National Report on Equivalency Programmes and Alternative Certified Learning

TIMOR LESTE
MINISTRY OF EDUCATION AND CULTURE
NATIONAL DIRECTORATE FOR ADULT EDUCATION AND NON-FORMAL EDUCATION

Equivalency Programmes and Alternative Certified Learning for Achieving Education for All and Promoting Lifelong Learning

1. Logistical information

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This report includes information about the Equivalence program developed by the MOE/DNEAENF (National Directorate of Adult and Non-Formal Education), as well as information about vocational training system put in place by SEFOPE (Secretary of State of Employment and Vocational Training) and INDMO (National Institute on Labour Development). The report was compiled with support and contributions from UNICEF, UNESCO, World Bank, PLAN International, Norwegian Refugee Council, CARE (Lafaek), East Timor Development Agency, Timor AID and Education Development Centre/USAID.

MOE/DNEAENF
The Ministry of Education National Directorate of Adult and Non-Formal Education (DNEAENF) is the service provider for the development and implementation of the Recurrent Education National Literacy and Equivalency Programs, addressed to the population outside the formal education system. The DNEAENF is responsible for: setting up the education framework for the population outside the formal education system; drafting, in cooperation with other competent services, a National Literacy Program, through long distance education programs and others; developing, implementing, monitoring and evaluating the recurrent education equivalency program, in cooperation with other competent services; developing programs addressed to the population outside the education system, in the areas of language, literacy and arithmetic; promoting programs for developing technical and vocational skills; implementing the drafting of manuals and other education materials meant for recurrent education; promoting the creation of Education Community Centres adapted to the needs of the local communities; promoting the articulation of the recurrent education programs with the courses promoted by technical and vocational schools; setting up evaluation standards and mechanisms for non-formal education programs and projects, in collaboration with the regional directorates; coordinating the equivalence processes resulting from education and training options; drafting and evaluating
national exams; defining the professional skills, competences and conditions for teaching staff allocated to non-formal education.

SEFOPE

The Secretariat of State for Vocational Training and Employment (SEFOPE) has the responsibility and authority for policy development, and management of the national vocational training system and the Secretary of State advises the Council of Ministers on all matters relating to vocational training in Timor-Leste. The goal of the vocational training system is to create a market-oriented, efficient, and accountable vocational training system in Timor-Leste to meet national development priorities and permits all Timorese to acquire critical skills for gainful employment or self-employment. The Objectives of the training system are: to prioritize the critical skills required for sustainable growth, development and equality; to improve the quality and relevance of training providers and training delivery; to promote good quality training for all in the workplace; to promote employability and sustainable livelihoods through skills development; to assist vulnerable groups to participate in meaningful work, integrated learning and work based programs to acquire critical skills to enter the labour market and self employment.

INDMO

The National Labour Force Development Institute (INDMO) was established by the Government of Timor-Leste through Decree Law 8/2008 in March 2008 as outlined above. It represents a partnership between the Government, employers, worker organisations and vocational training institutions to ensure a strong, relevant and good quality vocational training system for the women and men of Timor-Leste. INDMO is an autonomous, public institution under the auspices of the Secretariat of State for Vocational Training and Employment (SEFOPE). INDMO has been established to ensure that the vocational training system in Timor-Leste: offers training in the industries and skill areas that are needed in the labour market now and for the future; approves competency standards determined by the relevant industry sector for the jobs in that sector; recognises qualifications that are required by industry; registers and certifies vocational training providers that are of good quality and have trainers with the qualifications to deliver and assess the competency standards.

PRIORITY AREAS

The priority areas within which DNEAENF have to concentrate efforts in the next two years to improve the Equivalency Programme are:

1) Capacity Building and Training, since one of the major DNEAENF shortages is the lack of specialists and teachers with skills to manage and implement programmes;

2) Financing and Resource Mobilization, because there is the need of more resources and greater articulation between government and different sponsors and resource providers for the programmes;

3) Curriculum and Materials Development, as we need to develop these aspects to implement Programme Phase IV (equivalency to the 3rd Cycle of Basic Education which is compulsory in TL), which is expected to begin in the last trimester of 2011;

4) Monitoring and Evaluation, due to insufficient information of doubtful quality that reaches us from the various parts of the country and the lack of means to implement a more effective monitoring and evaluation system, and which will allow a greater support to the agents that are developing the programme in the field;
5) Networking and Partnerships, for it is necessary a greater coordination and complementarities of efforts between the different governmental and non-governmental actors for the promotion of the equivalency programme and other alternative certification programmes.

2. Background

As you can see in Annex I to this report, which shows a plan with some educational proposals made available by the Government of Timor Leste, there are various possibilities available for citizens to increase their qualification level.

Recurrent Education in Timor Leste is planned and implemented by a vast number of governmental and non-governmental bodies. These include the Ministry of Education, the Ministry of Social Solidarity, the Ministry of Development, the Ministry of Agriculture, the Ministry of Health and the Secretary of State for Professional Training and Employment. Various non-governmental partners, as well as informal community groups have been playing an important role to the service of the unfavoured population.

The Program for Primary School Primary School Equivalence has been implemented as a Pilot Project and its initiatives have been developed in accordance with public policies of the Ministry of Education and Culture following deliberations made during the I National Congress for Education held in October 2003, and the I National Conference for the Literacy of Youngsters and Adults held in September 2004, of the curriculum of Primary Teaching (MEC) and the Organic Law (MEC).

The core objective of the Primary School Equivalence is to promote the qualification of thinking citizens that could achieve a productive and transforming insertion in the job market by means of higher qualification, command of national and official languages, written and oral, preparing them to access other levels or modalities of teaching and, also, professionalizing training, as well as other opportunities for professional qualification.

By thinking on the general curricular proposal above described it was conceived a school focused on youngsters and adults respecting limits and challenges of each individual and understanding the correlation between teaching and learning as well as the best methods to work in the classroom, what to discuss and propose to students, and so on.

Thus, the Primary Curriculum of the Ministry of Education and Culture was thoroughly analyzed regarding its structure, foundations, and equivalence of subjects and contents, in order to reach the closest definition to the characteristics of education for youngsters and adults, that is: working on themes/topics.

The choice for themes was made upon the analysis of the subject Environmental Studies, which established the main axis composing the subject, such as General Themes and Specific Themes.

In addition to the choice for themes, a time calculation was made in order to ground the curriculum proposal regarding the school year in which the primary-equivalent student would have to be attending in order to finish his/her course.

The period of time foreseen for each learning stage corresponds to nine months. Thus, nine themes are to be covered by level of learning.

For the development of each phase, the quarterly working method was also suggested, for the application of an assessment tool in order to probe the cognitive development of students in competences such as reading, writing, and mathematical calculations.
Therefore, when preparing for the Curriculum of Primary School Equivalence, the main focus was the development of training to youngsters and adults aiming their qualification as thinking and participating citizens, while at the same time respecting the levels of learning students would develop in classrooms.

The first step of curricula development was taken considering the simplification of concepts and definition of measurable objectives which would help us to clearly define the set of competences to be developed by young people, adults and also teachers. We faced a big challenge with the choice of participatory pedagogical methodology, once that most Timorese citizens were educated to obey without questioning and not to think or express critical thinking. This feature of former educational system brought a more difficult path towards preparing teachers to stimulate their students to think and discuss within the classrooms.

The implementation of the Pilot-Project for Primary School Equivalence was held in 4 districts in which teachers selected for initial training had to fulfil some requisites such as fluency in Tetum and Portuguese, experience with education and will to learn a new teaching methodology according to the curricular proposal. The initial training for teachers of the Primary School Equivalence was held from October 10 to 14, 2005 with 40 hours dedicated to theoretical and practical aspects. The first classes of Phase I of the Primary School Equivalence were opened in the second week of March 2006 with the completion of activities in December of the same year.

After the conclusion of the Pilot Project also with Phase II and III, DNEAENF has started the programme implementation with 37 classes in 37 sub-districts of Timor Leste in 2009, for student attendance in Phase I and Phase II, which are equivalent to the 1st Cycle (till the 4th grade of Basic Education). In the end of the year 31 classes fulfilled the entire year, 21 of 1st phase and 6 of 2nd phase.

Phase III was introduced in 2010, which is equivalent to the 2nd Cycle (till the 6th grade) once that 104 students demonstrated in 2009 that they had enough knowledge to start Phase III in 2010.

In 2010, we have the following situation:

There are 38 classes of phase 1 with 516 students, 21 classes of phase 2 with 270 students and 7 classes of phase 3 with 104 students. Around 54% of students are female and 46% are male.

**Beneficiaries**

The main beneficiaries of the Primary School Equivalence Studies are those with age ranging from 14 to 44 years who could not finish their formal school education.

One of the obstacles for the completion of a formal education in a national context is the diversity of needs within each community and age range. Such is the case of the population between 14 and 44 years of age who had not completed their Primary and Pre-Secondary schooling or who completed only the Primary teaching but did not proceed to next learning phases. Data from the National Census 2004 and information contained in a UNICEF report published in 2005 indicate that 20% of the population within school age ranging from 07 and 12 years of age have no access to Basic Education. It is estimated that the number of out-of-school students from 13 to 15 reaches 40,000 and those from 16 to 44 who quit their studies amount to 100,000. If we observe the Timorese population and sum up population data concerning people out of school we conclude that nearly a fifth of the country’s population, that is, 200,000 people, quit their studies or had no access to formal education at the proper age, which reinforces the need for the implementation of a policy of equivalence of studies.
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This programme also serves as an opportunity for students who graduated in alphabetization courses to keep on studying (about 71,000 people have been graduated by DNEAENF alphabetization programmes since 2007).

Within the target group we can describe the following relevant sub-groups:

a) Isolated Sucos and villages (Aldeias) in remote areas – people who live in these areas have no access to education and live inside a subsistence culture, away from modern culture, where there is no electricity, information and modern technologies.

b) Coastal communities – they work a lot to achieve a minimum monthly income, and don’t really consider their children education, as well as have no access to any knowledge or basic information on fishing activities. They work based on traditional methods without any awareness on the management and adequate skills in regard to the fishing market.

c) Rural people – most of them are poor, they live in a subsistence culture and work almost without resources. They work based on traditional methods without any awareness on the management and adequate skills in regard to the agriculture market. Frequently they are victims of manipulation.

d) Working women and housekeepers – Working women receive low salaries. Most of them are illiterate or completed only primary education. Women are the main target of the Equivalency Programme.

e) Individuals with a vocation (music, sports, arts, etc) that have not completed Basic Education.

f) Employees and working people living in or near urban centres, who are willing to develop their studies so as to develop their professional careers.

g) Individuals with legal and social problems that could increase their schooling and increase access to personal income, as well as live within the community.

Organization of Studies

The total hours of the 1st and 2nd Cycle Equivalency Course (equivalent to the 6th grade of Basic Education) amount to 1620 hours, equally distributed (540 hours) for each one of the 3 phases that are currently being implemented.

Students are approved if they attend at least 75% of lessons and if their arithmetic average is higher than 5 based on the national evaluation scale from 0 to 10.

The 4th programme Phase, with the duration of 2 years and which gives Equivalency to the 3rd and last Cycle of Basic Education (7th, 8th and 9th grades), is expected to begin its implementation by school year 2012.

In what concerns Vocational Training under the responsibility of SEFOPE and INDMO, the national training system and the National Qualifications Framework (NQF), Foundation certificates which sit under level I on the NQF could be seen as Alternative Learning Certificates. They are developed to assist vulnerable and disadvantaged groups to enter the formal training system, and act as a bridge into the system.

Foundation courses are designed to allow those without formal education, often the most disadvantaged in the community, to develop literacy and numeracy skills and a range of employment, leadership and life skills to prepare them for further training and work.

3. Priority areas

3.1 Policy support mechanisms
3.1.1 – CONSTITUTION OF THE DEMOCRATIC REPUBLIC OF TIMOR-LESTE

The Preamble of the Constitution of the Democratic Republic of Timor-Leste from 2002 reinforces the determination to fight all forms of tyranny, oppression, domination, and social cultural or religious segregation, and also to defend national independence; to respect and to ensure human rights and fundamental rights of citizens; to ensure the principle of separation of powers in the organization of the State and establish essential rules for a pluralistic democracy aiming the building of a fair and prosperous country and the development of a solidarity and fraternal society.

Regarding the equality of opportunities for access to Education and Culture, Article 59 of the Constitution reads:

“State acknowledges and grants citizens with the right to Education and Culture and is in charge of creating a public system for universal basic teaching which shall be mandatory and, according to existing possibilities, free of charge pursuant to the Law”.

“All citizens have the right for equal learning opportunities and professional training”.

3.1.2 - BASIS LAW FOR THE NATIONAL EDUCATIONAL SYSTEM

Article 2 of Law for the National Educational System states that: Considering the principles of liberty and ideals of human solidarity, family, State, and society shall promote, stimulate, and provide for the access to school and non-school education.

Article 3 of the Law for the National Educational System established that the State shall ensure second-opportunity schooling for those who could not attend school at adequate age and those who look for the educational system due to professional or cultural promotion reasons.

Article 5 refers to the general organization of the educational system and established that the educational system comprehends Pre-School Education, School Education, and Non-School Education involving the literacy of adults, distance learning, and professional training.

Section III of Chapter II of the Basis Law for the National Educational System in its Article 29, item 1, provides for the scope of the Non-School Education as a level of teaching capable of allowing each individual to boost their knowledge and develop their competence in complementation of school teaching or in supplementation of the lack of that. Item 2 of the same Article provides for the modalities of Non-School Education as literacy of youngsters and adults, the distance learning, and professional training.

Article 30 of the Basis Law for the National Educational System established the objectives of Non-School Education while Articles 31, 32, and 33 brings the aims for each modality.

3.1.3 - PLAN FOR NATIONAL DEVELOPMENT

The Plan for National Development emphasizes the importance of promoting the literacy among youngsters and adults within the nation’s economic life by means of educational training provided out of the academic environment; it reinforces the need for contribution by means of a national effort to the improvement of human resources’ qualification among young and adult populations out of the job market, especially women, by generating and offering initiatives for the initiation, qualification, improvement, and reconversion that meet the conjuncture or permanent necessities for jobs in the Democratic Republic of Timor-Leste.

3.1.4 - NATIONAL POLICY FOR EDUCATION
Chapter III (items 3.2.3.4) establishes educational policies and priorities and provides for the Specific Policy for Non-Formal Education focusing on the literacy of youngsters and adults leaving aside other initiatives that also compose the Non-Formal Educational System. The last item mentions the importance of developing mechanisms of Equivalence in order to certify those who had not finished Basic education, allowing the continuation of their studies or their access to the job market. It includes equivalence as part of the policy for literacy and not as a post-literacy policy, of continuity of school learning allowing participants to reach college.

3.1.5 – THE ORGANIC LAW AND THE STRATEGIC PLAN 2010 - 2015

The Organic Law of the Ministry of Education and Culture provides for the National Directorate of Adult and Non-Formal Education and its competences. Among these, item 2, sub-paragraph c) establishes that one of the competences is to convince families and communities, namely rural ones, and stimulate and promote their participation in the elimination of all forms of illiteracy by contributing in an effective way to the existence of gradual equality of educational and training opportunities. The same referred item 2, sub-paragraph G, of the Law establishes that the National Directorate of Adult and Non-Formal Education supported by the Government shall incentive the creation of a network of resource centres (Community Learning Centres) that could technically and materially support local or community initiatives. Sub-paragraph K of Ministry of Education and Culture Organic Law establishes also that the National Directorate of Adult and Non-Formal Education (DNEAENF) shall speak on the processes of equivalence arising from developed education and training initiatives.

The Ministry of Education developed thereafter the National Education Strategic Plan for the period between 2011 and 2015, which is currently in its final approval stage and which includes the equivalency programme as priority 5 in regard to Recurrent Education.

The effort now is to increase the collaboration between ministries in order to support programmes and improve the complementarities between the various available programmes, namely the programmes of the Ministry of Education and the ones of the Secretary of the State for Employment and Professional Training.

As for SEFOPE and INDMO the vocational training policy is developed with the following legislation:

a. Law no. 14/2008 Section 5, Article 34 (Education);

b. Decree-Law no. 7/2007 (Organic Law of the Government);

c. Decree-Law no. 3/2008 (Organic Law of SEFOPE); and

d. Decree-Law no. 8/2008 (Creation of INDMO).

3.2 Curriculum and materials development

The equivalency course curriculum is based on the Basic Education contents, so it is composed by the same basic disciplines that integrate the 1st and 2nd Cycles of Basic Education (see Annex II). The curriculum is structured in Learning phases: Phase I and Phase II correspond to the 1st Cycle, and each phase has the duration of one year, which is equivalent to two years of the Basic Education. Phase III also has the duration of 1 year and is equivalent to the 2nd Cycle (5th and 6th grades in Basic education). The basic disciplines to be worked are Tetum Language, Portuguese Language, Environmental Studies and Mathematics. The discipline of Environmental studies comprehends the study fields History, Geography and Sciences. The Religious Education, Ethics’, Citizenship, Arts and Culture, and Life Skills are integrated in all disciplines that compose the Equivalency Programme Curriculum.

The curriculum development has been formulated based on the Basic Education curriculum, and has been developed by international experts in coordination with local experts, financed by UNICEF. They have adjusted
curricular contents so as to be conveyed within a smaller period of time and in a more dynamic and interactive way, by always considering the reality in Timor Leste and the socio-cultural context of communities. Each pedagogical approach has been developed based on various methodologies, for instance, Andragogy, which was developed in the early 70s by Malcom Knowles, in the USA, based on the idea that adults and children learn in different ways, as well as the dialogical approach by Paulo Freire, the pedagogical principles promoted by John Dewey, and the project teaching approach. Teachers’ textbooks and students’ textbooks have been developed in order to convey curriculum and support this teaching methodology.

In what concerns vocational training (SEFOPE and INDMO), courses and materials for foundation courses will be developed on a needs basis. The courses will be based around competency standards and competency based assessment. INDMO will guide the process of development, normally initiated by a local training provider with the help of an International partner. Where courses and materials are developed it is envisaged that all training providers accredited to deliver the foundation course will share these resources.

3.3 Modes of delivery
Due to the lack of space of their own for the implementation of equivalency programmes, and to maximize the use of existent places, lessons are being developed in diverse places, such as basic education schools, some places within the local NGOs and, in various cases, at the teachers’ own place or at Suco headquarters, where there are a higher number of participants.

The languages used in the Equivalency Programme are Tetum and Portuguese, which are the official languages in Timor Leste. The use of these languages varies according to the programme phase: in Phase I, Portuguese is used in 25% of the curriculum and Tetum in 75%; in Phase II, each language is used in 50% of the curriculum and in Phase III Portuguese is used in 75% of curriculum and Tetum 25%.

3.4 Capacity building and training
DNEAENF has a team of 10 teacher trainers for the literacy and equivalency courses. These trainers have to be attending or have finished the Bachelor Education Course and have experience in teaching Portuguese. Presently, 4 trainers already received their Bachelor Diploma in Education, 5 are finalists and 1 is attending the 1st year. These 10 trainers have attended a training course of 740 hours under the responsibility of Brazilian and Portuguese international specialists. From 2010 the training of teachers have fully taken over by the national trainers.

In relation to teachers, they should own the Secondary Education Certificate or SMA (Secondary Education under the Indonesian system) and have Portuguese Language Skills.

Recruitment is conducted as follows:

- In first place, the information regarding the opening of the recruitment process is sent to the 65 sub‐district coordinators. These promote the vacancy and identification process of the candidates.
- In second place, teams with a teacher trainer and 3 administrative specialists visit the various sub‐districts 3 and 4 weeks later, so that the candidates can fill a form of participation in the pre‐selection phase which requests general personal information, their level of education and if they have knowledge and experience in adult education and knowledge of different languages used in TL, especially Tetum, Portuguese. Additionally to this form, the candidate is interviewed by a trainer, using interview guidelines in order to get to know him/her better in relation to his/her knowledge and experience in adult teaching. The interviewers are in possession of an evaluation form where they write their comments and impressions about the candidates. The candidates have then to fill an evaluation sheet where their knowledge is evaluated in what concerns languages (Tetum and Portuguese), Maths and General Culture.
• After collecting all candidatures of the 65 sub-districts, an evaluation and pre-selection process is conducted, after which the selected candidates go through a 144-hour training organized by the team of 10 DNEAENF trainers, so as to be able to teach the 1st Phase of the Equivalency Course.

Subsequently, in each following year, teachers have to attend another 144-hour training for the 2nd Phase, 3rd Phase and 4th Phase as soon as the latter starts in 2011.

In regards to SEFOPE and INDMO vocational training, Trainers in foundation courses would be expected to have at least a certificate III Training and Assessor Certificate and experience in their field of expertise.

3.5 Financing and resource mobilization

The Equivalency Programme towards Basic Education is financed by the Government of Timor Leste in partnership with the World Bank and UNICEF, and it is the responsibility of the latter to support teacher training, monitoring and activity evaluation, technical assistance responsible for the production of pedagogical/didactic materials and respective printing. A 5-year World Bank support project will begin in September 2010 to support Recurrent Education, which includes the Equivalency Programme. UNESCO has also conducted some activities and sporadically supported DNEAENF.

The government contributes with part of their annual budget (2010) to the DNEAENF and Equivalence programme, paying staff, the 5 Regional coordinators, 13 District Coordinators and 65 sub-district coordinators, as well as Equivalency and Literacy teachers, among other expenses.

However, it is necessary to change the articulation between the various non-governmental agencies so as to increase complementarities and reduce duplication of efforts.

This programme doesn’t imply any costs to the families to the exception of travelling from home to the place where the classroom is established.

As for SEFOPE and INDMO programs, it is envisaged that foundation courses would be funded through a variety of means including SEFOPE, Government and Donor funding.

3.6 Networking and partnerships

DNEAENF has a regional coordinator for each of the 5 regions, a district coordinator for each of the 13 Districts and one coordinator for each of the 65 sub-districts. This staff network allows us to reach every part of the country in order to support field programme implementation. Yet, it is very difficult to maintain the flow of this network, due to the lack of communication means (there is no internet and sometimes it is difficult to contact by phone) and of transport means that ensure travelling to the most remote places during the whole year (mainly during the rains).

DNEAENF presented its programmes to the sub-district inspectors of the Basic Education system so as for them to give support to our programme monitoring. Besides we are trying to use schools that have room to conduct our programmes in sites where we have precarious classrooms. In 3 villages where Community Centres for Learning are established, the local community is very involved in the accomplishment of alphabetization programmes, but it was still not possible to start the Equivalency Programme in those places.

The non-governmental agencies have been giving a lot of support to the development and implementation of alphabetization and equivalency programmes. Nonetheless, this support hasn’t been done in a concerted and coordinated way between all actors that intervene in Timor Leste. This is a work we are just getting started with.
As part of this process a key partnership has been established between the MoE, DNEAENF, INDMO and SEFOPE. With the emergence of the new, regulated, formal vocational training system INDMO and SEFOPE are committed to providing access for disadvantaged and marginalised groups to the system, to ensure that all Timorese people can benefit. Finding out about how each system works is vital in ensuring that beneficiaries are given full and meaningful information in order to make the best decision for their future.

**Partners**

Since 2004, UNICEF has been the main partner in the development of the overall structure of the Equivalence programme, providing technical support to the development of pedagogical materials (teacher guides and student manuals), training of trainers and preparation of teachers, and continues programme mentoring, monitoring and continues assessment.

In 2006, UNESCO supported the setting up of 3 Community Learning Centres which to date host literacy classrooms in those districts. In terms of the Equivalency program particularly, UNESCO hasn’t supported us yet.

The World Bank, which will support the Recurrent Education Programme between 2010-2015 and which will provide assistance to almost every areas related to the programme, namely coordination, capacity building, curriculum and materials development for Phase 4 and teacher recruitment.

ILO and UNDP are the main partners of the SEFOPE and INDMO providing technical support in all areas and coordination with I/NGOs or individual course providers.

### 3.7 Assessment, accreditation and quality assurance

Since we have started the programme implementation phase in 2009, the exams have been developed and managed by DNEAENF.

However, there are various open questions connected to the final evaluation of the participants in each equivalency phase of the Cycles of Formal Education and national exams in the end of the 3\textsuperscript{rd} phase of the first level (equivalency to the 2\textsuperscript{nd} cycle – primary school grade 6) and the respective certification process. The directorate have been

The DNEAENF Equivalency Department is collecting information and pondering together with the Curriculum Directorate and Accreditation Directorate of the Ministry of Education in order to find a better solution for the certification of finalists of the 3\textsuperscript{rd} Phase (equivalency to the 2\textsuperscript{nd} cycle – primary school grade 6). The joint reflection is being done around issues regarding the final exam being equal to the one of Basic Education System's or adjusted to the Equivalency Programme methodology, and how the student’s certification will be done and recognized in the same level as the formal system.

The quality assurance is currently strongly based on the 3 monitoring visits that our teams of administrative and teaching staff make every 3 to 4 months to the classrooms (see next paragraph).

### 3.8 Monitoring and evaluation (e.g., connections to EMIS and National Statistics)

Besides the yearly teachers capacity building training, the directorate is doing 3 monitoring visits to the classrooms (May, August and November in 2010 due to starting the school year only in February). These visits combine the collection of information regarding number of students and situation in classrooms with the development of student’s evaluation tests regarding that trimester. The second visit in August also adds a third element to the monitoring and evaluation process once that new teachers selection process starts with interviews and tests to assess their competences. This information is later processed in order to select new teachers to integrate the program in the following year.
The team responsible for the monitoring and evaluation is composed by elements of the administration and by teachers/trainers engaged, which are adequately trained by the advisor responsible for the Programme and for the pedagogical coordination.

Efforts are being made so as to introduce DNEAENF programme data in the Information System of the Ministry of Education (EMIS). Currently the information collected and analysed is very far from the planning needs of future actions, and it doesn’t allow data crossing with the information system of the Ministry of Education in general.

As for SEFOPE and INDMO vocational training, the same monitoring and evaluation processes will apply to courses I-IV within the NQF.

4. Impacts and achievements

The Equivalency Programme is having a good impact on the population of remote, difficult to access areas, mainly on young people and women, considering the great enthusiasm detected within this group during the monitoring and evaluation period between May and June of the current year. Since the Equivalency Programme of Primary Education is still in its early implementation phase, the majority of students will only achieve graduation and get their certificates by the end of the school year 2011, when the Programme will complete 3 years of its life, covering, then, the 3 phases that compose the 1st level of the equivalency program giving them certification matching the 2nd cycle of basic education, grade 6 of the formal system. Every data we have gathered until now make us believe that participants will have very satisfactory results in the exams.

5. Core challenges

To reach beneficiaries across the territory, the Equivalency Programme will have to be expanded, at least, to Suco level, that is, we should try to ensure the implementation of 442 classrooms. This is a major challenge, because additionally to its financial aspect, there still is the challenge regarding the lack of adequate qualified staff for such big undertaking.

One of the huge obstacles is the lack of qualified teachers in the country once that most of the graduated teachers with bachelor level are being absorbed by the formal system that is currently increasing the volume of demand for teachers.

The other challenge will be to find an alternative to the training of Timorese staff responsible for the production of didactic materials to teach young people and adults, that is, Timorese pedagogues, otherwise, in future, DNEAENF will be permanently dependent on international advisers for this kind of job.

As for SEFOPE and INDMO the Core Challenges are: to develop courses quickly enough to meet the needs of learners and to ensure that people are able to move from one system to another dependent on their life needs.

6. Recommendations to improve PE and AAC

In relation to Capacity Building and Training, it is necessary to invest more in training in the districts during the whole implementation year.

As for Financing and Resource Mobilization we are beginning a more permanent process of articulation between the different donor agencies. In general, the program will need more funds from government and agencies and in the mid term future, the government will have to gradually assume most of the program costs.
Monitoring and Evaluation needs more investment and resources so as to become effective. It will be necessary to carry out monitoring and evaluation activities across the territory in a swifter and more efficient way. We also think there is the need to carry out monitoring activities without previous notice in order to collect more real information about what is going on in the field. In addition, it is necessary to improve monitoring work articulation with regional, district and sub-district coordinators.

Finally, as for Networking and Partnerships it is necessary a greater coordination to ensure complementarities of efforts between the different governmental and non-governmental actors for the promotion of the equivalency programme and other alternative certification programmes.

7. Technical assistance needs

UNESCO and UNICEF play a vital role in the following areas:

a) Capacity Building and Training – giving support and technical means in order to continue to train our teacher trainers on pedagogical aspects and, then, to train equivalency programme teachers.

b) Monitoring and Evaluation – giving more financial support for programme monitoring and evaluation across the country.

c) Networking and Partnerships – supporting the effort to concert agendas and intended interventions in the territory and articulate this with the political priorities and DNEAENF road map.
UNIVERSITY, COMMUNITY, EMPLOYMENT

12 YEARS

FORMAL EDUCATION SYSTEM

12  11  10  Secondary School

9   8   7   Pre-secondary School (3rd Cycle)

REGIONAL EXAM

6   5   4   3   2   1   Primary School (1st and 2nd Cycle)

NACIONAL EXAM

NACIONAL EXAM

NACIONAL EXAM

Phase IV  Phase III  Phase II  Phase I
Equivalence Level III (2 years)

Phase IV  Phase III  Phase II  Phase I
Equivalence Level II (2 years)

Phase 3  Phase 2  Phase 1
Equivalence Level I (3 years)

PRE-EQUIVALENCY (TRANSITION)

Iha dalan / On the Way (6 months)

LITERACY CAMPAIGN

Los hau bele / Yes, I Can
3 months

Hakat ba Oin / Step Forward 6 months

8 YEARS