



Timor-Leste

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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MINISTÉRIO DA
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TIMOR-LESTE NATIONAL EFA 2015 REVIEW

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Introduction

Timor-Leste is the first nation of the new Millennium having completed its first decade of the restoration of Independence in 2012.

Since 1999 Timor-Leste has made great efforts in rebuilding the education system and despite having achieved considerable progress, many challenges remain in the quality of learning, and on equitable access of all children to schooling.

The Timor-Leste Strategic Development Plan 2011-2030 states that *“Our vision is that all Timorese children should attend school and receive a quality education that gives them the knowledge and skills to lead healthy, productive lives and to actively contribute to our nation’s development”*.

This report, entitled Timor-Leste National EFA 2015 review, summarizes the progress made by the country towards achieving the Education for All goals.

The data used as reference in this report was mainly sourced from the Ministry of Education (MoE) Education Management Information System (EMIS).

Acknowledging that this review was a country led process, the Ministry of Education would like to express their gratitude to both UNESCO and UNICEF for their guidance and advice in completing this report.

In the final push for 2015, the Ministry of Education of Timor-Leste reaffirms its commitment to achieving the Education for All Goals, while sharing its will to participate in the 2015 Global Conference in Seoul, under the post-2015 global education agenda, which will departure from the analysis of the EFA progress at regional and global level.

1. Historical Context of Education in Timor-Leste

Timor-Leste's education system received several influences from different historical periods which are necessary to identify in order to overcome the current existing challenges and constraints.

1.1 The Portuguese Legacy

Timor-Leste was colonized from the Portuguese for about 500 years.

The colonial heritage gave Timor-Leste different features from the rest of the region, particularly its near neighbour, Indonesia. Among other particularities, the adoption of Portuguese Language, the incorporation of some Portuguese words into the local languages and the introduction of Catholic Religion. Despite the fact that its closest neighbor gained its independence after Second World War, Timor-Leste still remained as one of Portuguese colony until it became independent on November 28, 1975.

During the Portuguese colonial domain, the Catholic Church as a key education institution in Timor-Leste, having established a number of basic and secondary schools using the Portuguese curriculum. In this respect, mass education was not a primary objective during this time, resulting in the fact that education was mainly aimed at training an social elite.

As a result, based on the statistical data, in 1975, the illiteracy rate in Timor-Leste was estimated to be around 90 percent.

1.2 The Indonesia Legacy

During the Indonesian occupation of Timor-Leste, from 1975 to 1999, the Indonesian education system replaced the previous Portuguese system, and Bahasa Indonesia became the language of instruction.

The educational system comprised of: two years of pre-school; six years of primary education; three years of pre-secondary education; three years of general or technical and vocational secondary education; two years of polytechnic education; and/or three to four years of university education.

In 1994, primary school enrollment became mandatory, but there were not proper instruments to implement it. The 1990 census showed that in the 35–39 age group, the illiteracy rate was as high as 72 percent for male adults and 89 percent among female adults, and was even higher among older generations.

1.3. The first years after restoration of independence

During the two years under the United Nations Transitional Administration in Timor-Leste (UNTAET) and the first year of national government, the priority was given to the reopening of schools and recruitment of teachers and reintroduction of Portuguese as language of instruction.

In the first years of independence, Timor-Leste had to face several challenges:

- Lack of school infrastructure, with proper facilities, water and sanitation;
- Shortage of qualified teachers due to the fact that the majority of teachers were Indonesian civil servants that left Timor-Leste;
- Need to develop a new national and relevant curriculum for all levels of education that reflected Timor-Leste's identity;
- Inexistence of learning and teaching materials.

1.4. Brief overview of the current challenges in the Education sector

The challenges of building a new education system in Timor-Leste are monumental. Despite significant progress in access of children to schools, the quality of education is still a major challenge.

Pre-School

Access to pre-school is an issue. Data gathered in 2013 showed that 15.5% of 3-5 year old children were enrolled in pre-school. There are number of factors contributing to poor learning outcomes:

- rates of attendance in Timor-Leste are very low
- Parent education is very limited, hence parents have little or no understanding of the importance of cognitive stimulation in the first 3 years of life and nor is there a strong appreciation of the possible value of pre-school learning.
- lack of infrastructure facilities
- The quality of the teaching and learning is very poor
- untrained teachers using inappropriate teaching practices
- Teaching and learning materials are very limited.
- There are very few books for literacy and language learning in the rural areas.
- distance

Basic Education

The Government will continue to strengthen the system to provide universal access and will ensure the completion of quality basic education by all children. However many challenges remain, which include:

- children starting school when they are too old,

- children dropping out of school,
- children taking too many years to complete their basic education
- girls dropping out of school at a higher rate than boys.
- Rapid population growth will also create significant future demand for more teachers, classrooms and education spending.
- language is an obstacle to learning and to success at school. This should enable a more active participation by students and provide a systematic transition towards the learning of the official languages, Portuguese and Tetum.

Secondary Education

The major challenge in Secondary Education is to ensure that students graduating from basic education have access to quality secondary education. To meet this challenge, there is a need to focus on expanding access and on providing adequate infrastructure, equipment and qualified teachers in secondary schools to improve the learning and skills outcomes of students graduating from this level of education. Secondary education in Timor-Leste is divided into general secondary schools and technical secondary schools, aimed to ensure better access to the labour market and greater encouragement to students to move up to higher education.

Recurrent Education

The main challenges that recurrent education faces are: the need to increase the capacity of current post-literacy courses so that gains of the national literacy program are sustained; and the need expand the basic education equivalency program directed for people who are above normal school age and did not have opportunities for education at the right age.

2 Tracking Progress

In this chapter, the progress and trend of education sectors is analyzed by using several education indicators stored in Educational Management Information System (EMIS) in Timor-Leste and national census conducted in 2004 and 2010.

EMIS education data in Timor-Leste has started the data collection and storing since academic year 2004/05 up to date. The education data has been aggregated and published from 2008/09, and currently under the process to publish for 2010 to 2013. In order to see the trend of these 10 years in Timor-Leste since independence, the EMIS data from 2004/05 to 2007/08 was re-calculated and used for the comparative analysis together with the data from 2008/09 to 2013 although the data has not been officially published. In addition, the progress of adult literacy is also analyzed in this chapter. Since the EMIS is not collecting information on the adult literacy, it was collected in the Timor-Leste national census conducted in 2004 and 2010.

This chapter mainly shows 1. the progress of universalization of primary education, 2. the progress of pre-secondary and secondary education as learning and life skills for young people and 3. adults and adult literacy by taking the data from census conducted in 2010 by section. In each section, brief study on the gender parity and equality as well as the quality of education is shown.

The study on progress of Early Childhood Education and Care (ECCE) and school facility information are not included in this chapter. The ECCE data has started collecting data since 2013 within EMIS in Timor-Leste and not available to see the progress due to the lack of accumulation of the data or information. On the other hand, the school information has been stored in the EMIS system. However, data collection methodology including the revision of questionnaire has been adjusted several times in the past and not available to conduct the comparative analysis. In addition, large scale restructuring of national education structure has occurred in the past with closing or merging schools. Since the comparison of quantitative data on the school information does not show the correct progress under these circumstances, therefore, it is not included in this chapter.

2.1 Universalization of primary education

2.1.1 Access and participation

Access and participation to primary education has been drastically improved in Timor-Leste since independent in 2002. The most updated Net enrolment rate is 91.9% in 2013 whereas it was 67.11% at the time of academic year 2004/05. As shown in table 1 and graph 1, the NER keeps more than 90% from 2010 and marked 97.15% as maximum in 2011, which is 30.04% increase from 2004. It can be said that most of the children with the official age of primary education are in the school in Timor-Leste. In addition, the female participation to primary

school became higher than male participation in academic year 2008/09 for the first time and up to date.

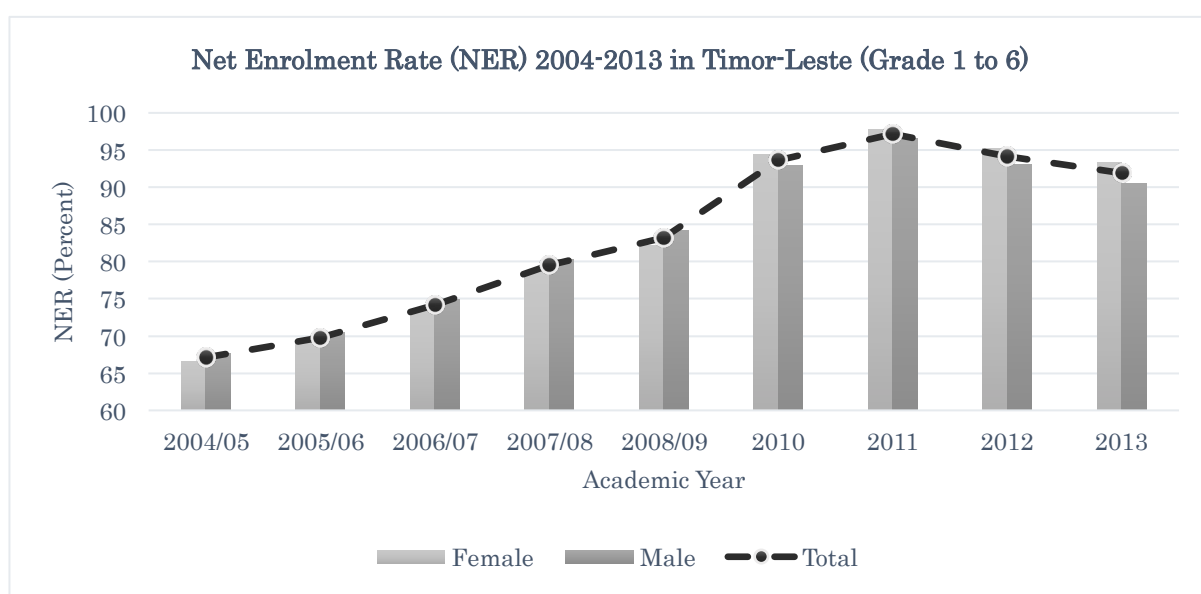
Table 1: NER 2004 – 2013 in Timor-Leste

Net Enrolment Rate (NER) 2004-2013 in Timor-Leste (Grade 1 to 6)									
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	66.54	69.11	73.38	78.67	82.18	94.34	97.81	95.21	93.34
Male	67.65	70.46	74.92	80.27	84.18	92.9	96.53	93.09	90.57
Total	67.11	69.8	74.17	79.49	83.2	93.6	97.15	94.11	91.9

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Graph 1: NER 2004 – 2013 in Timor-Leste



Source: EMIS

There are few gaps between districts in Timor-Leste although NER has been improved all 13 districts as a whole. In 2012 as current most updated available data by district, the highest NER marks 100.73% in Cova Lima district and Manatuto district is 99% in total. The reason of NER more than 100% in Cova Lima is assumed the gap of census population projection and the actual population in 2012. Basically the district reached 100% net enrolment. Against this great success, the lowest district marks around 87% in Liquica and Oecusse district. Although 87% may be considered relatively higher figure compared to the past situation in Timor-Leste, the maximum gap among the districts remains almost 13% and it should be cared to reduce in the future.

However, if we look at the trend of NER, the NER is becoming lower since 2011 as a peak of NER as shown in graph 1. Recent 2 years (2012 and 2013) are decreasing the NER by almost same ratio (around 3 % per year). There is certain probability on continuing this trend in 2014 and if it continued in 2014, the NER will break the 90% as a first time after 2010. The situation is being considered and monitored very carefully by the Government, and will require the Ministry

of Education many efforts to find the reasons and to plan the specific strategy to maintain or improve the NER once again. In addition, it should be monitored that the gap between female and male has been increasing since 2011. This means that the decrease of NER is more affected to male than the female and it is assumable that more male out of school children is increasing than female.

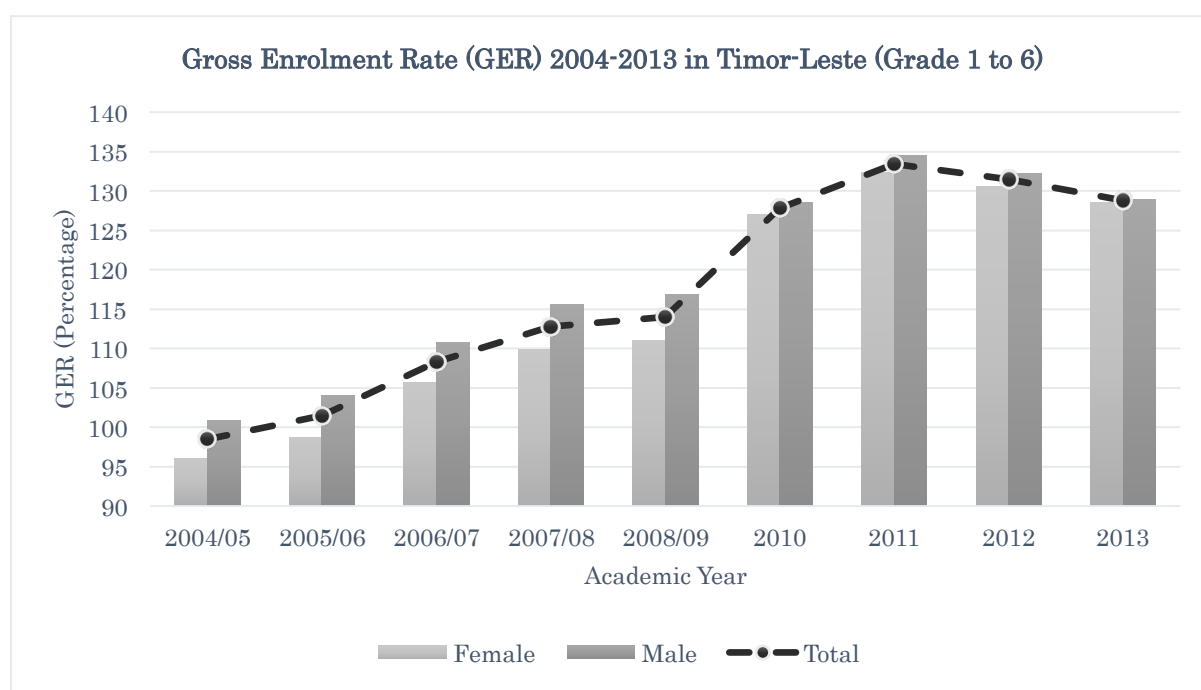
The overall trend is the same in Gross enrolment rate as well. The percentage is growing up to 2011 and changed to decrease from 2011 up to date.

Table 2: GER 2004 – 2013 in Timor-Leste

Gross Enrolment Rate (GER) 2004-2013 in Timor-Leste (Grade 1 to 6)									
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	96	98.75	105.69	109.88	111.03	126.96	132.33	130.62	128.59
Male	100.82	104.05	110.75	115.59	116.81	128.55	134.46	132.25	128.89
Total	98.48	101.47	108.29	112.81	114	127.78	133.43	131.46	128.75

Source: EMIS

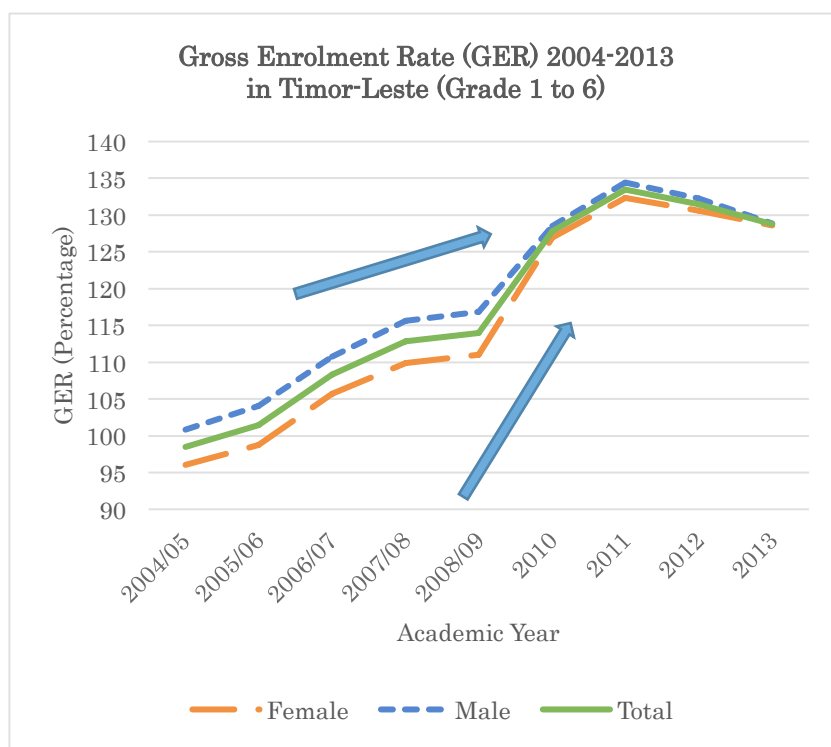
Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.



Source: EMIS

However, the most noticeable difference from NER is the recent trend of gap between male and female. While the gap in NER is increasing from 2011 up to date, the GER is reduced almost to the same in 2013. One of background reasons of this, which we can assume, is, as we see more details later, the effect of worse performance of male in transition rate from primary to pre-secondary level. In 2012, the transition rate in 2012 is almost 3 % higher in female than male. The female students transit to the next higher grade relatively easier than the male students do. The number of male students regardless the sage in primary students gradually increased.

Graph 2: GER 2004 – 2013 in Timor-Leste



Source: EMIS

Although NER and GER is showing progress of improving the participation to school, if we look at the NIR as access to primary education together with the results of NER and GER, however it is found that not many children with official school age (6 years old) are entering grade 1 of primary school on time. Although MoE found that some of the children are actually entering to grade 1 at the age of 5 years old, more than 50 % of 6-year-old children in most of academic years have been failing to enter the grade 1. This shows that Timor-Leste is still facing difficulties to achieve the access to school at appropriate age to appropriate grade, even though most of children eventually enter to grade 1 within 6 years from 6 years old based on the result of NER.

Table 3: NIR 2004 – 2013 in Timor-Leste

Net Intake Rate (NIR) 2004-2013 in Timor-Leste (Grade 1)									
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	27.68	30.12	36.09	42.57	46.17	55.3	42.95	34.09	36.42
Male	29	32.22	36.05	44.01	47.41	52.75	43.66	33.25	34.83
Total	28.35	31.19	36.07	43.31	46.81	53.98	43.32	33.66	35.6

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Table 4: AIR 2004 – 2013 in Timor-Leste

Apparent Intake Rate (AIR) 2004-2013 in Timor-Leste (Grade 1)									
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	88.86	86.93	114.16	134.82	125.74	145.45	121.15	106.26	106.82
Male	96.48	94.64	115.88	127.17	133.38	142.45	122	105.30	100.59
Total	92.75	90.86	115.04	131.08	129.65	143.9	121.59	105.76	103.6

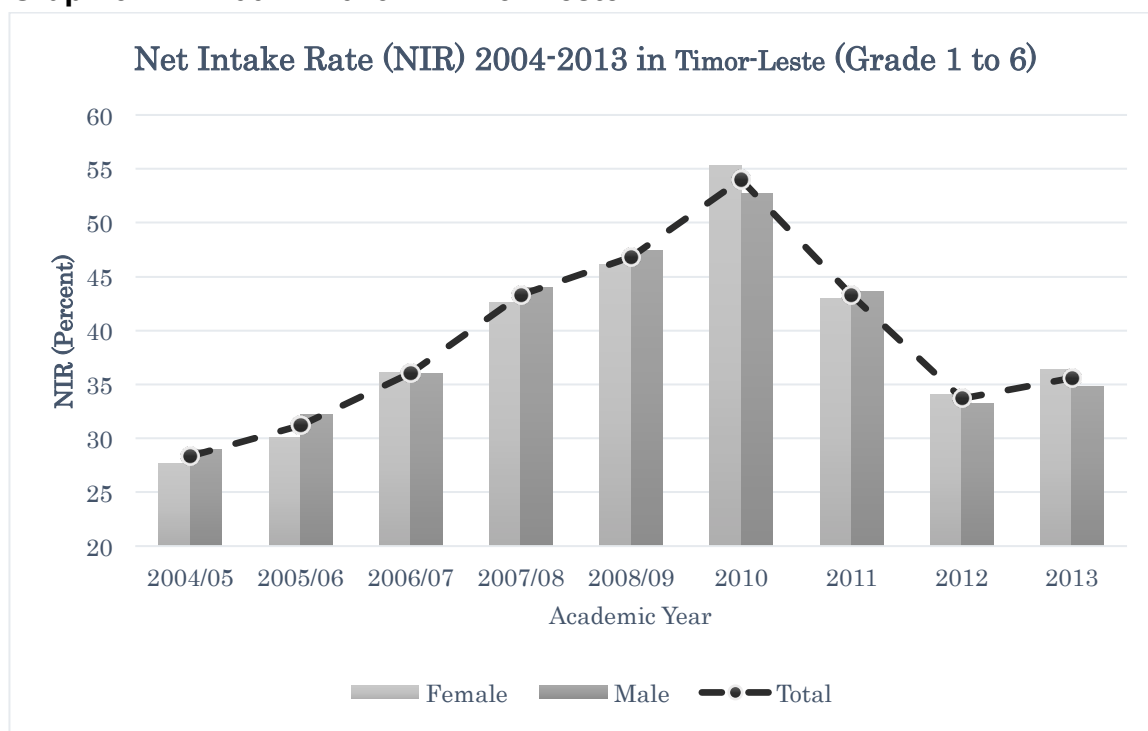
Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

In addition, the trend of the NIR from 2004/05 to 2013 shows strange pattern as well. Although the NIR was low as a whole throughout the years, the Net Intake Rate was improved year by year up to 2010. However, this trend suddenly changes from 2010 and NIR decreased drastically. It decreased from 53.98% to 43.32% from 2010 to 2011 (10.49% decrease) and it continues decreasing up to 33.6% in 2012. Although it recovered 2% in 2013, it is still not enough at all to become the same level as 2010. The reason of this phenomenon is still unknown and urgently needs to be searched.

However, it has to be mentioned that the EMIS actually started using the new projection of the population to calculate the NIR in 2010 and onwards. The statistics department of Ministry of Finance conducted national census in 2010 and the national population was newly searched and projected from 2011 to 2050. Up to 2008/09 the projection was used based on census conducted in 2004. It is very much possible that these changes drastically affect educational indicators especially such as Net Intake Rate since the NIR considers only 6 years old-children. Therefore, gap between the projection and reality will affect more in the small figures.

Graph 3: NIR 2004 – 2013 in Timor-Leste



Source: EMIS

2.1.2 Quality and Efficiency

As shown in the previous section, the participation to primary school was improved overall for these 10 years in Timor-Leste although new students' intake into grade 1 at the official age is still low. However, the quality and efficiency of the school seems to have issues to be solved. In Timor-Leste, promotion rate at grade 1 to grade 2 is very low compared to other grades. It shows that the newly entered students in the primary school are facing huge difficulties to succeed for the next grade.

Although EMIS at MoE does not have the data before 2010 on the promotion rate for primary school, this trend that Promotion Rate at grade 1 to 2 is relatively very low, maintains for recent 3 years up to 2012. The care should be taken on this situation to improve quality of education so that the promotion rate becomes higher.

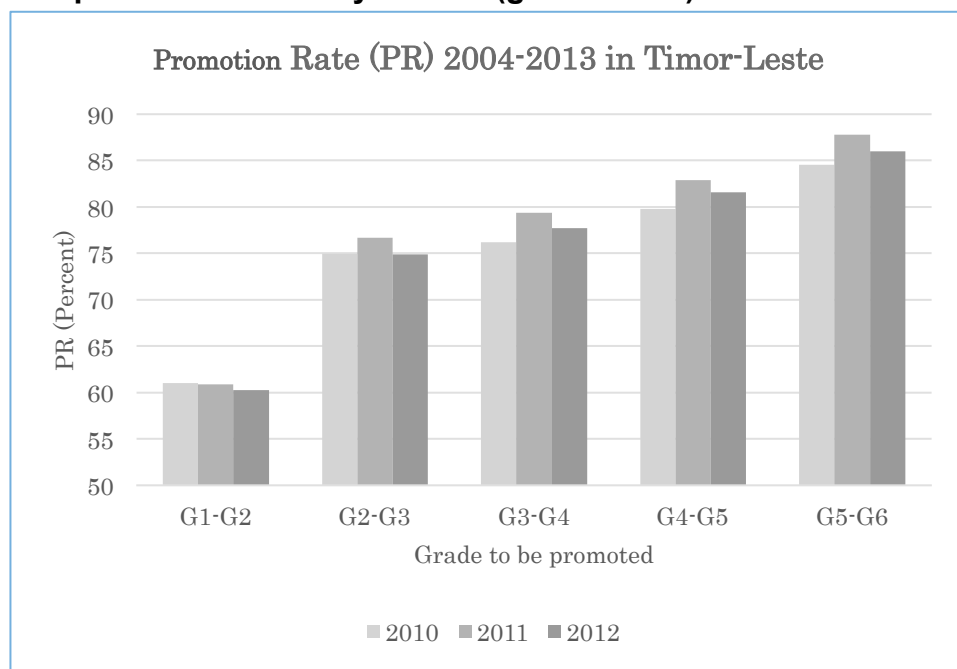
However, in the other way, if the Ministry of Education plans the strategy to focus on raising the promotion rate at grade 1 to grade 2 by improving the quality of grade 1 at primary school, the effects of this strategy may be large and even larger than merely improving promotion rate itself. In 2010, 36% of total drop-out students in primary school (grade 1 to 6), and also 47% of total repeating students were in grade 1. Therefore, improving the quality of education in grade 1 eventually ends in drastically reducing the drop-out rate and repetition rate of entire primary school.

Table 5: PR 2010 – 2012 in Timor-Leste

Promotion Rate (PR) 2004-2013 in Timor-Leste				
Grade	Gender	2010	2011	2012
G1-G2	Female	63.29	62.98	62.91
	Male	59.1	59.01	57.84
	Total	61.05	60.87	60.23
G2-G3	Female	77.43	79.67	77.14
	Male	72.71	74.01	72.88
	Total	74.96	76.7	74.89
G3-G4	Female	79.06	81.81	80.38
	Male	73.55	77.14	75.25
	Total	76.2	79.35	77.71
G4-G5	Female	83.16	85.38	83.84
	Male	76.71	80.5	79.49
	Total	79.76	82.87	81.57
G5-G6	Female	87.12	90.16	88.58
	Male	82.16	85.56	83.48
	Total	84.57	87.81	85.98

Source: EMIS

Graph 4: PR of Primary School (grade 1 to 6) 2010 – 2012 in Timor-Leste



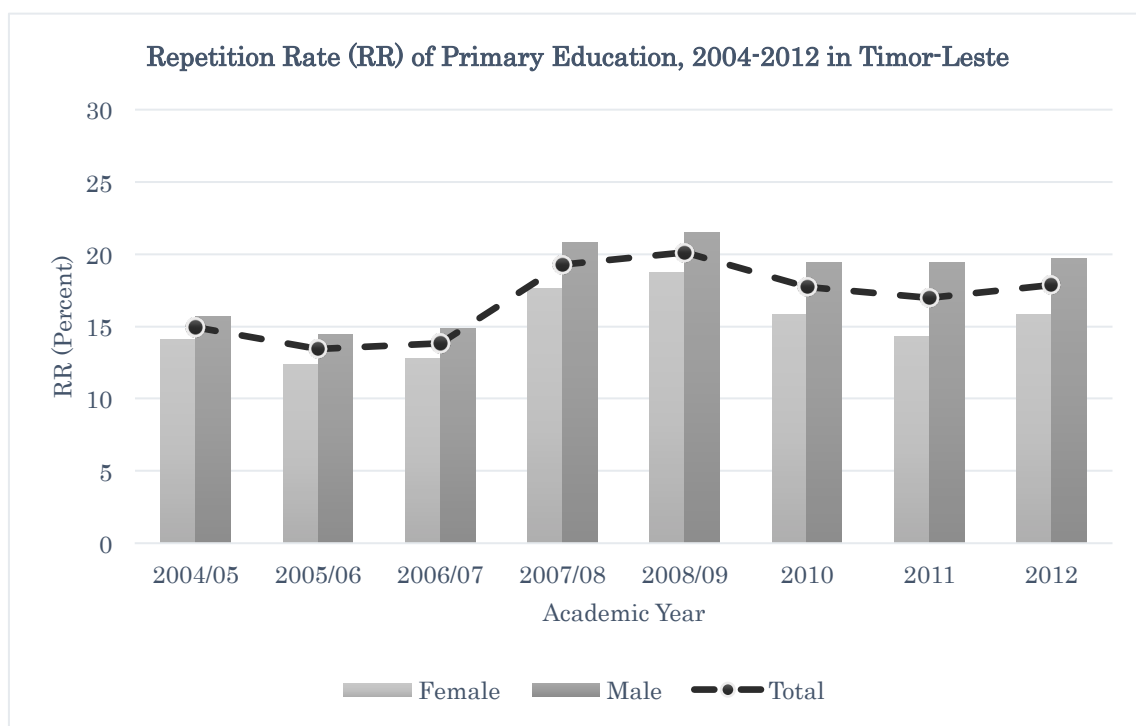
Source: EMIS

Table 6: RR 2004/05 – 2012 in Timor-Leste

Repetition Rate (RR), Primary Level, 2004-2012 in Timor-Leste								
Gender	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012
Female	14.12	12.36	12.76	17.62	18.73	15.84	14.32	15.8
Male	15.7	14.42	14.85	20.78	21.52	19.42	19.41	19.71
Total	14.95	13.44	13.82	19.28	20.13	17.71	16.98	17.84

Source: EMIS

Graph 5: RR of Primary School 2004/05 – 2012 in Timor-Leste



Source: EMIS

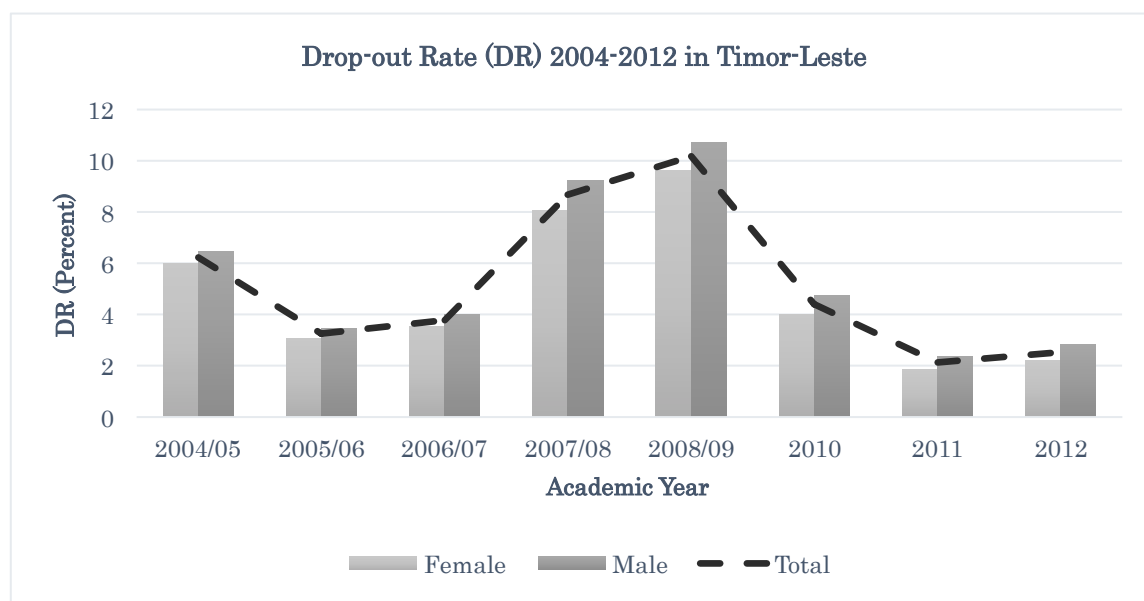
The repetition rate and drop-out rate of primary school in Timor-Leste have not much improved for these 8 years as shown in the below tables. Especially, the repetition rate looks slightly increased from 2004/5 to 2012 whereas the drop-out rate looks slightly decreased from 2004/05 to 2012. However, both of the rates are not noticeably improved throughout these years. As mentioned above, since the most of the repetition and drop-out occurs at the first grade of the primary school, and thus the grade 1 students are potential students to drop out or repeat easily, Timor-Leste may need to invest for the quality of education at the 1st grade more in the future.

Table 7: DR 2004/05 – 2012 in Timor-Leste

Drop-out Rate (DR), Primary Level, 2004-2012 in Timor-Leste								
Gender	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012
Female	5.99	3.06	3.52	8.06	9.64	4	1.86	2.19
Male	6.45	3.45	4.01	9.24	10.71	4.75	2.36	2.85
Total	6.23	3.26	3.78	8.68	10.17	4.4	2.12	2.54

Source: EMIS

Graph 6: DR of Primary School 2004/05 – 2012 in Timor-Leste



Source: EMIS

Apart from the issues at grade 1, there are another issues we can find from the EMIS data on the quality of education in primary school. It is at exiting stage of primary school, namely the trend of decreasing transition rate from primary to pre-secondary school. EMIS is only able to show recent 3 years from 2010 to 2012, the decreasing trend is very clear and almost 11% is decreased only within 3 years.

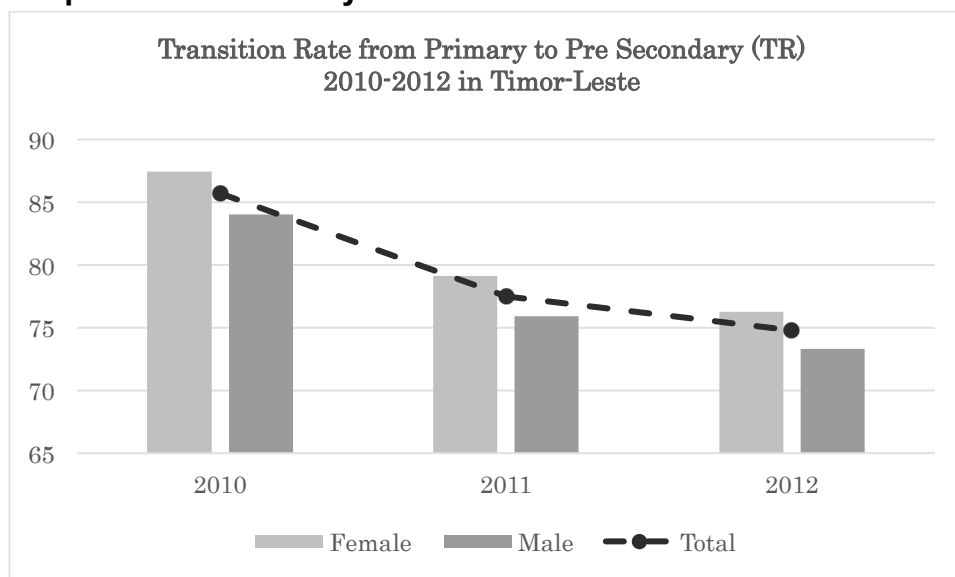
The decrease of transition rate implies that the issues of quality education exist not only in the grade 6, but also in any grades in the primary education. Some of the issues even come from the situation of pre-secondary school as well. Therefore, the more detailed and wide cross sectorial research is needed to find the cause and effective solution.

Table 8: TR 2010 – 2012 in Timor-Leste

Transition Rate (TR) Primary to Pre Secondary 2010 to 2012 in Timor-Leste			
Gender/Year	2010	2011	2012
Female	87.44	79.15	76.25
Male	84.01	75.90	73.31
Total	85.69	77.50	74.77

Source: EMIS

Graph 6: TR of Primary School 2010 – 2012 in Timor-Leste



Source: EMIS

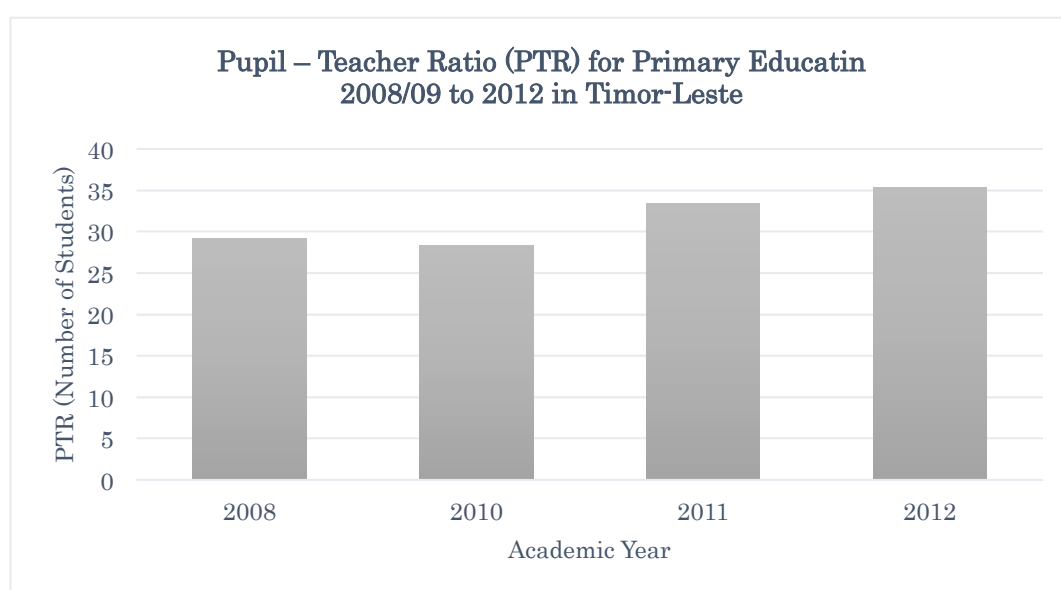
One of the clues on the above mentioned issues of quality of education might be seen from pupil teacher ratio. The Pupil Teacher Ratio from 2008/09 to 2012 (current available data from EMIS) is showing the increase as a whole.

Table 8: PTR of Primary Education, 2008/09 – 2012 in Timor-Leste

Pupil – Teacher Ratio (PTR) for Primary Education 2008/09 to 2012 in Timor-Leste				
Academic Year	2008	2010	2011	2012
Pupil per Teacher	29.17	28.38	33.38	35.39

Source: EMIS

Graph 7: PTR of Primary School 2008/09 – 2012 in Timor-Leste



Source: EMIS

It is clear that the per teacher's burden is increasing every year since the increase of number of students are more than the increase of number of teachers. Normally, it is said the lower quality

of education causes the increase of repetition. The increase of repetition will cause the number of students in the class together with the growing population of appropriate age for primary schools. Then the PTR increases more. This is negative spiral regarding the quality of education and government intends to increase the qualified teachers to cut this spiral.

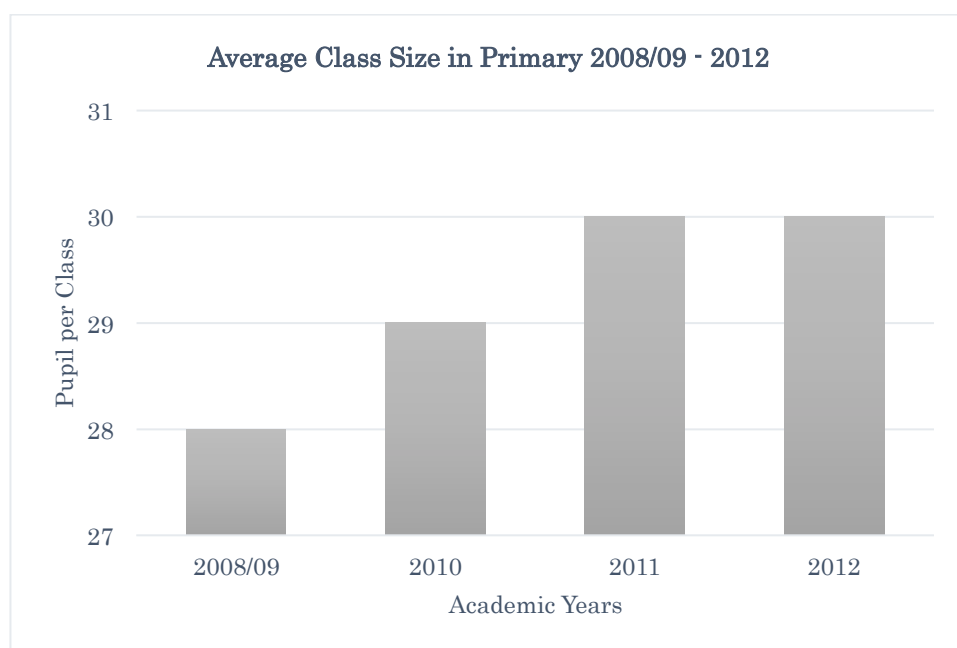
Similar with Pupil/Teacher Ratio, the Average Class Size in primary school is also increasing. The trend of these two indicators implies the fact that the number of qualified teacher are relatively decreasing compared to the number of students. This possibly affects the quality of education, and hence the drop-out and repetition rate as well as the promotion and transition rate in the end.

Table 9: Average Class Size of Primary School 2008/09 – 2012 in Timor-Leste

Average Class Size in Primary, 2008 to 2012 in Timor-Leste				
Gender/Year	2008/09	2010	2011	2012
Total	28	29	30	30

Source: EMIS

Graph 8: Average Class Size of Primary School 2008/09 – 2012 in Timor-Leste



Source: EMIS

2.1.3 Measuring disparities and inequalities

In terms of access and participation to primary education, Timor-Leste is well in terms of gender equality as shown below. The Gender Parity Index of major 4 educational indicators (GER, NER, AIR and NIR) from 2004/05 up to 2013 shows within the range of 0.9 and 1.1.

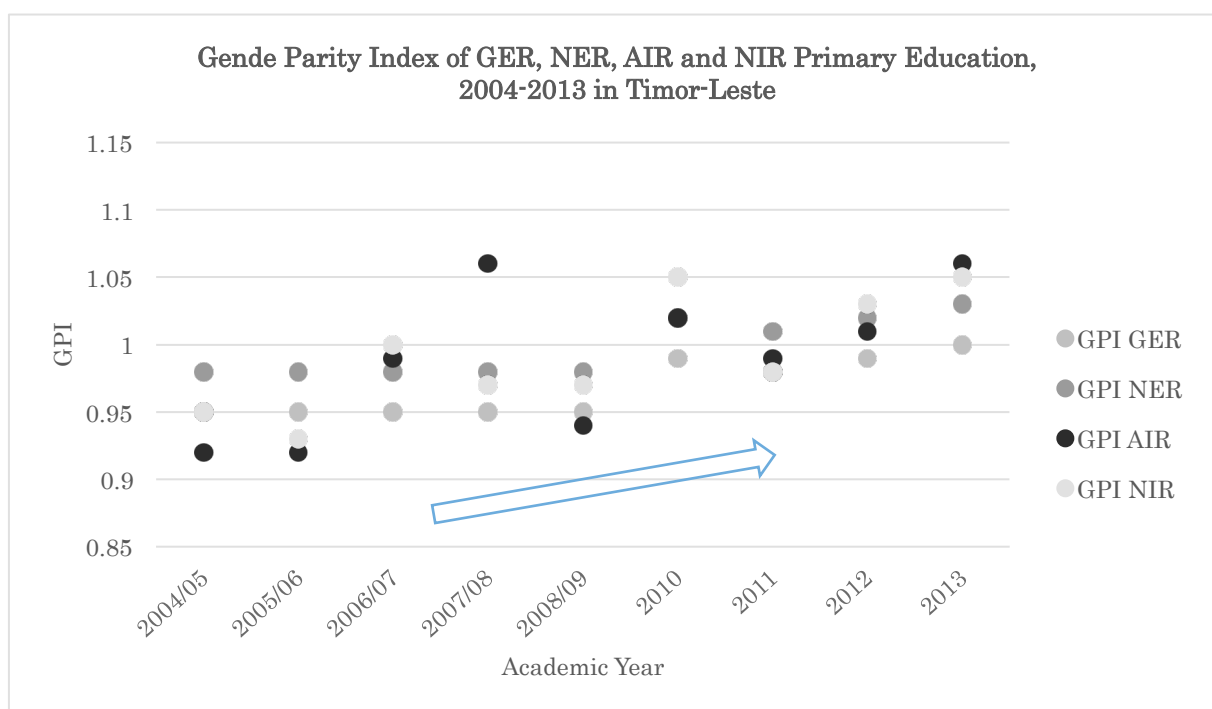
As time passed, overall trend is shifting more to advantage to female than male, especially GPI became more than 1.00 in 3 out of 4 indicators in 2010.

Table 10: GPI of GER, NER, AIR and NIR of Primary School 2004/05 – 2013 in Timor-Leste

Gender Parity Index of GER, NER, AIR and NIR Primary Education, 2004-2013 in Timor-Leste									
Years	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
GPI GER	0.95	0.95	0.95	0.95	0.95	0.99	0.98	0.99	1
GPI NER	0.98	0.98	0.98	0.98	0.98	1.02	1.01	1.02	1.03
GPI AIR	0.92	0.92	0.99	1.06	0.94	1.02	0.99	1.01	1.06
GPI NIR	0.95	0.93	1	0.97	0.97	1.05	0.98	1.03	1.05

Source: EMIS

Graph 9: Scatter Graph of GPI (GER, NER, AIR and NIR) of Primary School 2004/05 – 2013 in Timor-Leste



Source: EMIS

Gender Parity Index of the educational indicators related to the quality of education is shown below table. EMIS calculated the GPI of repetition rate, drop-out rate and transition rate.

The interpretation of GPI for repetition and drop-out rate, in this report, is different from the GPI such as GER, NER, AIR and NIR.

GPI of GER and others shown above means if the GPI is more than 1.00, female has HIGHER GER and thus the situation is more female friendly environment.

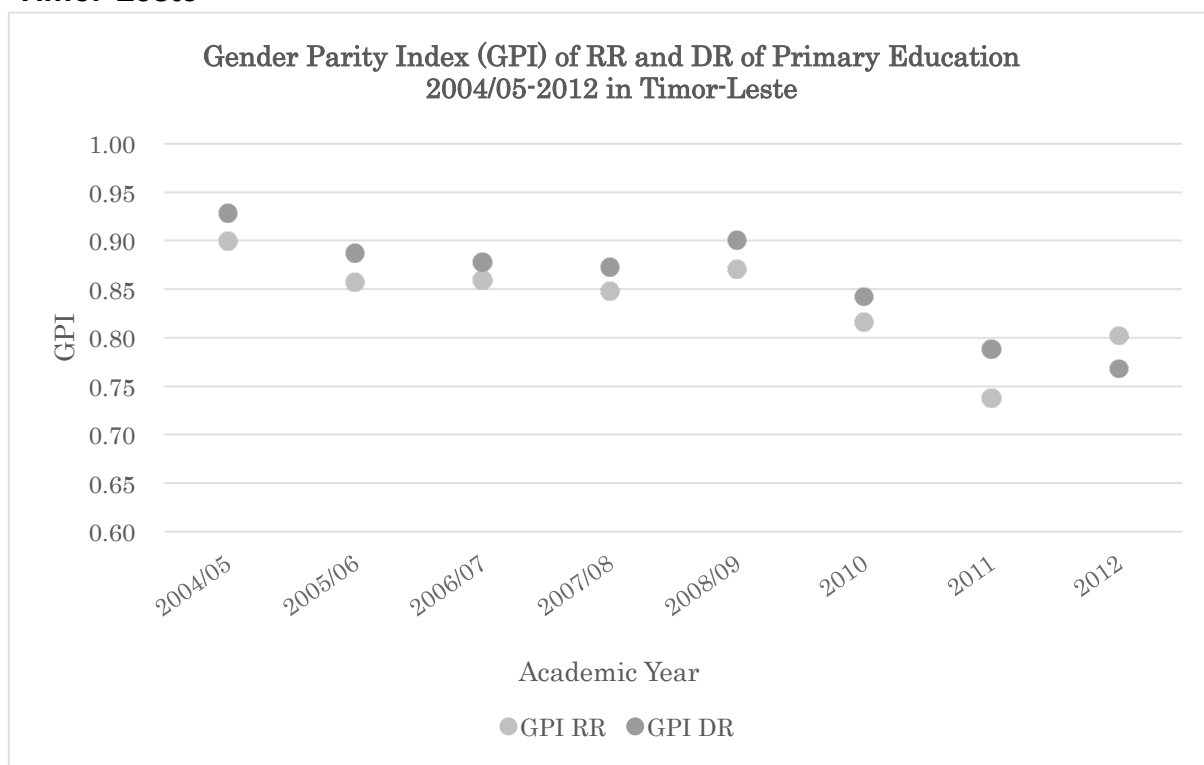
On the other hand, GPI of DR and RR should be interpreted opposite, that is, if the GPI of DR or RR is HIGHER than 1.00, female has HIGHER DR than male DR, and thus the situation is more male friendly environment. If the GPI of DR or RR is LOWER than 1.00, male has HIGHER DR than female DR, and thus the situation is more female friendly environment or female is more advantage.

Table 11: GPI of RR, DR and TR of Primary School 2004/05 – 2012 in Timor-Leste

Gender Parity Index (GPI) of RR, DR and TR of Primary Education, 2004/05-2012 in Timor-Leste								
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012
GPI RR	0.90	0.86	0.86	0.85	0.87	0.82	0.74	0.80
GPI DR	0.93	0.89	0.88	0.87	0.90	0.84	0.79	0.77
GPI TR	-	-	-	-	-	1.04	1.04	1.04

Source: EMIS

Graph 10: Scatter Graph of GPI (RR and DR) of Primary School 2004/05 – 2013 in Timor-Leste



Source: EMIS

As a result of above tables and graph, trend of GPI on RR and DR shows less than 0.97 (which is considered as bottom margin of gender parity) through all years. This means that the repetition rate and drop-out rate are lower for female than for male, in the other words, male students tend to repeat or drop out more than female students for all years.

In addition, the GPI of both RR and DR become lower as it becomes more recent year such like from 0.90 in 2004/05 to 0.80 in 2012 for RR and 0.93 in 2004/05 to 0.77 in 2012 for DR. This result shows the gender disparity where male tend to be in disadvantage is increasing in Timor-Leste. More male students tend to repeat or drop out than female students.

The transition rate (TR) was almost parity through recent 3 years up to 2012.

2.1.4 Conclusion and way forward (including beyond 2015)

Since independence in 2002, Timor-Leste was putting great efforts to achieve one of the EFA goals, the universalization of primary education in Timor-Leste. Following the trend of education indicators from 2004 up to 2013, it can be seen some achieved and the other is still on the way to goal.

It can be concluded that participation to Education, one of the main aspects to assess the goal, is well progressed and towards goals. NER keeps on marking more than 90%. However, it should be recognized widely that the trends of all related indicators to participation to education shows the situation is deteriorating after 2010, and NIR which is to assess the level of access to education is still less than 50% through most of years. This is a task to be imposed after 2015 and continuous efforts to improve the access to education is needed until all 6 year-old children in Timor-Leste enter grade 1 on time and continuously study until graduation of primary school.

In terms of quality of education, unfortunately, Timor-Leste is not showing much progress since 2002. Some of the indicators show negative trend. Almost 20% of students, one out of 5 students repeat same grade every year, and transition rate keeps decreasing from 2010 up to 2012. This means that the participation to education was improved, but the capacity of each school is not catching up the participation, and hence the quality of education is becoming worse. This is also shown from the Pupil Teacher Ratio (PTR) as well that the PTR keeps increasing. Towards and beyond 2015, Timor-Leste is strongly committed to shift the focus from the “participation to school” to “quality of education” in order to improve these indicators.

Although there are many challenges, it is also worth mentioning that the gender parity shows good progress in Timor-Leste. Many GPI shows that there are very fair for both female and male in primary education and it keeps stable from 2004 up to date, especially in access and participation to Primary Education. However, there are some pattern of gender disparity shown in Repetition Rate and Drop-out Rate, and we need to carefully monitor the situation and seek the cause of them.

2.2 Learning opportunities for youth on Pre-Secondary Education (EMIS does not have data on adults and life skills. Here shows only Pre-Secondary Education Data)

2.2.1 Participation

Participation in pre-secondary education (Grade 7 to 9) in Timor-Leste is still not high enough compared to Primary Education. As shown below, the maximum net enrolment rate marked still 34% in 2013, and the improving speed became slower as the rate gets higher. After NER became more than 30% in 2010, the rate looks stagnant and took 4 years to glow 4 %. However, NER of grade 7 to 9 is improving through these 10 years except the time of 2008/09. This indicates that the strategy and efforts of government and stakeholders are directing to right way. Towards and beyond 2015, the efforts to improve the strategy to more effective way will be requested to the government for speeding up increasing the NER for pre-secondary education.

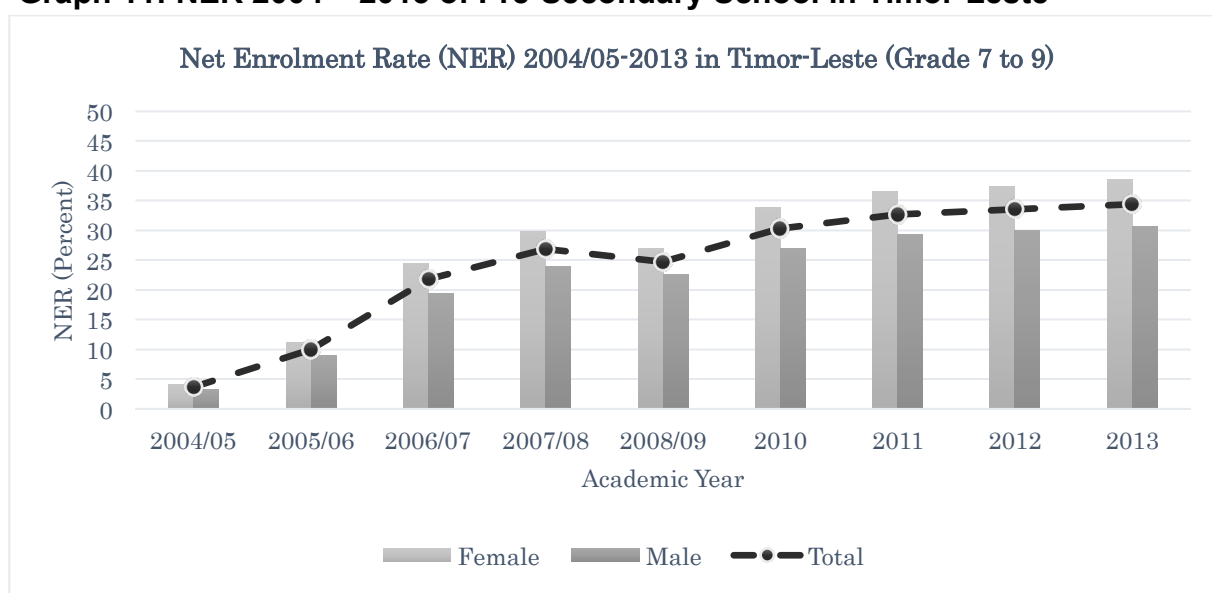
Table 12: NER of Pre-Secondary School 2004/05 – 2013 in Timor-Leste

Net Enrolment Rate (NER) 2004-2013 in Timor-Leste (Grade 7 to 9)									
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	4.07	11.22	24.41	29.85	26.99	33.86	36.5	37.45	38.55
Male	3.32	8.9	19.45	24.01	22.61	27.04	29.23	30.02	30.62
Total	3.68	10.02	21.85	26.84	24.74	30.32	32.72	33.59	34.44

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Graph 11: NER 2004 – 2013 of Pre-Secondary School in Timor-Leste



Source: EMIS

In terms of gender parity, NER of pre-secondary education shows difference between males and females. Basically, more female students succeed to step from primary to pre-secondary

education than males in Timor-Leste. This phenomenon seems to increase year by year. The difference was originally only 0.75% in 2004/05, but it became 4.38% in 2008/09 and ended in 7.93% in 2013. Although the female's success should be positively accepted, Timor-Leste where the gender parity is always in good shape should focus more on improving the strategy to encourage male students to go to the next stage of education.

The overall trend pattern in Gross enrolment rate of pre-secondary is the same as NER. The percentage is growing up to 2008/09 and looks stagnant from 2010 up to date.

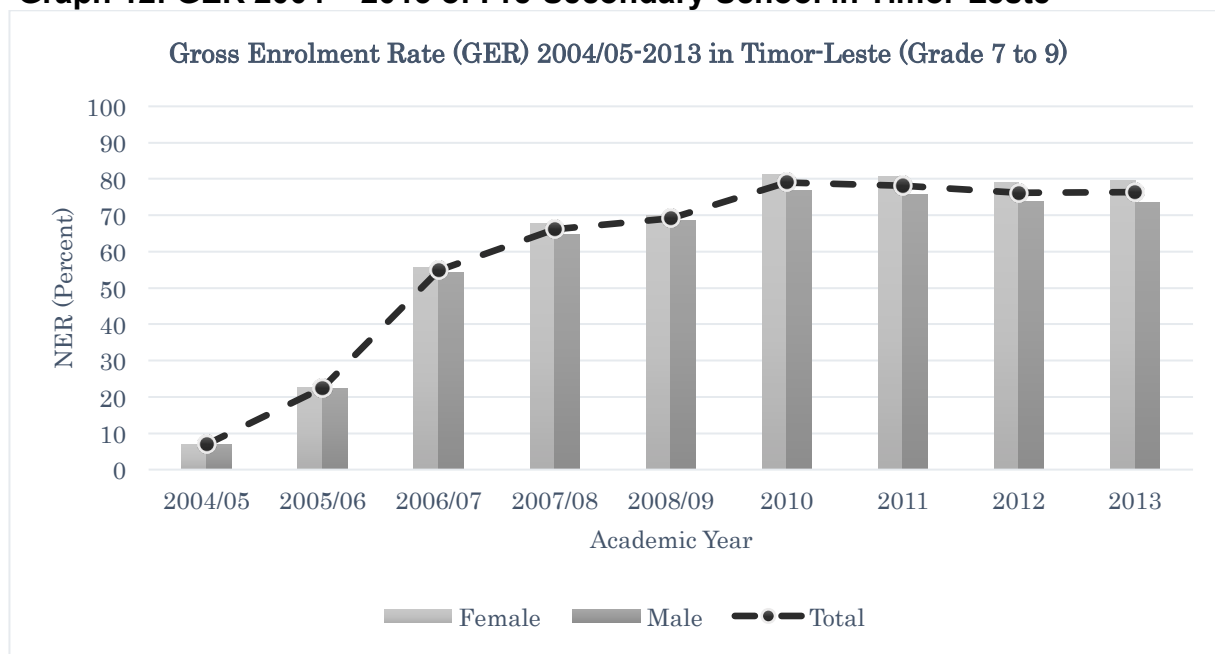
Table 13: GER of Pre-Secondary School 2004/05 – 2013 in Timor-Leste

Gross Enrolment Rate (GER) 2004-2013 in Timor-Leste (Grade 7 to 9)									
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	6.99	22.68	55.54	67.68	70.03	81.24	80.82	78.91	79.57
Male	6.9	22.22	54.32	64.64	68.48	76.96	75.82	73.82	73.52
Total	6.94	22.44	54.91	66.11	69.23	79.02	78.22	76.26	76.43

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Graph 12: GER 2004 – 2013 of Pre-Secondary School in Timor-Leste



Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

2.2.2 Quality and Efficiency

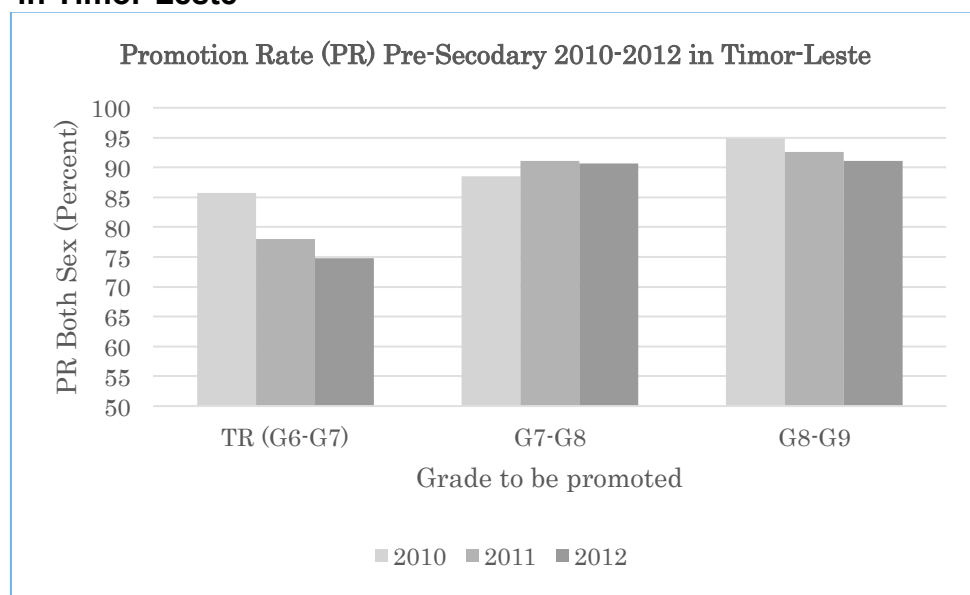
In terms of quality, the pre-secondary education in Timor-Leste is performing well and better than primary school. Promotion rate from G6 to G9 maintains more than 90 percent for these years from 2010 to 2012. Regarding the gender parity, same as primary education, the promotion is always better for female students than male students in pre-secondary education. In addition, the gap between male and female is increasing more and more.

Table 14: PR of Pre-Secondary Education, 2010 – 2012 in Timor-Leste

Promotion Rate (PR) 2004-2013 in Timor-Leste				
Grade	Gender	2010	2011	2012
G7-G8	Female	90.35	93.27	93.05
	Male	86.8	88.89	88.44
	Total	88.53	91.06	90.7
G8-G9	Female	95.15	93.94	93.05
	Male	94.51	91.37	89.12
	Total	94.83	92.64	91.1

Source: EMIS

Graph 13: TR of G6 to 7 and PR of Pre-Secondary School (G7 to 9), 2010 – 2012 in Timor-Leste



Source: EMIS

The repetition rate for pre-secondary education maintains low as a whole compared to primary education. The maximum repetition rate of pre-secondary education is 4% marked in 2012 whereas it is 20.13% in primary education in 2008/09. Although this low figure in pre-secondary education may be the result of self-selection of students entering pre-secondary education who have more motivation to study in the applied field, overall Timor-Leste is performing well in the quality of education in terms of repetition rate.

However, it should be carefully monitored that the overall trend of repetition rate is increasing from 2004/05 up to 2012. This is actually more important and serious issues on the quality of

education in Timor-Leste. The Ministry of Education will seek the background of reason on this situation and plan appropriate strategy towards 2015 in order to shift the trend to positive results.

In addition, there are relatively large gap between male and female students on the repetition rate. In 2012, the male repetition rate was 4.12% against 2.45% for female students, and this gap was increasing since 2010. Together with the research on the overall trend, this gender disparity will be taken care of by the Ministry of Education as well.

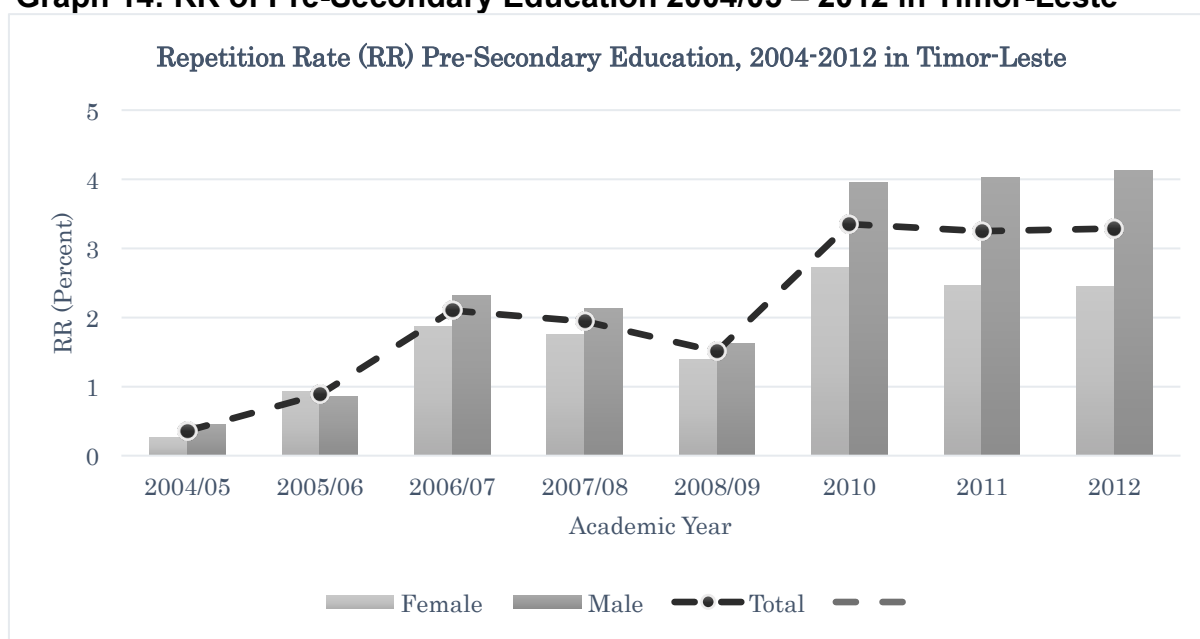
Table 15: RR of Pre-Secondary Education, 2004/05 – 2012 in Timor-Leste

Repetition Rate (RR) Pre-Secondary Education, 2004-2012 in Timor-Leste								
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012
Female	0.26	0.93	1.87	1.76	1.39	2.73	2.46	2.45
Male	0.45	0.86	2.32	2.13	1.62	3.96	4.03	4.12
Total	0.36	0.89	2.1	1.94	1.51	3.35	3.25	3.29

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Graph 14: RR of Pre-Secondary Education 2004/05 – 2012 in Timor-Leste



Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Similar with the case of repetition rate, the drop-out rate also shows better than the primary education. The maximum drop-out rate in pre-secondary education is 4.4% in 2008/09 while it is 10.17% in 2008/09 in primary education.

Table 16: DR Pre-Secondary Education, 2004/05 – 2012 in Timor-Leste

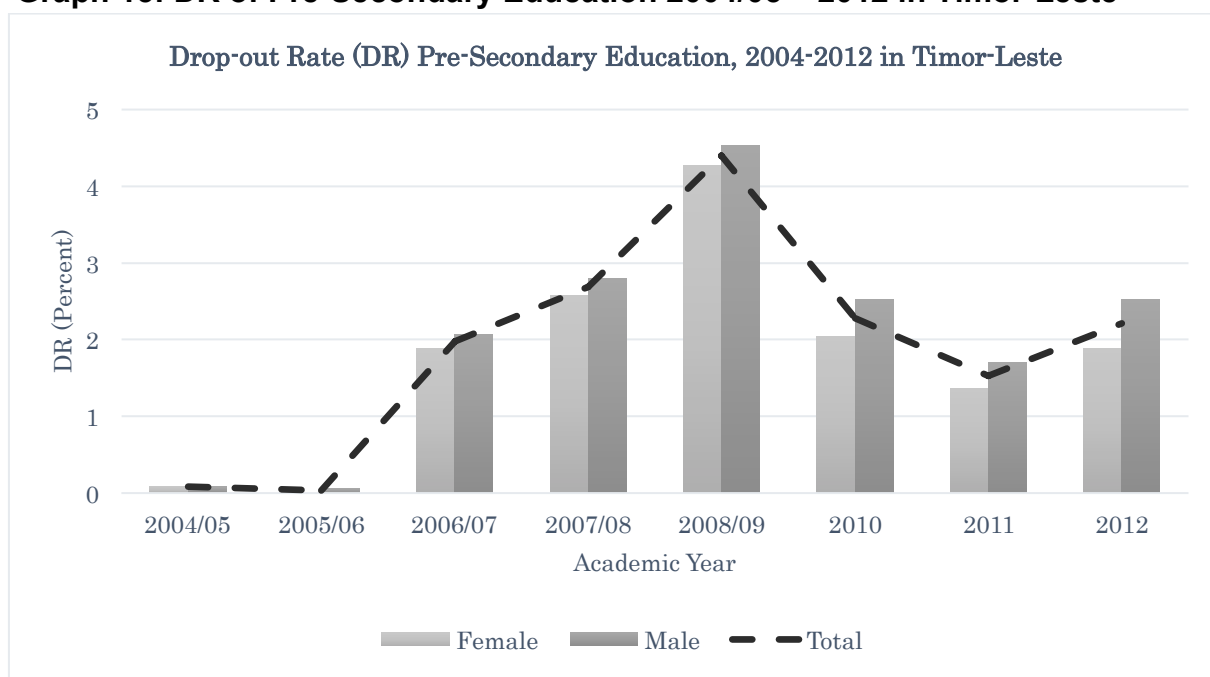
Drop-Out Rate (DR) Pre-Secondary Education, 2004-2012 in Timor-Leste								
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012
Female	0.09	0	1.89	2.57	4.27	2.04	1.36	1.88
Male	0.08	0.06	2.07	2.8	4.53	2.52	1.7	2.53
Total	0.08	0.03	1.98	2.69	4.4	2.28	1.53	2.21

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

The overall trend of drop-out rate in pre-secondary shows unique pattern. The worst peak of drop-out rate was 4.4% in 2008/09 and it improved to 1.53% in 2011 since then. However, in 2012, it becomes worse to 2.21% again. Although the result of 2013 is still unknown, it may need further research on the reason of increase if the drop-out rate keeps increasing after 2012.

Graph 15: DR of Pre-Secondary Education 2004/05 – 2012 in Timor-Leste



Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

As an indicator to assess the exit of pre-secondary education, the transition rate from pre-secondary to secondary education is 71.94% in 2012. It can be relatively high in Timor-Leste in spite of considering the situation that some students completed his/her education and started working, and secondary schools are only located in the urban cities.

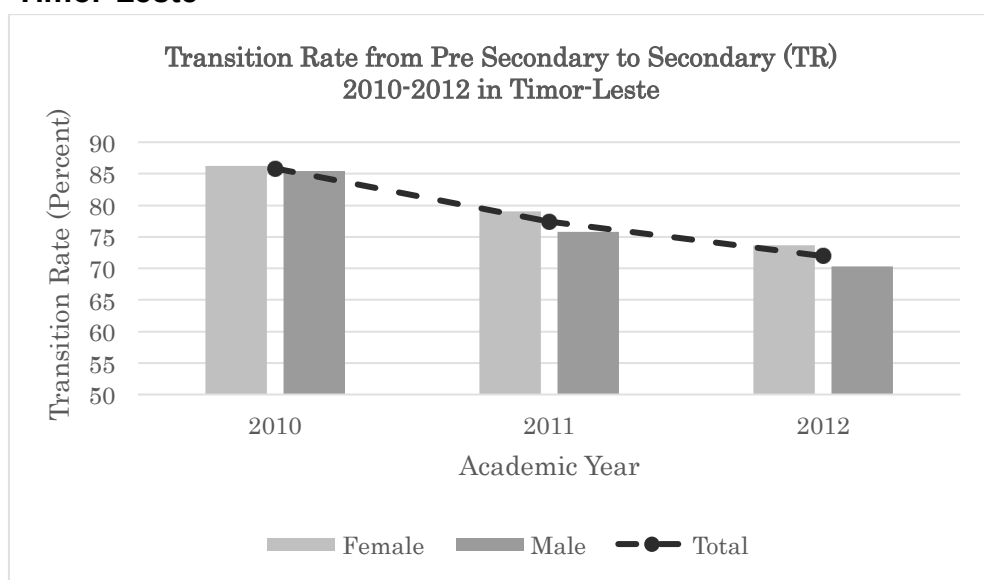
Table 17: TR Pre-Secondary to Secondary, 2010 – 2012 in Timor-Leste

Transition Rate (TR) from Pre Secondary to Secondary 2010 to 2012 in Timor-Leste			
Gender/Year	2010	2011	2012
Female	86.27	79.08	73.61
Male	85.41	75.8	70.28
Total	85.83	77.43	71.94

Source: EMIS

However, the trend in the recent 3 years shows significant issues. Only within 3 years from 2010 to 2012, 13.89% of transition rate has decreased. Since this negative trend was shown in the primary education as well, there may be systematic issues on encouraging the graduated students to the next education level within the current educational structure such as the location of secondary schools etc. apart from the cultural or economic difficulties of each household.

Graph 16: TR from Pre-Secondary to Secondary Education, 2010 – 2012 in Timor-Leste



Source: EMIS

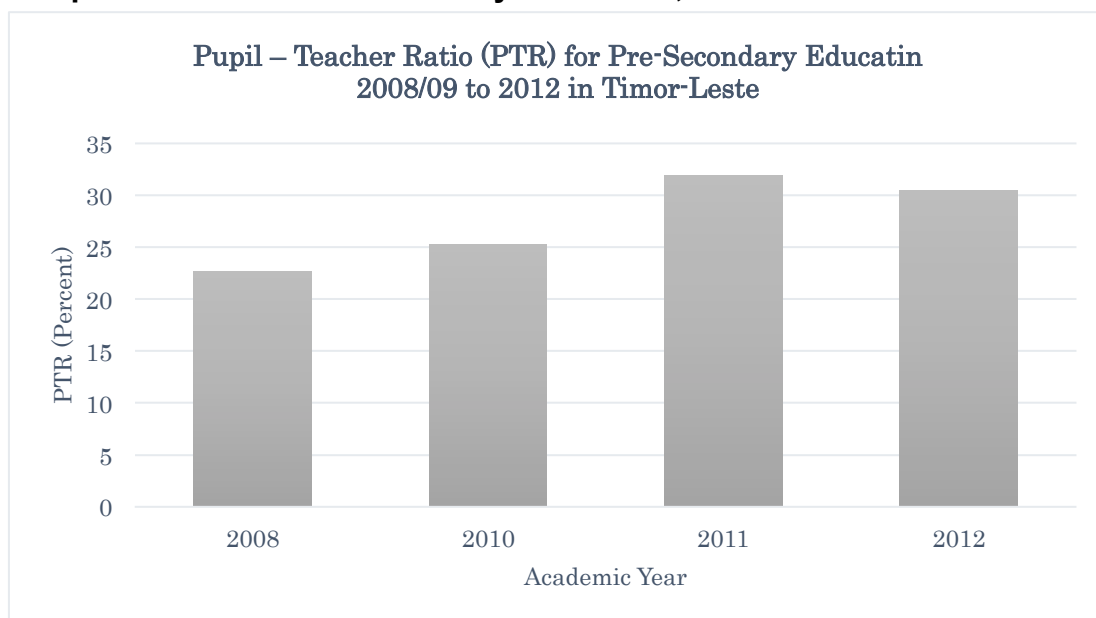
Same as primary education, the Pupil Teacher Ratio (PTR) shows the similar pattern, which may be a clue on the issues of quality of education. The Pupil Teacher Ratio for pre-secondary education from 2008/09 to 2012 (current available data from EMIS) is showing the increase as a whole. The increasing speed is faster than the Primary education and it marked 7.74 pupils within 4 years. This situation also shows the increase of number of teachers is not catching up the number of students in pre-secondary education.

Table 18: PTR of Pre-Secondary, 2008/09 – 2012 in Timor-Leste

Pupil – Teacher Ratio (PTR) for Pre-Secondary Education 2008/09 to 2012 in Timor-Leste				
Academic Year	2008	2010	2011	2012
Pupil per Teacher	22.7	25.26	31.93	30.44

Source: EMIS

Graph 17: PTR of Pre-Secondary Education, 2008/09 – 2012 in Timor-Leste



Source: EMIS

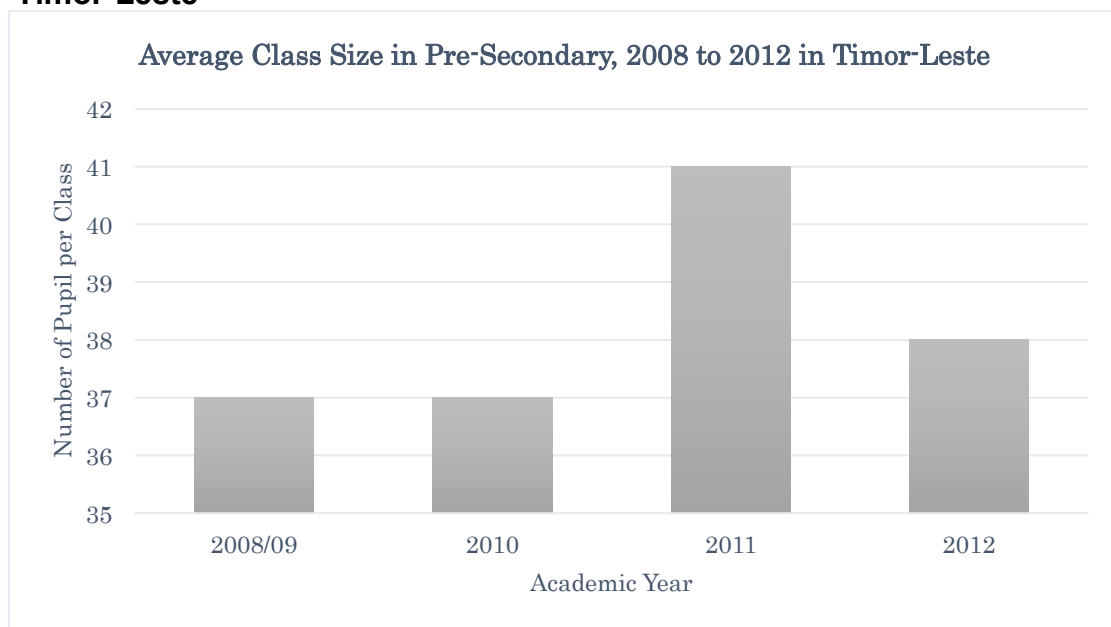
The average class size is slightly increasing in these 4 years although the 2012 average class size was reduced compared to 2011. If the average class size in pre-secondary education follows the same pattern as the one in primary education, the same issues on the quality of education happens in the pre-secondary education level as well. It is necessary to monitor closely the relations of PTR and average class size in the following years.

Table 19: Average Class Size of Pre-Secondary Education 2008/09 – 2012 in Timor-Leste

Average Class Size in Pre-Secondary, 2008 to 2012 in Timor-Leste				
Gender/Year	2008/09	2010	2011	2012
Total	37	37	41	38

Source: EMIS

Graph 18: Average Class Size of Pre-Secondary Education 2008/09 – 2012 in Timor-Leste



Source: EMIS

2.2.3 Measuring disparities

The gender parity of pre-secondary in terms of participation in education is well achieved as shown below tables. From when EMIS started collecting data, GPI of NER and GER has been always above or around 1.00 for pre-secondary school. Timor-Leste always shows equality or more advantages for females to participate in pre-secondary education.

However, the trend of this GPI of GER shows slightly more advantage towards female than male as it changed from 1.01 in 2004/05 to 1.08 in 2013. In the future, the Ministry of Education may need to shift this trend towards more advantage of male up to 1.00 of GPI.

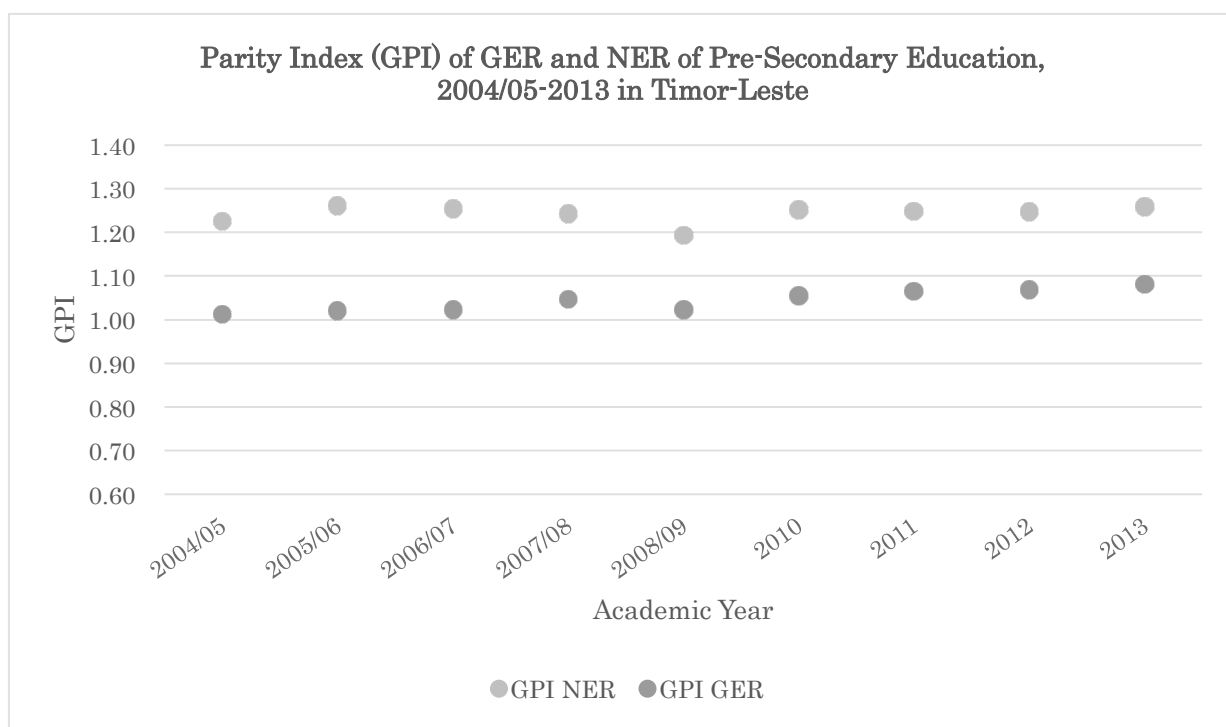
Table 20: GPI of GER and NER of Pre-Secondary Education 2004/05 – 2013 in Timor-Leste

Gender Parity Index (GPI) of NER and GER of Pre-Secondary Education, 2004/05-2013 in Timor-Leste									
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012	2013
GPI NER	1.23	1.26	1.26	1.24	1.19	1.25	1.25	1.25	1.26
GPI GER	1.01	1.02	1.02	1.05	1.02	1.06	1.07	1.07	1.08

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Graph 19: Scatter Graph of GPI (GER and NER) of Pre-Secondary Education 2004/05 – 2013 in Timor-Leste



Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

Same as the interpretation on GPI of primary education, EMIS calculated the GPI of repetition rate, drop-out rate and transition rate. The interpretation of GPI for repetition and drop-out rate is different from the GPI such as GER, NER, AIR and NIR. GPI of GER and others shown above means if the GPI is more than 1.00, female has HIGHER GER and thus the situation is more female friendly environment or female is more advantage.

On the other hand, GPI of DR and RR should be interpreted opposite, that is, if the GPI of DR or RR is HIGHER than 1.00, female has HIGHER DR than male DR, and thus the situation is more male friendly environment or male is more advantage. If the GPI of DR or RR is LOWER than 1.00, male has HIGHER DR than female DR, and thus the situation is more female friendly environment.

TR is the same way and interpretation as GER etc. because higher TR for female is friendlier for them.

As shown below, the gender parity in pre-secondary education for Repetition and Drop-out Rate can be considered as skewed towards female too much. Once the GPI becomes below 1.00 around in 2006/07, it continues decreasing and reached 0.59 for the repetition rate and 0.74 for the drop-out rate. This means that the much more male students tend to repeat or drop out than female does. The Ministry of Education will need to focus on male students more to improve the GPI towards 1.00.

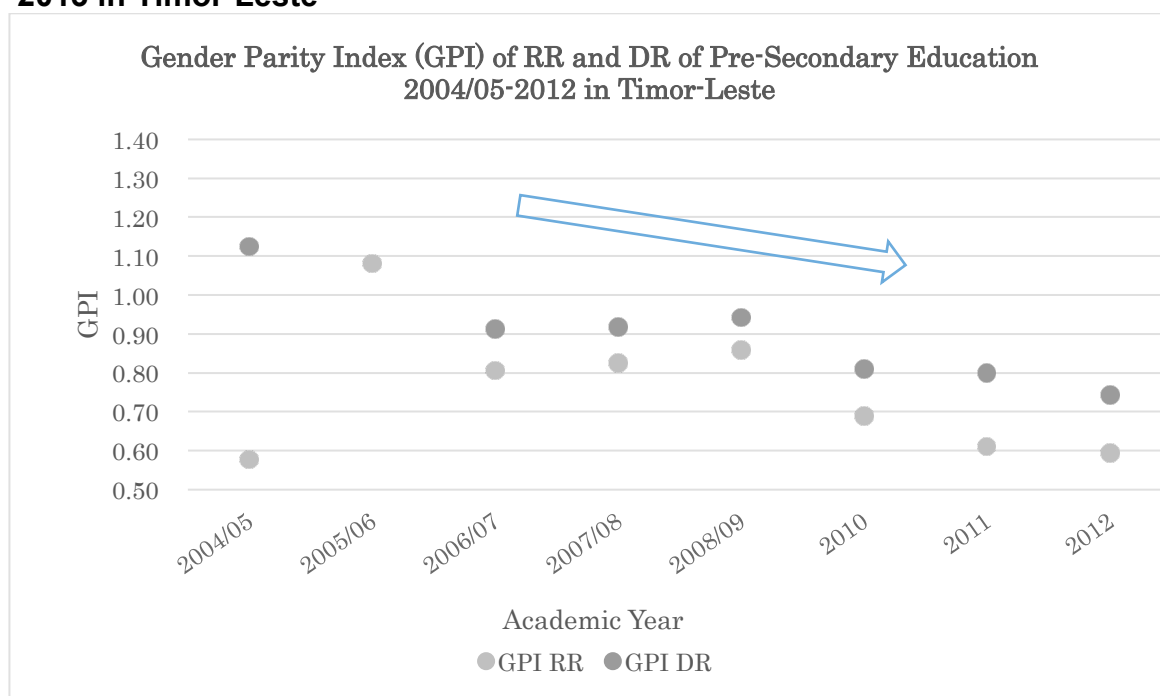
Table 21: GPI of RR, DR and TR of Pre-Secondary Education 2004/05 – 2012 in Timor-Leste

Gender Parity Index (GPI) of RR, DR and TR of Primary Education, 2004/05-2012 in Timor-Leste								
Gender/Year	2004/05	2005/06	2006/07	2007/08	2008/09	2010	2011	2012
GPI RR	0.58	1.08	0.81	0.83	0.86	0.69	0.61	0.59
GPI DR	1.13	-	0.91	0.92	0.94	0.81	0.80	0.74
GPI TR	-	-	-	-	-	1.01	1.04	1.05

Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data. The GPI of drop-out rate in 2005/06 is not calculated because the female drop-out was recorded as 0% in the year.

Graph 20: Scatter Graph of GPI (RR and DR) of Pre-Secondary School 2004/05 – 2013 in Timor-Leste



Source: EMIS

Note: The data from 2004 – 2007 is not officially published at the time due to the lack of cleaning of data.

2.2.4 Conclusion and way forward (including beyond 2015)

Overall, Pre-Secondary Education of current Timor-Leste has been improving in terms of both participation and quality of education.

However, the participation in the pre-secondary education is still low at 34% net enrolment in 2013 and majority of appropriate age of children are not able to enter the pre-secondary schools. The continuous efforts for improving the pre-secondary education by community level, district level and central level are needed after 2015.

While the participation in education needs more effort, quality of education maintains well up to

date. But it is deteriorating year by year and needed to shift to improve. However, the current deteriorating situation may be more severe in the future as the participation in pre-secondary education is improved and more students enter pre-secondary schools. Normally it requires very high level of efforts to maintain or improve the situation of quality of schools when more students come into the school. The number of qualified teachers, facility of schools as well as number of schools need to be increased. In order to achieve the improvement of pre-secondary education, the Ministry of Education will need a concrete long term educational strategy.

2.3 Learning opportunities for youth on Secondary Education

(EMIS does not have data on adults and life skills. Here shows only Secondary Education Data)

2.3.1 Participation

Main learning opportunity for youth is the formal secondary education system in Timor-Leste. The appropriate age for secondary education (Grade 10 to 12) is from age 15 to 17. However, the net enrolment rate of secondary education is still 25% in 2013 although it has been improving from 2006/07 academic years. This situation shows that the 3/4 youth aged 15 to 17 are failing to have opportunity to study in secondary education.

In addition, the gender gap of net enrolment has been increasing and female is 6.81% higher in 2013 while it was only 3.95% in 2006/07. This is understandable when the female NER is higher in both primary and pre-secondary education and both male RR and DR are higher than female in the primary and pre-secondary level. However, due to the above situation of PR and DR, the gender gap has been increasing by educational level. The cross sectorial comparison among educational levels needs to be cared more and considered for further national educational strategy.

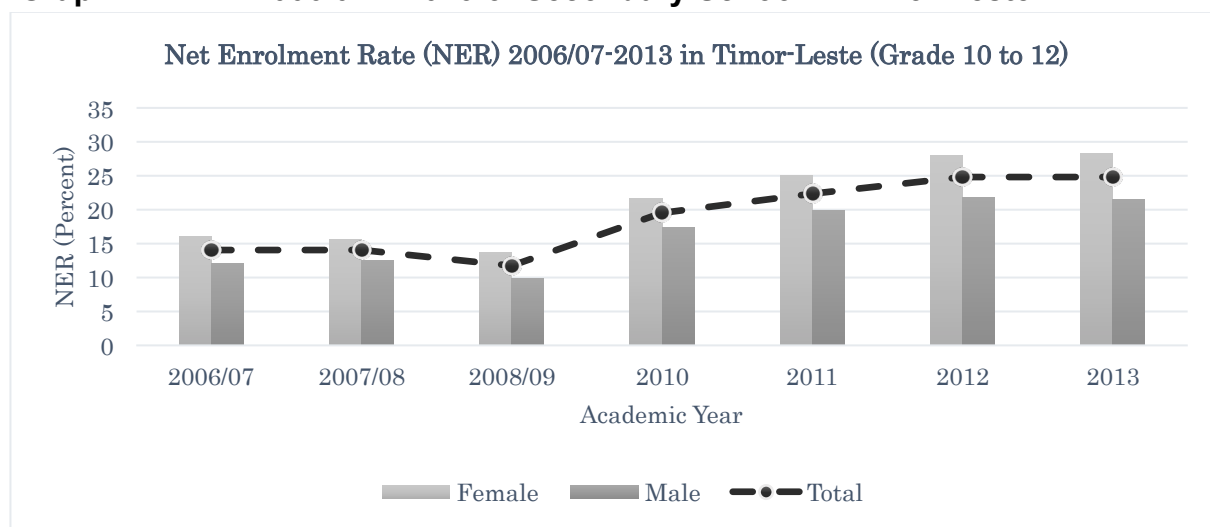
Table 22: NER of Secondary School 2006/07 – 2013 in Timor-Leste

Net Enrolment Rate (NER) 2006/07-2013 in Timor-Leste (Grade 10 to 12)							
Gender/Year	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	16.05	15.65	13.7	21.59	25.05	27.92	28.35
Male	12.1	12.57	9.92	17.43	19.81	21.78	21.54
Total	14.03	14.06	11.74	19.5	22.38	24.77	24.83

Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

Graph 21: NER 2006/07 – 2013 of Secondary School in Timor-Leste



Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

However, the low rate of net enrollment in secondary education does NOT immediately mean that the rest of 75% age 15-17 youth are out of education system. In fact, the most of youth are in the lower level of education. It shows more than 67% as % of the secondary age population in school (Number of children of secondary school age enrolling primary, pre-secondary or secondary education divided by number of children of secondary school age).

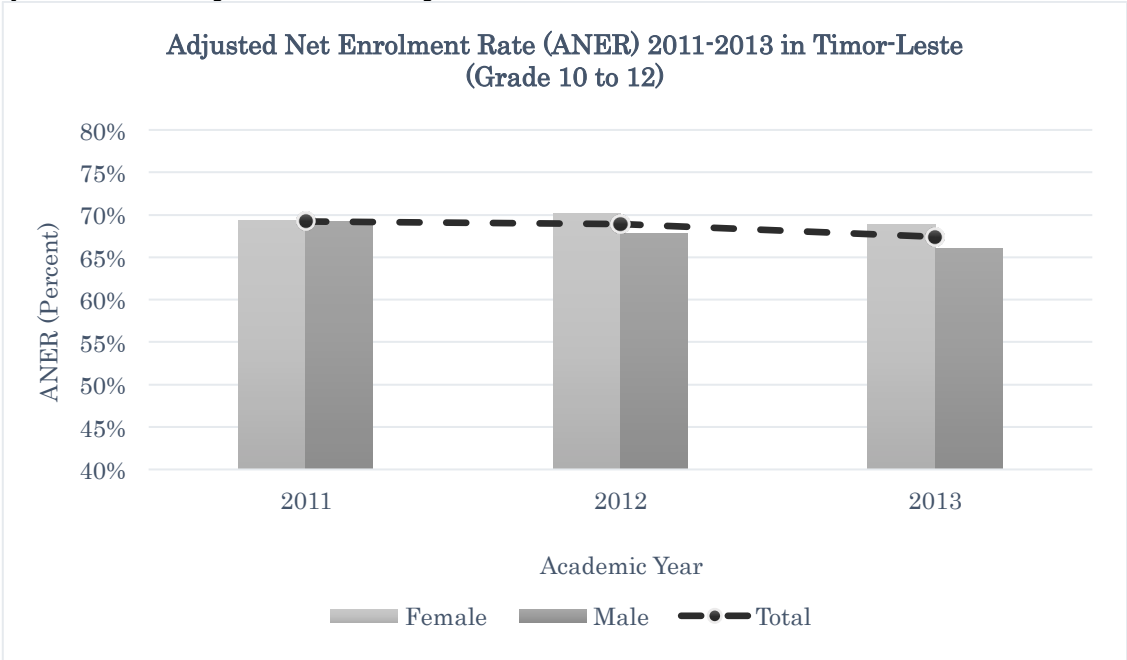
The percentage of the secondary age population in school shows the proportion of secondary school age children (15-17 years old in the case of Timor-Leste) in Primary education, Pre-Secondary or Secondary education level among the whole population of age 15-17. Since many of children repeat the same grade during their studying, they often became 15 years old during either primary or pre-secondary school before entering the secondary school. If we consider that they are also meeting their learning opportunities as their capacities, it becomes 67.41% of youth are having learning opportunities either primary, pre-secondary and secondary education.

Table 23: Rate of the secondary age population enrolling in primary, pre-secondary or secondary school

% of the secondary age population in school 2011-2013 Timor-Leste (Grade 10 to 12)			
Gender/Year	2011	2012	2013
Female	69.29	70.10	68.90
Male	69.16	67.83	66.03
Total	69.22	68.94	67.41

Source: EMIS

Graph 22: Rate of the secondary age population enrolling in primary, pre-secondary or secondary school



Source: EMIS

The overall trend pattern in Gross Enrolment Rate of secondary is the same as NER although the pattern becomes keen more than NER.

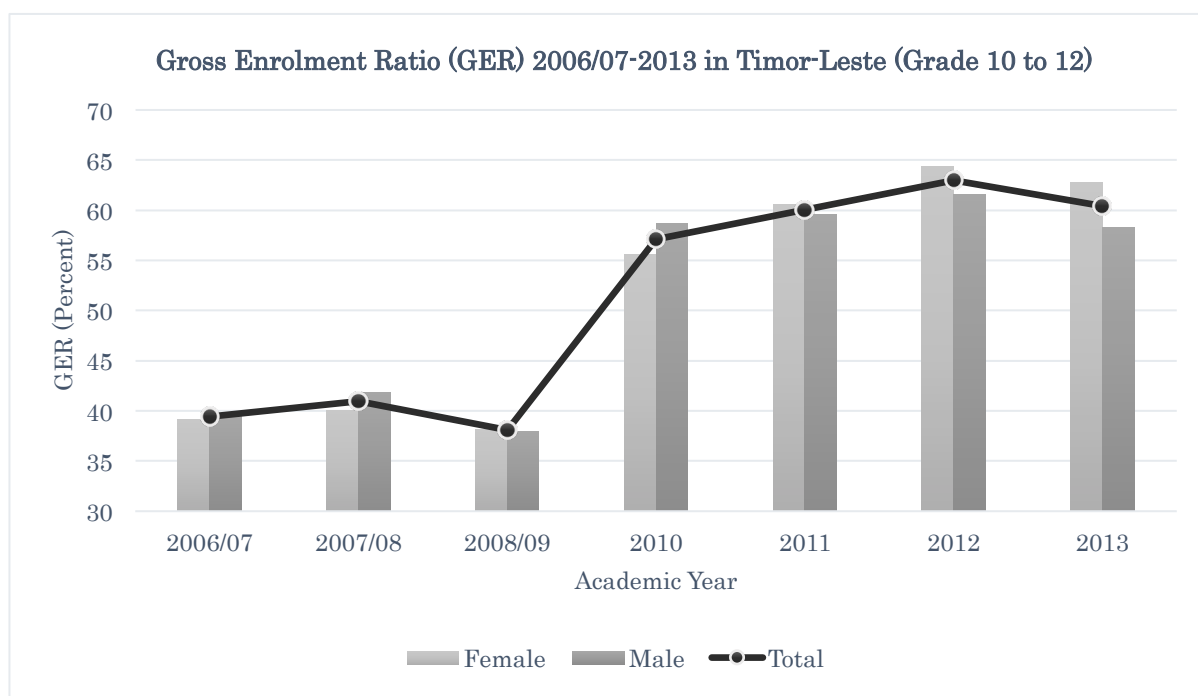
Table 24: GER of Secondary School 2006/07 – 2013 in Timor-Leste

Gross Enrolment Rate (GER) 2006/07-2013 in Timor-Leste (Grade 10 to 12)							
Gender/Year	2006/07	2007/08	2008/09	2010	2011	2012	2013
Female	39.13	40.01	38.18	55.55	60.59	64.39	62.76
Male	39.68	41.83	37.98	58.67	59.53	61.62	58.28
Total	39.42	40.95	38.08	57.12	60.05	62.97	60.44

Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

Graph 23: GER of Secondary School 2006/07 – 2013 in Timor-Leste



Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

2.3.2 Quality and Efficiency

Similar with but better than pre-secondary education, the promotion rate of secondary education reached more than 90%. It is assumed that the students who are moving up to secondary education level are more selected at the end of pre-secondary school (grade 14) and more motivated students entered in the secondary education. Therefore, the promotion rate becomes better and most of students promote to the next grade smoothly. Accordingly, the gender gap becomes smaller as grade becomes higher. Although the femal PR is higher until grade 11 to 12, it becomes almost the same rate as male PR.

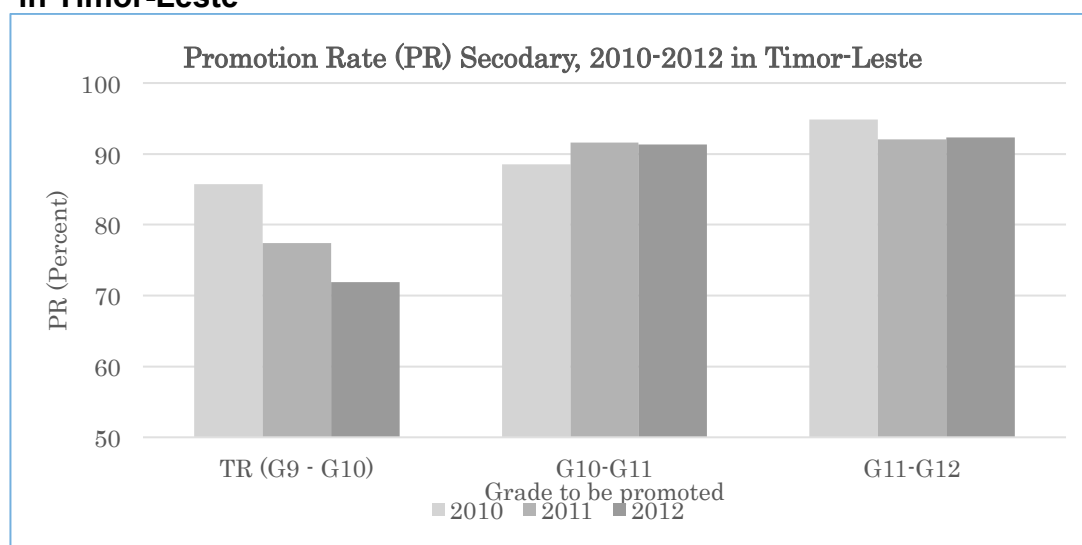
In 2010, the promotion rate was recorded more than 100% in grade 11 to 12. Please note that there were some areas with promotion rate higher than 100 per cent. This was due to various reasons, namely, some students were recorded in the system only in this year and were not in the previous year; students who were in different districts in the previous year; and data for secondary technical students were only collected this year, not in the previous year. The promotion rate from 2011, the calculation of promotion rate has been adjusted not to exceed 100%. Therefore, technically speaking, the indicator between 2010 and 2011/2012 are different in terms of calculation method.

Table 25: PR of Secondary Education, 2010 – 2012 in Timor-Leste

Promotion Rate (PR) 2010-2012 in Timor-Leste				
Grade	Gender	2010	2011	2012
G10-G11	Female	97.72	92.01	92.31
	Male	99.70	91.20	90.46
	Total	98.72	91.60	91.38
G11-G12	Female	108.22	91.97	92.46
	Male	111.07	92.15	92.25
	Total	109.74	92.06	92.35

Source: EMIS

Graph 24: TR of G9 to 10 and PR of Secondary School (G10 to 12), 2010 – 2012 in Timor-Leste



Source: EMIS

The repetition rate also improved very much compared to pre-secondary education. It also marks only less than 1% in 2012 and becoming slightly improved since 2006/07 academic year. However, the gender gap has been increasing up to 2012 from almost zero in 2006/07.

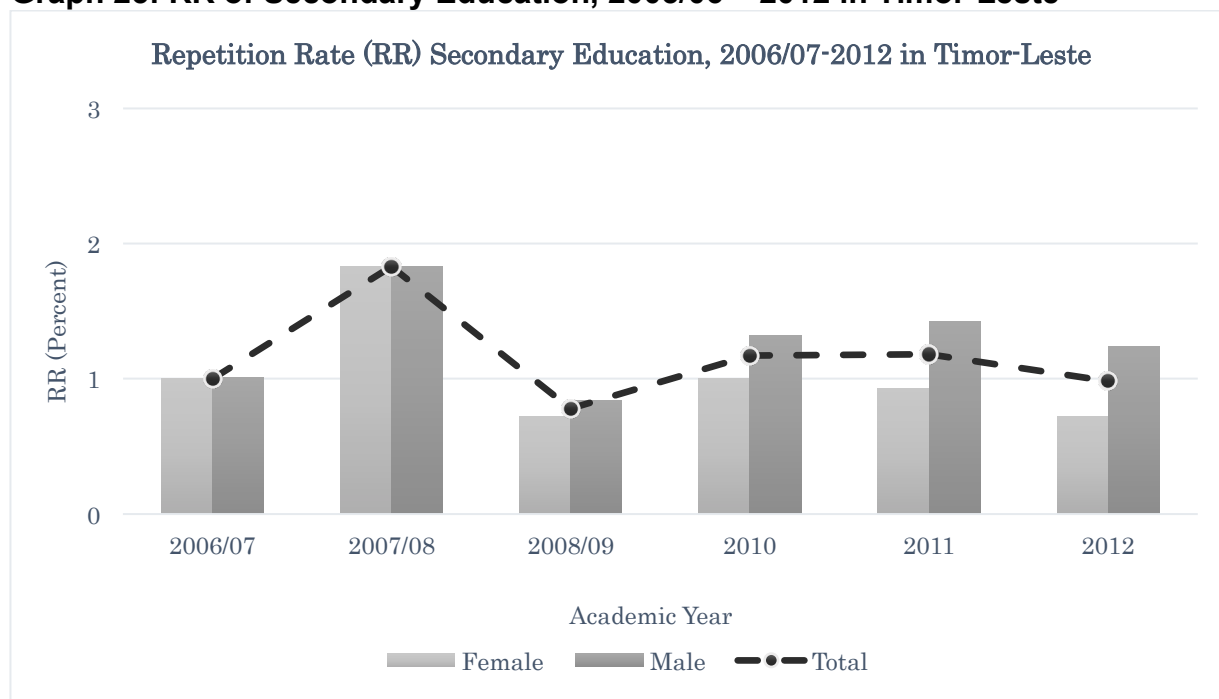
Table 26: RR of Secondary Education, 2005/06 – 2012 in Timor-Leste

Repetition Rate (RR) Secondary Education, 2006-2013 in Timor-Leste						
Gender	2006/07	2007/08	2008/09	2010	2011	2012
Female	1	1.83	0.72	1	0.93	0.72
Male	1.01	1.83	0.84	1.32	1.42	1.24
Total	1	1.83	0.78	1.17	1.18	0.98

Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

Graph 25: RR of Secondary Education, 2005/06 – 2012 in Timor-Leste



Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

Against the repetition rate, the drop-out rate shows the gradual increase in the latest 3 years. From 2008/09 to 2010 the drop-out rate drastically decreased. However, it is gradually increasing again. Although the DR in secondary education follows similar pattern with the primary and pre-secondary education, the impact of drop-out in the secondary education may be bigger than it is shown since the other indicators are showing improvement or stable situation. In addition, if the students are self-selected during the process of moving up to the next education level, the students in the secondary education are highly motivated. Under the circumstance, the increase of drop-out rate may be due to the educational system.

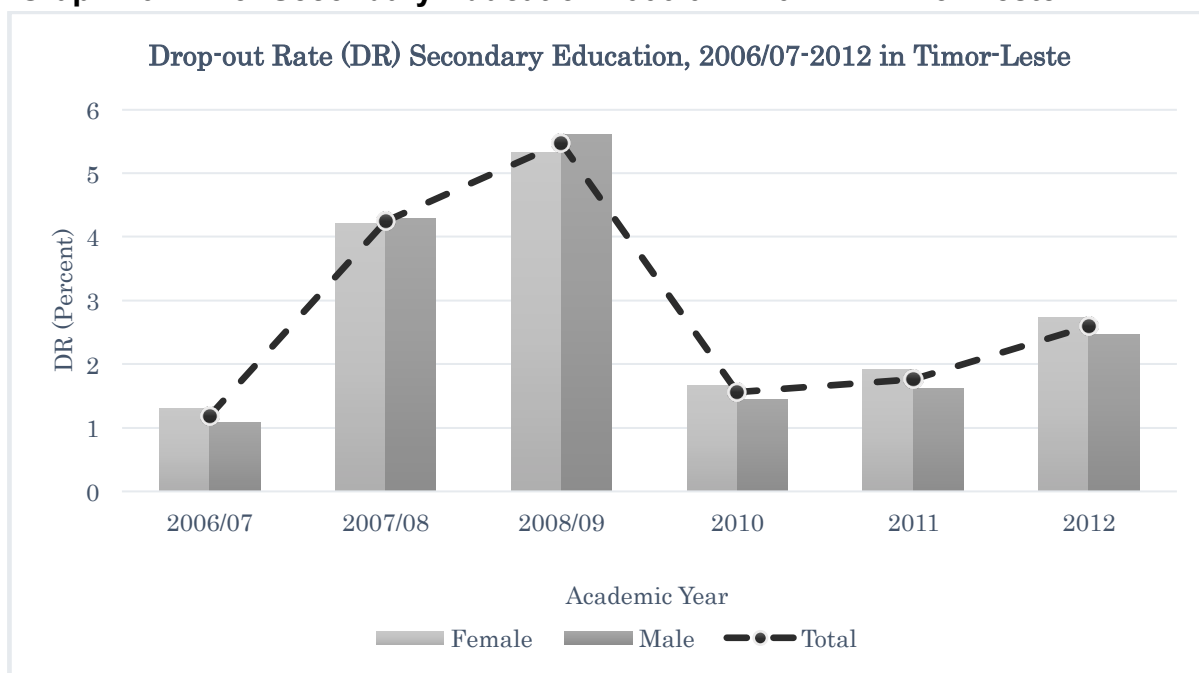
Table 27: DR Secondary Education, 2006/07 – 2012 in Timor-Leste

Droup Out Rate (RR) Secondary Education, 2006-2012 in Timor-Leste						
	2006/07	2007/08	2008/09	2010	2011	2012
Female	1.31	4.21	5.32	1.67	1.91	2.74
Male	1.08	4.28	5.6	1.45	1.62	2.46
Total	1.19	4.24	5.47	1.56	1.76	2.6

Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

Graph 26: DR of Secondary Education 2006/07 – 2012 in Timor-Leste



Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

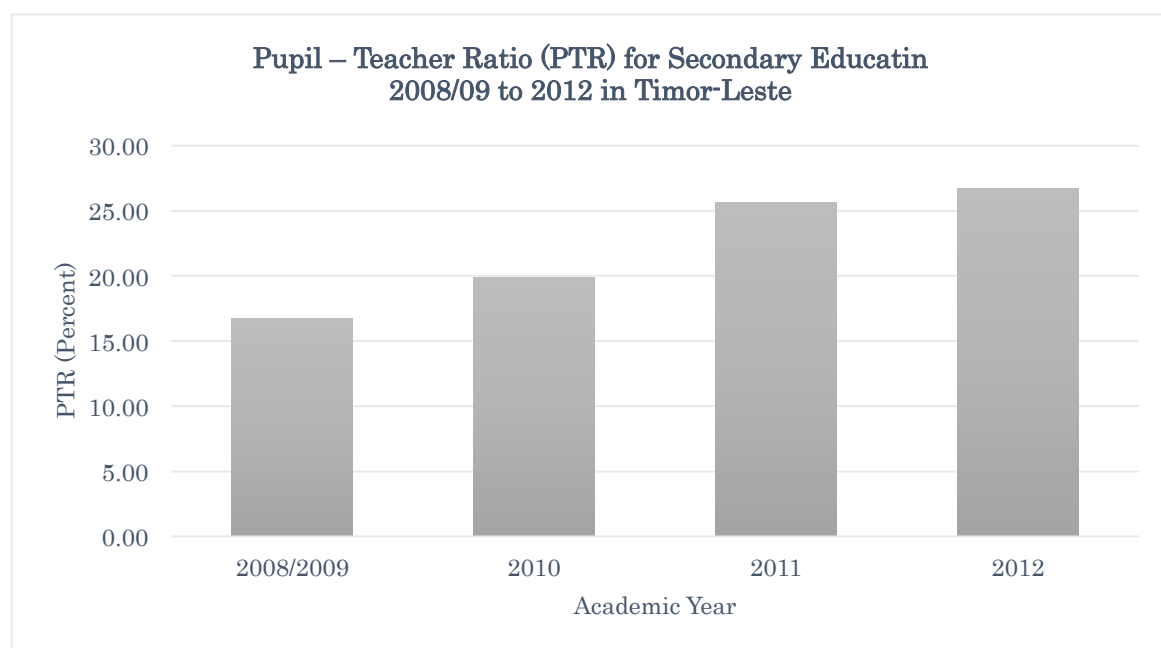
Same as primary and pre-secondary education, the Pupil Teacher Ratio (PTR) is increasing and assumed that it will be increasing in the near future if the increase of number of teachers remained the same. Especially, the increasing speed is fastest among the primary, pre-secondary and secondary education and it marked 10.02 pupils within 4 years whereas it was 7.74 pupils in pre-secondary and 6.22 pupils in primary education level. A plan for increasing the qualified teachers in secondary education is needed to be implemented in the near future.

Table 28: Pupil Teacher Ratio of Secondary Education 2008/09 – 2012 in Timor-Leste

Pupil Teacher Ratio(PTR) 2008/2009 to 2012 in Timor Leste				
Academic year	2008/2009	2010	2011	2012
Pupil per Teacher	16.72	19.85	25.60	26.74

Source: EMIS

Graph 27: Pupil Teacher Ratio of Secondary Education 2008/09 – 2012 in Timor-Leste



Source: EMIS

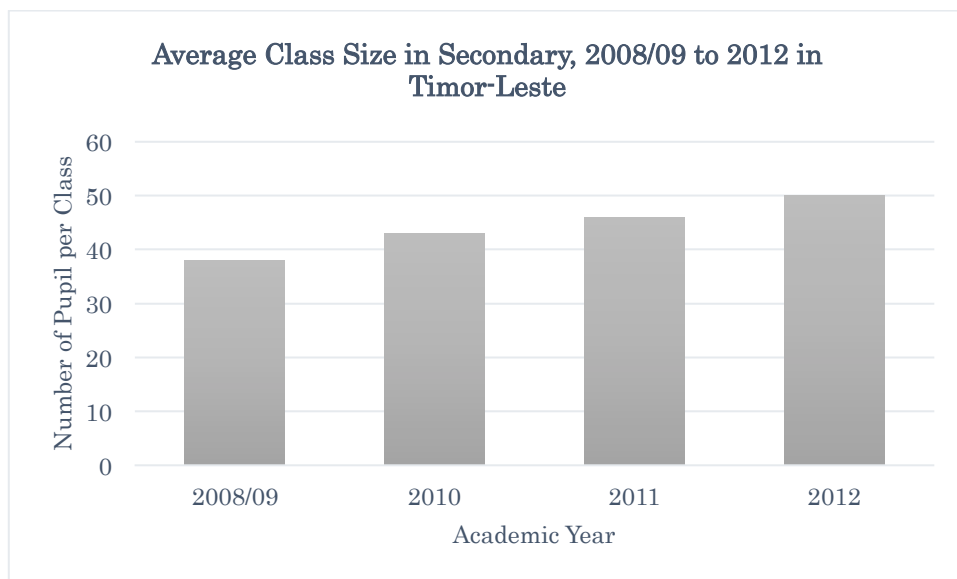
The average class size is also increasing as a whole in these 4 years. As the PTR has been increasing, it is natural that the average class size also increase. Especially, the records as 50 in 2012 as the average class size is very large and it will more directly affect the students and school facilities. The quick action for improving the average class size might be needed.

Table 29: Average Class Size of Secondary Education 2008/09 – 2012 in Timor-Leste

Average Class Size, 2008/09 - 2012 in Timor-Leste				
Gender/Year	2008/09	2010	2011	2012
Total	38	43	46	50

Source: EMIS

Graph 28: Average Class Size of Secondary Education 2008/09 – 2012 in Timor-Leste



Source: EMIS

2.3.3 Measuring disparities

The gender parity on the participation related indicators in secondary education are slightly skewed for female students. The net enrolment rate (NER) is better for females up to 1.38 as maximum and 1.24 as minimum. Since this trend has been almost stable from 2006/07 up to 2013, it may be derived from systematic issues in the lower grades situation for male students to be cared.

The disparity between male and female of NER in the secondary education is most likely due to the higher male repetition rate in the lower education level. As shown in the GPI of Rate of the secondary age population enrolling in primary, pre-secondary or secondary school from 2011 to 2013, the gender parity is almost well achieved if we look at the enrolment situation of the students who are appropriate ages for secondary education (age 15-17) through all grades (grade 1–12). It means that most of the appropriate aged male students are in the either pre-secondary or primary education due to the repetition of the same grades.

In addition, male students slightly tend to enter the school less than the female students. The net intake rate marked 1.05 in 2013 and it has been slightly increasing. It can be considered that this situation also has contributed the gap of GPI of NER in the secondary education.

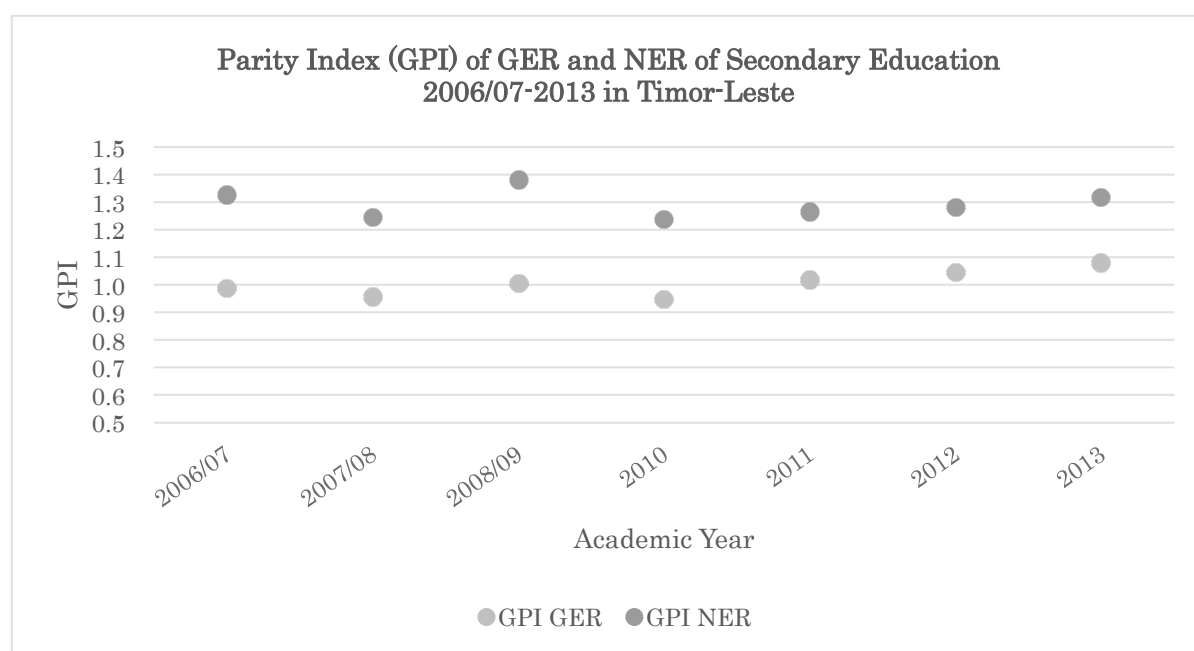
Table 30: GPI of GER, NER of Secondary Education 2006/07 – 2013, and Rate of the secondary age population enrolling in primary, pre-secondary or secondary school 2011-2013 in Timor-Leste

Gender Parity Index (GPI) of NER and GER of Secondary Education, 2005/06-2013 in Timor-Leste							
Gender/Year	2006/07	2007/08	2008/09	2010	2011	2012	2013
GPI NER	1.33	1.25	1.38	1.24	1.26	1.28	1.32
GPI GER	0.99	0.96	1.01	0.95	1.02	1.04	1.08
GPI of secondary age population in school	-	-	-	-	1.00	1.03	1.04

Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

Graph 29: Scatter Graph of GPI (GER and NER) of Secondary Education 2006/07 – 2013 in Timor-Leste



Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

The gender parity index for repetition and drop-out rate in secondary education is as below. Same as the interpretation on GPI of repetition rate and drop-out rate in primary and pre-secondary education, the interpretation of GPI for repetition and drop-out rate for secondary education is different from the GPI such as GER, NER, AIR and NIR.

GPI of GER and others shown above means if the GPI is more than 1.00, female has HIGHER GER and thus the situation is more female friendly environment or female is more advantage.

On the other hand, GPI of DR and RR should be interpreted opposite, that is, if the GPI of DR or RR is HIGHER than 1.00, female has HIGHER DR than male DR, and thus the situation is more male friendly environment or male is more advantage. If the GPI of DR or RR is LOWER

than 1.00, male has HIGHER DR than female DR, and thus the situation is more female friendly environment or female is more advantage.

As mentioned in the previous section, the GPI of RR and DR show different patterns. While the GPI of drop-out rate has been more likely stable from 2006/07, the GPI of repetition rate has been decreasing a lot towards female advantage, and it even became 0.58 in 2012. This means that the 1 male student repeats the same grade while 0.58 female student repeat the same grade. Although the reason of this phenomena is still unknown, more attention on male students' learning progress will be needed to make the gender equality.

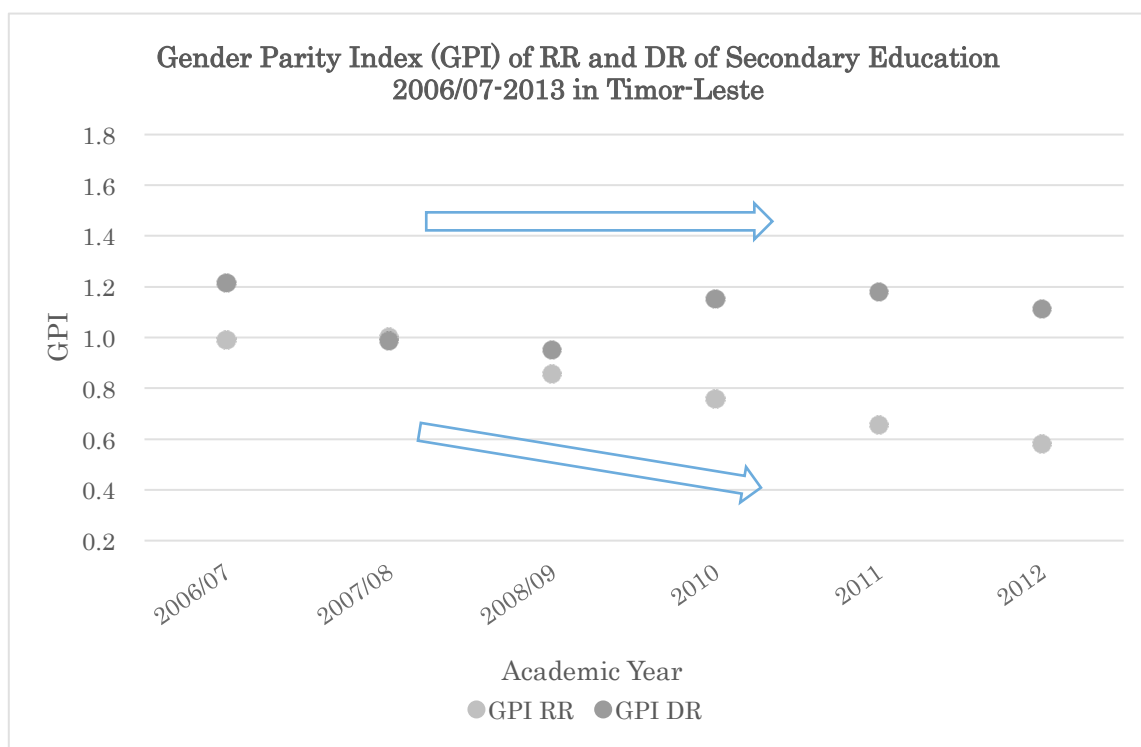
Table 31: GPI of RR and DR of Secondary Education 2006/07 – 2012 in Timor-Leste

Gender Parity Index (GPI) of RR and DR of Secondary Education, 2005/06-2013 in Timor-Leste						
Gender/Year	2006/07	2007/08	2008/09	2010	2011	2012
GPI RR	0.99	1.00	0.86	0.76	0.65	0.58
GPI DR	1.21	0.98	0.95	1.15	1.18	1.11

Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

Graph 30: Scatter Graph of GPI (RR and DR) of Secondary School 2006/07 – 2013 in Timor-Leste



Source: EMIS

Note: The data from 2006/07 – 2007/08 is not officially published at the time due to the lack of cleaning of data.

2.3.4 Conclusion and way forward (including beyond 2015)

The net enrolment rate of secondary education in Timor-Leste is still low at 25% in 2013. It is the lowest among primary, pre-secondary and secondary education level although the repetition rate was also lowest and drop-out rate was second lowest next to pre-secondary education.

However, looking at the adjusted net enrolment rate for the secondary education (NER including all grades) as 67%, majority of the youth (age 15 – 17) are in the educational system in Timor-Leste. Therefore, in terms of participation of the youth into education, the Timor-Leste is succeeding to let 2/3 of youth come into the education as of academic year 2013. It is assumed that the rest of 1/4 of youth are still out of formal education system and continuous efforts to give them learning opportunities and thus to raise the participation of the youth into education is needed (government's recurrent education is not included in this "formal education system". Therefore around 1/4 youth might be going to the recurrent education).

The quality related indicators of secondary education show good results. Most of students in the secondary school don't repeat their grade or don't drop-out. Although it is among the students who could accomplish the pre-secondary education on time and good indicator figures may be the natural results, the current quality of secondary education may be well functioning.

However, same as pre-secondary education, once the participation to the secondary education increases in the future, more effort to maintain the current level of achievement will be required to the government in terms of the school facilities and qualified teachers in the future.

2.4 Adult literacy

(EMIS cannot provide this data. Data shown here is from Census 2010 Information)

Adult literacy information has not been collected regularly within the system of the Ministry of Education. However, Timor-Leste conducted national census including the information on adult literacy two times in the past, in 2004 and in 2010. In this chapter, the current situation as of 2010 and progress based on the time of 2004 and 2010 will be presented.

2.4.1 Current situation on adult literacy rate and illiterate population

Timor-Leste is a multi-lingual country and national census 2010 in Timor-Leste asked the ability to speak read and write in each of the four main languages: Tetum, Portuguese, Bahasa Indonesia and English. As a result of the literate/illiterate among population age 10 and above, Tetum was the language with the 58% literates, Bahasa Indonesia with 42% literates, Portuguese with 26% literates and English with 13% literates. The percentage of illiterates for all of above four languages is 40.2% in total as shown in the below table.

Table 32: Literacy situation aged 10 and above, Timor-Leste 2010 (illiterates for all Tetum, Bahasa Indonesia, Portuguese and English Languages)

Total population aged 10 and above who are illiterate/literate in Timor-Leste's main languages, by urban/rural and sex, Timor-Leste 2010										
		Total population enumerated (aged 10+)			Illiterate population			Literate population		
		Total	Male	Female	Total	Male	Female	Total	Male	Female
Timor-Leste	Number	748,594	378,801	369,793	300,880	136,359	164,521	447,714	242,442	205,272
	Percent of population				40.20%	36.00%	44.50%	59.80%	64.00%	55.50%
Urban	Number	228,320	119,802	108,518	36,848	16,499	20,349	191,472	103,303	88,169
	Percent of population				16.10%	13.80%	18.80%	83.90%	86.20%	81.20%
Rural	Number	520,274	258,999	261,275	264,032	119,860	144,172	256,242	139,139	117,103
	Percent of population				50.70%	46.30%	55.20%	49.30%	53.70%	44.80%

Source: Education Monograph, Census 2010

Note: The data on female literacy population was not mentioned in the monograph, but calculated from the percentage and number of population from the illiterate of female.

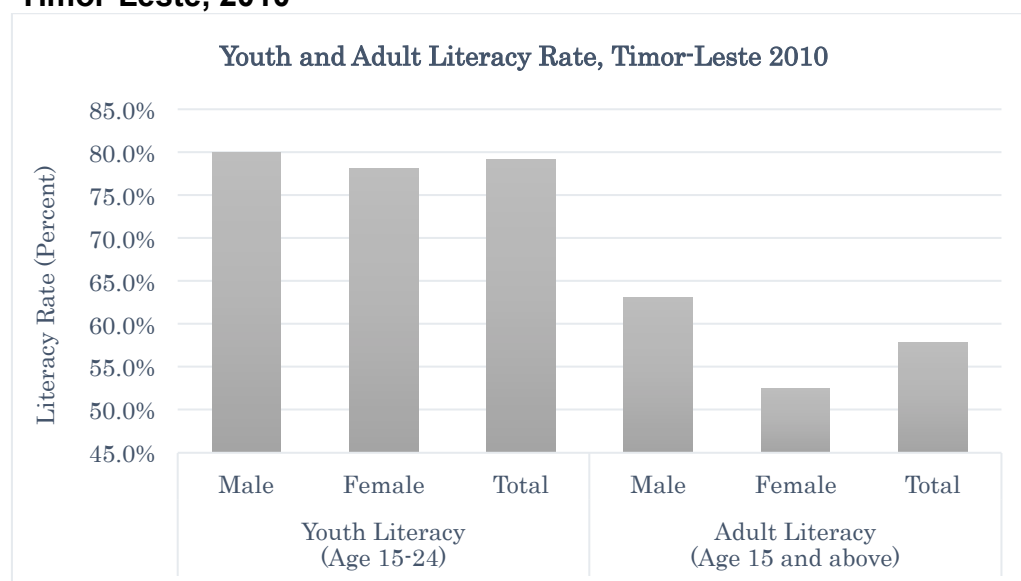
This becomes slightly worse if we look at the adult literacy situation (age 15 and above). The percentage of literate among age 15 and above is 57.8% while the age 10 and above is 59.8%. On the other hand, the youth literacy age between 15 and 24 is 79.1%.

Table 33: Youth and Adult Literacy Rates by Urban/Rural and Sex, Timor-Leste 2010 (illiterates for all Tetum, Bahasa Indonesia, Portuguese and English Languages)

Youth and Adult Literacy Rates by Urban/Rural and Sex, Timor-Leste 2010						
	Youth Literacy (Age 15-24)			Adult Literacy (Age 15 and above)		
	Total	Male	Female	Total	Male	Female
Timor-Leste	79.1%	80.0%	78.1%	57.8%	63.1%	52.5%
Urban	92.3%	92.2%	92.4%	83.2%	86.1%	80.0%
Rural	70.5%	71.9%	69.2%	45.9%	51.6%	40.4%

Source: Education Monograph, Census 2010

Graph 31: Graph on Literacy Rate for Youth (Age 15-24) and Adult (Age 15+) in Timor-Leste, 2010

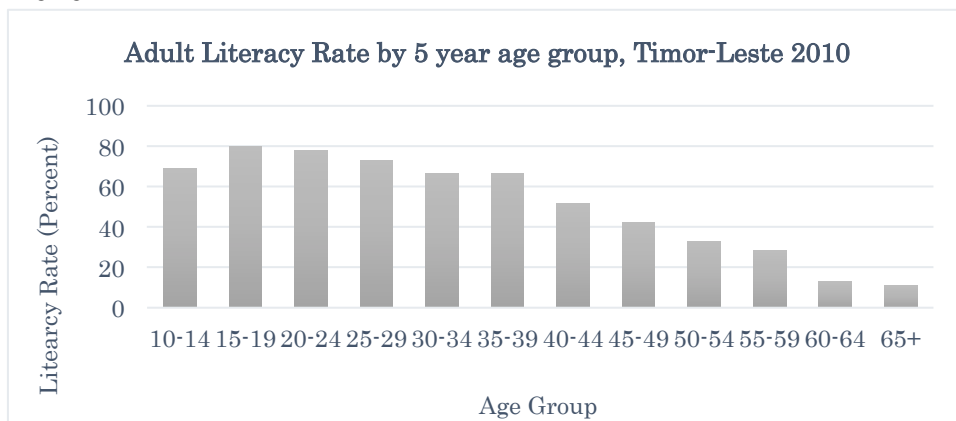


Source: Education Monograph, Census 2010

The adult literacy situation in Timor-Leste is showing that the country still needs to develop more efforts to increase the literacy rate. Especially in the rural areas, there are 54% of people who are neither able to read and write Tetum, Bahasa Indonesia, Portuguese and English, and at most importance, 60% of the female adults in the rural area are not able to read and write the 4 languages.

In addition, age group adult literacy rate as a result of census 2010 shows that the literacy rate becomes lower as the age becomes higher shown in the below table. The results show typical trend of literacy rate by age group except the first 10-14 years old age group. Literacy program for the higher age groups as well as for reaching 100% for younger age groups will be more important to raise the literacy rate after 2015.

Graph 32: Graph on Adult Literacy Rate by 5 year age group in Timor-Leste, 2010

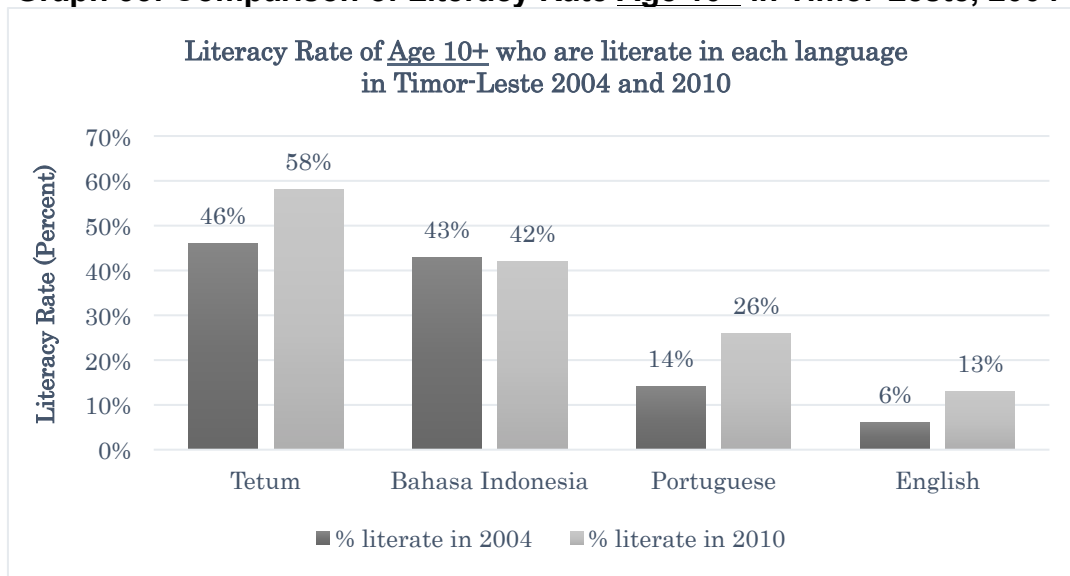


Source: Education Monograph, Census 2010

2.4.2 Year Trend Analysis of Proportion of age 15+

The comparison of literacy situation between the census 2004 and census 2010 shows that Timor-Leste is improving its literacy rate as a whole. As shown below, except Bahasa Indonesia, the literacy rate of all other three languages are increased. The literacy rate of Tetum language has increased to 58% in 2010 from 46% in 2004, and Portuguese language increased almost double in 2010 compared to 2004.

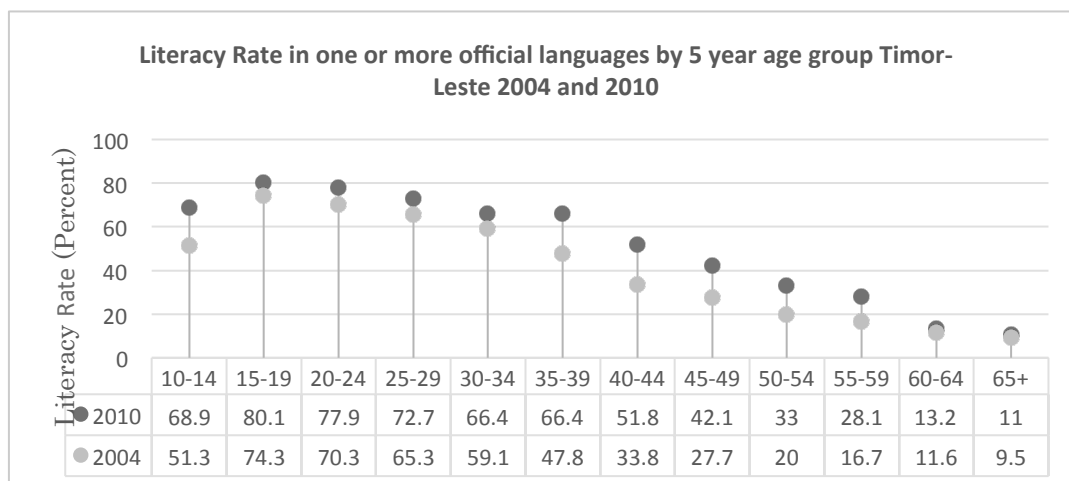
Graph 33: Comparison of Literacy Rate Age 10+ in Timor-Leste, 2004 and 2010



Source: Education Monograph, Census 2010

Although the comparison of literacy rate above is the population age 10 and above, and includes some children who are going to school as well, the literacy trend between 2004 and 2010 by 5 year age group also shows the literacy rate has been increased in all age group.

Graph 34: Comparison of Literacy Rate by 5 year age group in Timor-Leste, 2004 and 2010



Source: Education Monograph, Census 2010

It is positive progress that the literacy rate of all age group has increased in either official languages within 6 years from 2004 to 2010. However, based on the above table, the progress of younger age (15 to 29 years old) is not as much as the progress in the higher age group. This may mean that the any supports on the adult literacy is facing difficulties to reach the minority of young age people in the society and these young age illiterate people may be suffering the situation since their illiterate situation is relatively getting worse as the other age group illiterates are reduced. It is required to have strategic plan to reach these young minority people who are illiterate in the future.

2.4.3 Analysis of Illiterate population of age 10 + by their level of education attainment

Although the educational monograph of census 2010 does not include details of educational level, the below data shows the clue on the educational characteristics of illiterate population (age 10+). Based on the table below, majority of the illiterate population (77%) have never attended school whereas only 10% of the illiterate population have left any level of school. This gap between two groups may imply the large effects of even short time attendance in any level of school towards reduction of illiteracy.

Table 34: Education Status and Highest Level Attained by the Illiterate Population in Timor-Leste, 2010

Education Status and Highest Level Attained by the Illiterate Population by Sex, Timor-Leste 2010							
		Total		Male		Female	
		Nmber	Percent of Total	Nmber	Percent of Illiterate	Nmber	Percent of Illiterate
Illiterate population aged 10 and above		300,880	100%	136,359	100%	164,521	100%
Education Status	At schol	33,916	11%	18,297	13%	15,619	9%
	Left school	29,806	10%	15,240	11%	14,566	9%
	Never attended school	233,140	77%	101,110	74%	132,030	80%
	Don't know	4,018	1%	1,712	1%	2,306	1%

Source: Education Monograph, Census 2010

Although it is necessary to have further research on the correlation between experience of short time attendance in the school and literacy, utilization of existing schools for the adult literacy may affect positively to reduce the illiterate population by shifting them to literate.

2.4.4 Conclusion and way forward (including beyond 2015)

Although the literacy rate has been improving, there are still 42% of adults are illiterate and even youth literacy is still up to 79% in Timor-Leste based on the result of national census. Among the illiterates, the most vulnerable population is adult female living in the rural area (60% illiterates as year of 2010). In order to reach this population, the Timorese government will consider utilizing the other stakeholders such as NGO or international agencies, which has their own networking in the remote area.

However, it seems that there are no regular data collection mechanism on the literacy in Timor-Leste so far. It is important to have time-series data on the detailed literacy information by conducting sampling surveys and analyse the situation to plan cost effective strategy by focusing on the specific target or location etc. to raise the whole literacy rate in the future.

3. Final remarks

The majority of the findings of this report and the challenges faced by Timor-Leste to achieve the EFA Goals are being considered and properly addressed by the Ministry through a series of initiatives, including:

- A new educational curriculum for Pre-School and the 1st and 2nd cycles of Basic Education and a uniform pedagogic guidance developed which has the flexibility to respond to the needs of individual schools. The new curriculum focus the teaching and learning on the identified needs and on the best practice in terms of child development programs along side with the provision of quality teaching and learning materials to all teachers and students
- Over the next five years the Government will build at least 250 new pre-schools and refurbish all presently degraded classrooms in basic schools, so that there are a sufficient number of classrooms in every geographic area of the country.
- A broad theoretical and practical training programs for pre-school teachers, on pedagogic methodologies that are appropriate to pre-school education is being developed.
- Introduction of the recommendations of the “Multilanguage Education policy based on the maternal languages of Timor-leste”, in order to facilitate the acquisition of minimum literacy and numeracy skills while bridging the transition to learning in the officials languages.
- The development of a new and decentralised school management system ensuring the efficient, affordable and sustainable provision of quality education. This new approach will include administrative, financial, academic, logistic and human resource aspects, as well as the involvement of teachers, parents and students.
- The ongoing process of introduction of a new concept for the School feeding program.
- Expand and Refurbish the Secondary Education facilities to respond to the demand.
- Implement the New Secondary General and Secondary Technical Curricula alongside with comprehensive teacher training programs.
- Expand the offer of literacy and post-literacy targeting specifically the disadvantage population groups.
- Provide a quality equivalence program in every district to those who did not have the opportunity to attend school when they were at the normal age to do so.

The V Constitutional Government program to education is guided by the principle of inclusiveness, so that no Timorese child is at a disadvantage, or has fewer opportunities, to access to quality, relevant education.