEPFOE and TESP.	Senior Education Specialist / Assistant Directors	Ongoing	Moderate	Unlikely	Moderate

Objectives	Risk No.	Risk	Existing Controls	Risk rating			Is risk rating acceptable? Y/N	Proposed Treatments	Responsibility	Date for treatment	Target rating when Proposed Treatments are in place		
				Consequence	Likelihood	Risk Rating					Consequence	Likelihood	Risk Rating
	24	GoTL unable to develop an effective TVET funding strategy/mechanism, so provision remains patchy and providers cannot access funds to develop.	Review of FEFOP has provided useful recommendations. Consensus established on need for streamlined funding mechanism.	Major	Unlikely	Moderate	Y	Program will support development of funding strategy/mechanism, and provide sound analytical basis for this. PFM and other analysis will be undertaken to look at FEFOP and ways to streamline/ improve sector funding.	Senior Education Specialist / Assistant Directors	Ongoing	Moderate	Unlikely	Moderate
	25	Providers reject the use of training packages and the movement towards competency-based training (CBT).	Around 23 providers already accredited within the TLNQF, competencies for some levels / qualifications already in place.	Major	Possible	Moderate	Y	Through TESP a marketing campaign will be delivered and extensive workshop will take place to support the utilisation of CBT and training packages	Senior Education Specialist / Assistant Directors	Ongoing	Moderate	Unlikely	Moderate
	26	There is a lack of qualified trainers to delivery quality TVET program, particularly for mid-level skilled programs.	ILO and ADB already establishing training programs.	Major	Possible	Moderate	Y	The program will support a number of measures for instructors to ensure a cohort of trainers are available to deliver mid-level skill programs	Senior Education Specialist / Assistant Directors	Ongoing	Moderate	Unlikely	Moderate

Annex 10: Implementation schedule for first year

Table 1: Implementation Plan – First year start-up activities

This table is based on an assumption that the first full year of implementation will start in the first quarter of 2014, with some activities and contracts starting earlier. This is the likely start date of the contract for the Specialist Education Provider, with an inception phase for the first three months.

Action	Responsible	2013		2014			
		Q3	Q4	Q1	Q2	Q3	Q4
1. Establish governance and management arrangements							
• Program Management Teams in MoE / SEPFOPE, establish regular meetings, participation, program reporting arrangements, implementation manual if needed	GoTL / AusAID						
• Set up a program office/secretariat, (with local staff, basic equipment, etc) to support Specialist Team and other work	Specialist Education Provider						
• Set up Specialist Team with MoE / SEPFOPE under management of Specialist Education Provider (SEP)	Specialist Education Provider						
• Set up Procurement and Logistics Facility, with dedicated education responsibilities	AusAID / contracted company						
• Set up Cluster Support Team as part of program implementation (within MoE structures, including specialists from SEP)	GoTL / Specialist Team / SEP						
• AusAID to prepare own policy engagement strategy	AusAID						
• Hold first Program Management Team / Group meetings, including after 3 months from inception and agree first work plan and budget, M&E plan. After 6 months, review progress and work plans.	GoTL / AusAID						
• Establish working arrangements between Specialist Team and Procurement and Logistics Facility. Hold quarterly meetings linked to work plan / implementation planning	AusAID						
2. Analytical work and assessments							
• Conduct PFM / procurement assessments	AusAID						
• Other preparatory assessments to include capacity assessment within MoE structures, in particular for each component area	Specialist Team / SEP						

3. Work plan							
• Review program design / scope of services / GoTL plans	Specialist Team / SEP						
• Establish process for work plan development with key MoE/ SEPFOPE stakeholders (aligned to annual action plans / budget) and other partners (World Bank, UNICEF, NGOs)	Specialist Team / SEP						
• Planning workshops, including for capacity development approaches / reporting etc.	Specialist Team / SEP						
• Agree criteria for program activities	AusAID / GoTL / Specialist Team						
• Develop overall 4 year strategy and first annual work plan	Specialist Team / SEP						
• Separate work plan / procurement plan for Procurement and Logistics Facility (PLF)	PLF / contractor						
• Review gender / inclusion for next phase of work planning	Specialist Team / SEP						
• Update work plans	Specialist Team / SEP						
4. Partnership agreements							
• Identify new partnership arrangements to support program implementation, including for cluster support / teacher training / materials and curriculum development, etc.	AusAID / Specialist Team / SEP						
• Where necessary, novate existing contracts with NGOs / local providers to SEP management	AusAID						
5. M&E Plan / PAF and Reporting							
• AusAID M&E specialist to lead review of draft PAF and prepare M&E plan for 4 year program	AusAID						
• M&E plan to include identification of baseline analysis / data needs, and evaluation questions. Initiate baseline work if needed.	AusAID						
• Annual performance report	AusAID						
• Progress reports to Program Management Team meetings	SEP, PLF, other partners						
6. Other program management							
• Assess needs / plan support and equipment for TA and MoE counterparts, including transport and communications.	AusAID / SEP / PLF						
• Procure support / equipment for TA and MoE counterparts, including transport and communications.	PLF						

Table 2: Contract / Partnership Implementation Plan by financial year

	Fin. year	Phase 1 / first main contract period				Phase 2 / second main contract period			
Contact / Partnership	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Procurement and Logistics Facility									
	Start up			Mid-term review	Plan next phase				
Specialist Education Provider									
		Start up		Mid-term review	Plan next phase				
Baucau Teacher Training Institute									
Alola Foundation									
UNICEF									
World Bank									
	Finalise ESSP	Research agreement		Mid-term review	Plan new phase/end				
ILO									
		Mid-term review	Plan next phase						
Other local NGOs / IOs working in basic, secondary or TVET									
		Assess needs							
Budget support / direct funding through GoTL budget and funds									
	PFM Assmt	Scope & plan suppt							

Key: Description of colour bars in chart

Colour	Status of contract / agreement
	Agreement in place
	Agreement / contract anticipated under phase 1
	Agreement / contract pending review of progress / needs

Table 3: Phasing of support – summary of main activities by calendar year

Component	Sub-Sector	2013	2014	2015	2016	2017
School improvement	Early Childhood Education	School readiness pilot. Analytical support and other work to plan implementation of new GoTL ECE policy framework and strategy	Some mother-tongue language materials.	Review progress with pilot, plan next phase and extended support		
	Basic Education	Pre-service teacher training. Mother-tongue/ Tetum materials procurement Grades 1-3. Teacher appraisal and review.	SBM guidance and initial training. Curriculum review. Materials in Tetum to schools. Plan and limited start-up of teacher training, & school infrastructure. Analysis of community engagement	School grants to start. Roll-out of in-service training, including cluster level. Increase infrastructure rehab, etc. Community engagement activities to start.	Cluster level in-service training – link to school grants. Plan targeted support to disadvantaged (e.g. 3 rd cycle basic ed scholarships).	Consolidate curriculum development capacity in MoE
	Secondary Education		Some limited support to existing scholarships. Include secondary in some of analytical work, including teacher review.	Further analysis, including substantive secondary education review with GoTL.	Plan for extending support to teacher education, materials and curriculum, school infrastructure.	Possible start up of new work in secondary.
Skills development improvement	TVET	Start TVET Centre support – materials development, training of trainers.	Training for providers, Centres of Excellence. Develop/start industry sector strategy.	Continue and extend focus on industry sectors. Plan next phase.	Further provider upgrading support.	
Systems improvement	All	Plan EMIS support. Teacher review / supply & demand analysis. PFM assessments. TESP support starts – QA systems, LMIS, etc.	Prep Inspectorate support and start training. Start PER & other research. Start EMIS support program. TVET financing study/strategy.	Full inspector program implementation.	Next round EGRA	First (impact) evaluation. Next school survey.

Annex 11: Indicative terms of reference for key personnel – summary of key responsibilities

The following full-time positions represent the Specialist Team to work in the Ministry of Education. (Other long and short-term personnel will be recruited to support technical areas as needed.)

- Team leader: Education policy and planning specialist
- EMIS Specialist
- School management and inspection specialist
- Teacher professional development/management specialist
- Curriculum and materials specialist

1. Specialist Team Leader: Education Policy and Planning Specialist

Full-Time: Up to 42 months over 4 years.

ARF Classification: C4 (15 years + experience)

Location: Dili, Timor-Leste

Objectives: The Team Leader will have oversight of individual work plans for each specialist and the work agenda for the Program.

Responsibilities

- Lead the Specialist Team in design and implementation of capacity assessments in key technical areas based for preparation of annual work plan. Draw on available reviews and conduct baseline analysis with key partners.
- In agreement with MoE / National Director for Basic Education and Inspector General, and working with other members of the Specialist Team, scope options for, and develop, cluster support team, bringing together different elements of school improvement (teacher professional development, use of materials, school planning, community engagement, inspection support, etc).
- Provide technical support to MoE on policy and planning as required, including inputs to review and revision to medium-term plans and Annual Action Plans, and associated reporting.
- Ensure coordination of program activities to support school improvement, and ensure alignment with MoE planning, management and monitoring systems, and regular coordination with other implementing partners, including the Procurement and Logistics Services Facility.
- Work with the MoE and AusAID to identify any short-term advisory inputs and prepare TORs.
- Lead and undertake selected analytical work as appropriate.
- Act as the single point of contact for AusAID Post in the planning, management and monitoring of Program activities.
- Ensure contracted personnel work consultatively with stakeholders and each other and encourage a culture of high performance and collaboration. Includes regular review of personnel performance, focusing on the achievement of outcomes, provision of feedback and appropriate management of all performance issues

- Manage the Program office, supervising the work and performance of any support staff and preparing regular financial reports and technical briefings to the Contractor as required.
- Ensure quality assurance principles guide the timely preparation and submission of reports required under the contract between the Contractor and AusAID.

Specific Outputs

- Lead the development of an overall work plan for the team, ensuring alignment to MoE Annual Action Plans.
- During inception, develop an initial work plan setting out the strategy and indicative work priorities for the first two years with a more detailed first annual work plan to guide implementation (to be reviewed / amended on a six-monthly basis).
- Lead the technical review and revision of the program budget linked to preparation of annual work plan, for approval by the Program Management Group.
- Work with MoE senior leadership to develop a capacity development strategy and approach that facilitates GoTL staff and other local counterparts' lead / engagement in program implementation, technical activities, research, etc.
- Develop with GoTL an analytical / evaluation agenda and ensure use of this to support government planning for the sector and the effective coordination of support to school improvement.

Reporting

- Senior Education Specialist, AusAID Dili
- DGs Corporate Services / School Admin, Innovation and Curriculum Development
- Program Director

Post-specific Competencies

- Higher education degree in the field of education and demonstrated senior-level experience in education planning and policy in a developing country context.
- Ability to provide program leadership and professional direction within a small but relatively complex environment.
- Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training.
- Experience in managing international and local personnel who are providing technical assistance services.
- Excellent cross-cultural communication skills, both oral and written, and ability to establish strong working relationships with a range of government and community stakeholders.
- Ability to deal with politically sensitive issues.
- Proven problem solving skills.

2. Education Management Information System (EMIS) Specialist

Full-Time:	Up to 42 months over 4 years.
ARF Classification:	C4 (15 years + experience)
Location:	Dili, Timor-Leste
Objectives:	The EMIS Specialist will support EMIS staff in the Ministry of Education and strengthen EMIS use and data management processes in Timor-Leste.

Responsibilities

- Technical support and capacity development activities will be determined by interim support and program development under World Bank, but will include: developing/strengthening systems for school census and timely data gathering, data analysis and reporting for different users (from senior / policy level to school managers), use of data for different management purposes (school grants / funding, human resource management, sector strategic planning and policy, etc); as part of this to ensure EMIS is able to report on disaggregated data for gender, disability, disadvantaged groups.
- Build on current / interim support from World Bank and UNICEF to review and implement the proposed / agreed EMIS development plan.
- Liaise with SEPFOPE and ILO to review progress with LMIS and develop as required potential linkages with EMIS (data integration, joint hardware / systems development, reporting, etc) and longer term support strategy and related implementation/work plans. If needed, work with the Procurement and Logistics Services Facility Contractor to develop plans for procurement / logistics to support this work as needed.
- As part of this, work with MoE leadership to review / reform EMIS management, long term sustainability strategy for EMIS and associated change management processes.

Outputs

- Building on interim support from World Bank, prepare initial capacity assessments / status reviews of current work, and capacity development planning (short and long term) for central, district and school/cluster based staff (including staff training).
- Support the preparation of work plans for GoTL program of support to EMIS over the medium to longer term, with Annual Action Plans and budgets; and support the preparation of annual EMIS statistical reports and MoE sector performance reports.
- Work with relevant teams on development of and reporting on the sector Performance Assessment Framework (PAF), including setting of key indicators / targets and ensuring EMIS is able to report on these.
- Work with MoE to develop an implementation / work plan, and identify how this will be resourced through the Procurement and Logistics Facility Contractor for equipment and other equipment / logistical support (including new or modified software, hardware, etc).

Reporting

- To the National Director for Planning, Statistics and Information
- To the Head of EMIS
- To the Specialist Education Provider Team Leader

Post-specific Competencies

- Higher education degree in the field of education or another relevant field, and demonstrated senior level experience in education planning and EMIS in a developing country context.
- Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modular training.
- Excellent cross-cultural communication skills, both oral and written, and ability to establish strong working relationships with a range of government and community stakeholders.
- Ability to deal with politically sensitive issues.
- Proven problem solving skills.

3. School Management and Inspection Specialist

Full-Time:	Up to 42 months over 4 years
ARF Classification:	C4 (15 years + experience)
Location:	Dili, Timor-Leste
Objectives:	The school management and inspection specialist will support school-based management reforms and support improvements to the school inspection system.

Responsibilities

- Work with the MoE, districts and other partners on systems for school improvement planning through clusters; as part of this, develop (if agreed) minimum standards for schools.
- Support the Team Leader in developing work plans, capacity building approaches and the establishment of a Cluster Support Team. Provide leadership to the Cluster Support Team for SBM.
- Support the MoE and partners to develop awareness campaigns for education.
- Ensure MoE / district planning and program support to teacher professional development at cluster level.

Specific Outputs

- Working under the direction of National Director for Basic Education (and the Specialist Team Leader), prepare initial capacity assessments / status reviews of current work and capacity for school-based management. This must include consultation with other agencies supporting this work (UNICEF, NGOs, etc). On this basis, support the preparation of work plans for GoTL program of support to school-based management reforms.
- Review progress and bottlenecks in the MoE school grants system (including use of unit cost analysis, and systems for planning, management and reporting of grants). Support MoE to prepare SBM and related school grants support program (including training at school, cluster and district levels).
- Work with the Inspectorate General and district inspectors to review guidelines and develop a phased program of support to the school inspection system (including training for inspectors and school directors). As part of this (and with short-term specialists as needed), develop a medium-term capacity building plan for inspection services.
- With short-term inputs from other specialists, lead analysis of community engagement, including issues of perception of schooling, cost barriers to participation, attendance, and other reasons for exclusion from school. On the basis of this, lead or support the development of a plan to support community engagement, school outreach to disadvantaged communities, and related work. As part of this, lead consultations with CSOs, NGOs and others active in this area.

Reporting

- To the National Director for Basic Education
- To the Specialist Team Leader

Post-specific Competencies

- Higher education degree in the field of education or another relevant field, and senior level experience in school management and inspection in a developing country context.
- Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modular training.
- Excellent cross-cultural communication skills, both oral and written, and ability to establish strong working relationships with a range of government and community stakeholders.
- Ability to deal with politically sensitive issues.
- Proven problem solving skills.

4. Teacher Professional Development/Management specialist

Full-Time:	Up to 42 months over 4 years
ARF Classification:	C4 (15 years + experience)
Location:	Dili, Timor-Leste
Objectives:	The teacher professional development/management specialist will support teacher management reforms, teacher professional development and system strengthening.

Responsibilities

- Work with the MoE to develop phased, realistic teacher management reforms and system strengthening, including recruitment, deployment and performance management.
- Work with the Procurement and Logistics Services Facility Contractor to develop coordinated ToRs and work plans for large-scale teacher training (logistics, delivery options, budgets, etc).

Specific Outputs

- Appraisal of existing teacher professional development and management systems, plans and activities (including under government and non-government agencies/organisations).
- Develop an initial work plan for support to teacher professional development under the DG School Administration, Innovation and Curriculum Development, and work closely with INFORDEPE, UNTL and other teacher training providers. The plan is to be updated every six months.
- Develop a teacher in-service program with the MoE/INFORDEPE, including both institution and cluster-based approaches.
- Develop a possible pilot for cluster-based TPD, potentially working through CSO and NGO partners.

Reporting

- To the DG School Admin, Innovation and Curriculum Development
- To the Specialist Team Leader

Post-specific Competencies

- Higher education degree in the field of education or another relevant field, and senior level experience in teacher professional development and management in a developing country context.
- Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training.
- Excellent cross-cultural communication skills, both oral and written, and ability to establish strong working relationships with a range of government and community stakeholders.
- Ability to deal with politically sensitive issues.
- Proven problem solving skills.

5. Curriculum and Materials Specialist

Full-Time:	Up to 42 months
ARF Classification:	C4 (15 years + experience)
Location:	Dili, Timor-Leste
Objectives:	The curriculum and materials specialist will support the development of curricula, including supporting development capacity within the MoE, and support revisions to teaching and learning materials.

Responsibilities

- Support the MoE to develop a strategy for the alignment of textbooks and materials over short-term and medium-term implementation of the curriculum. Support the identification and development of materials for distribution to schools and teacher training providers.
- Work will involve a number of partners, including UNICEF, NGOs/CSOs, other specialist team members (teacher professional development adviser) and the Procurement and Logistics Services Facility Contractor to develop terms of reference and technical specifications for materials procurement and distribution.

Outputs

- Under the leadership of the DG School Administration, Innovation and Curriculum Development, develop an approach, plan and program of support to curriculum review and institutional reform. This should include: a work plan for review of teaching and learning materials; and curriculum development for each cycle of basic education, leading the work of subject specialists (MoE/national/international).
- Develop a medium / longer-term strategy and plan for developing curriculum capacity in MoE. As part of this, develop a capacity building plan, including links to international curriculum body.
- Develop a medium program of support for roll-out of the curriculum, including induction training for teachers and other stakeholders.

Reporting

- To the DG School Administration, Innovation and Curriculum Development
- To the Specialist Team Leader

Post-specific Competencies

- Higher education degree in the field of education or another relevant field, and senior level experience in curriculum review, development and implementation in a developing country context.
- Demonstrated experience in programs involving skills transfer, trainer training, mentoring, on-the-job training and modularised training.
- Excellent cross-cultural communication skills, both oral and written, and the ability to establish strong working relationships with a range of government and community stakeholders.
- Ability to deal with politically sensitive issues.
- Proven problem solving skills.

Annex 12: Scope of services / Trust Fund Arrangements [Removed]