

Inclusive Education In Timor-Leste



Presented by

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The Outline of Presentation



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Education Vision for Timor-Leste



“In 2025 the population of Timor-Leste will be educated, knowledgeable and qualified to live a long and productive life, respectful of peace, family and positive traditional values. All individuals will have the same opportunities to access quality education that will allow them to participate in the economic, social and political development process, ensuring social equity and national unity”

Inclusive Education



Inclusive Education builds on the Vision...

“Inclusive Education means education for all and is a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation and reducing exclusion”

Who are excluded?



Learners from very poor families or from remote and rural communities, those with disabilities/special needs, and those in religious, linguistic and ethnic minorities as well as indigenous peoples and lower castes, girls and women, especially from rural/ethnic minorities in Timor Leste.

Others include stateless children without passports or birth certificates, street children and working children, children involved in armed conflict or natural disaster, orphaned and abandoned children, at-risk boys, and children affected or infected by HIV and AIDS.

Why should we care about Inclusive Education?



- To improve the efficiency and reduce the costs of education systems - fewer drop outs, less wastage, lower costs;
- To promote individual and national economic, social and political development;
- Solidarity - to promote social cohesion and inclusion to live together and welcome diversity
- To fore full internationally mandated goals – Education for All (EFA) targets and the Millennium Development Goals (MDGs);
- To realise the fundamental human right to education.

MDG Goal 2:*

Achieve Universal Primary Education



Target 2a Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary school

Indicators

- Net enrolment ratio in primary education
- Proportion of pupils starting grade 1 who reach grade 5
- Literacy rate 15-24 year olds
- Literacy rate of 15 year olds and over

Net enrolment ratio in primary education



Since 1999 net enrolment ratio at primary education level in Timor Leste is around 60-70%

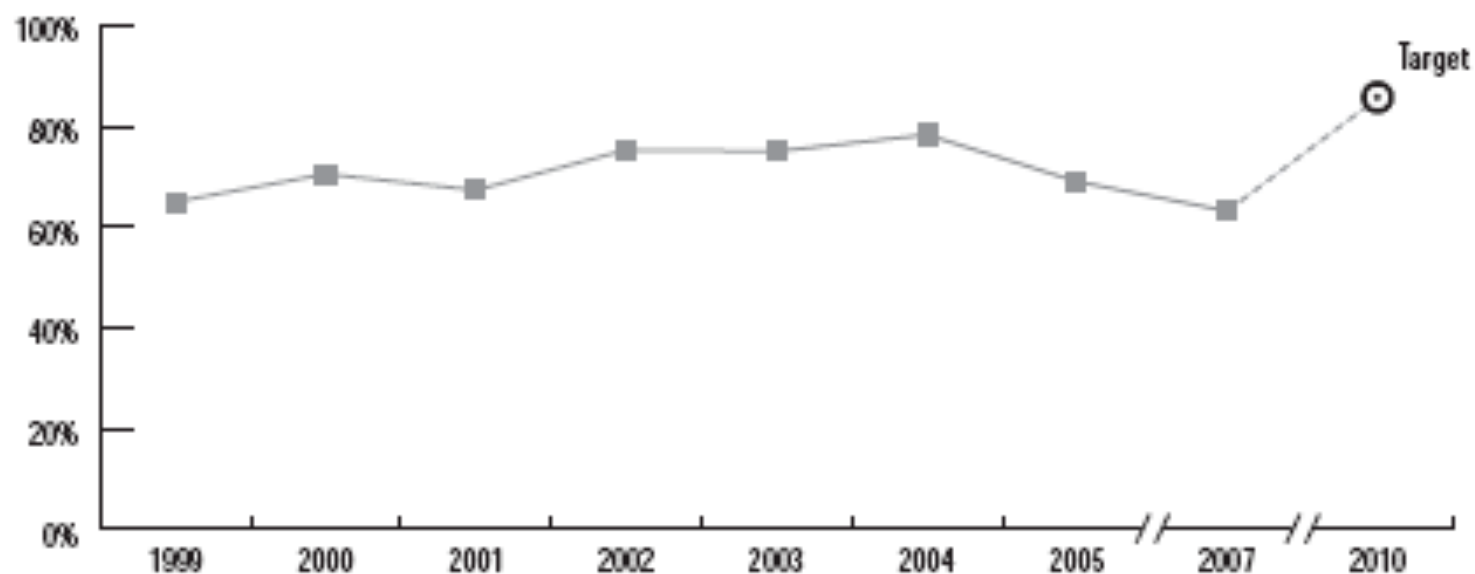
In 2007 63% (in school) 37% (not in school)

Target for 2010 86% (in school) 14% (not in school)

Net enrolment ratio in primary education



FIGURE 2a.1. NET ENROLMENT RATIO IN PRIMARY EDUCATION, TIMOR-LESTE, 1999–2010



SOURCES: Timor-Leste HDR 2006, World Bank 2003, Timor-Leste MDGs Report 2004, EMIS 2005/2006, TLSS 2001 and TLSS 2007

Proportion of pupils starting grade 1 who reach grade 5



2003 56% of the 32,843 students starting grade 2 reached grade 5

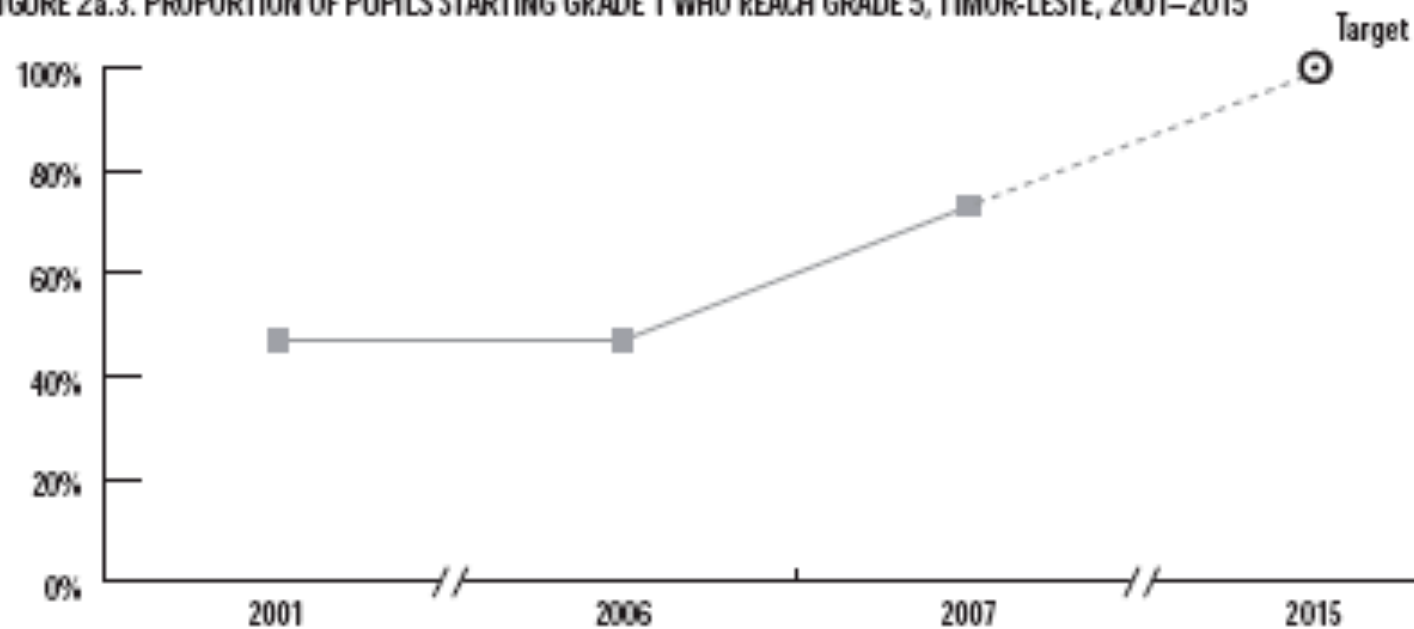
2007 Timor Leste Survey Living Standards (TLSLS)

Estimated 73% of children started in grade 1 and reached grade 5

Target: 100% by 2015

Proportion of pupils starting grade 1 who reach grade 5

FIGURE 2a.3. PROPORTION OF PUPILS STARTING GRADE 1 WHO REACH GRADE 5, TIMOR-LESTE, 2001–2015



SOURCES: Timor-Leste MDGs Report 2004, EMIS 2005/2006, TLSLS 2007, OCAP Baseline Report 2006

Literacy rate of 15-25 year olds



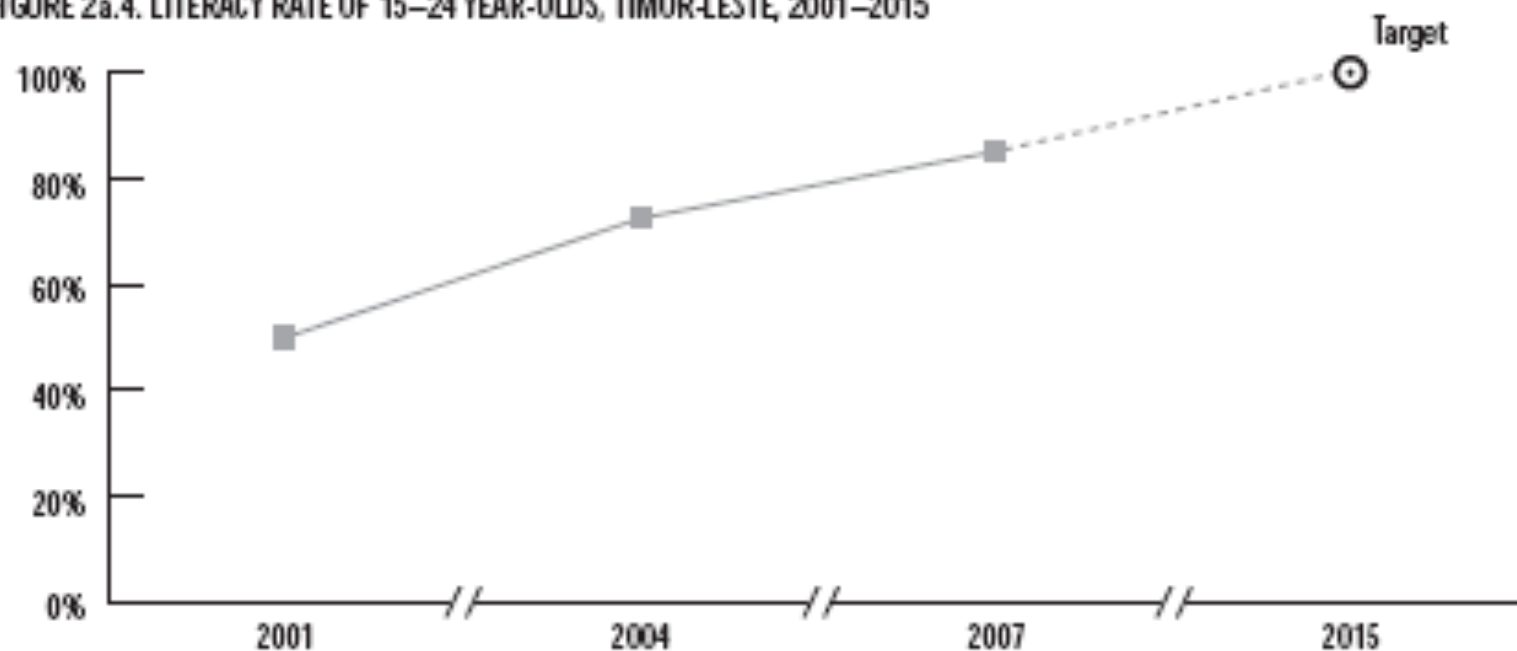
Timor Leste aims to remove illiteracy from the 15-24 year old population.

- 2001 the literacy rate of 15-24 year olds 50%
- 2004 literacy rate increased to 72.5%
- 2007 literacy rate increased to 85.1%

Literacy rate of 15-25 year olds



FIGURE 2a.4. LITERACY RATE OF 15–24 YEAR-OLDS, TIMOR-LESTE, 2001–2015



SOURCES: Timor-Leste MDGs Report 2004, Population Census 2004, TLSLS 2007

Literacy rate of 15 year-olds and over



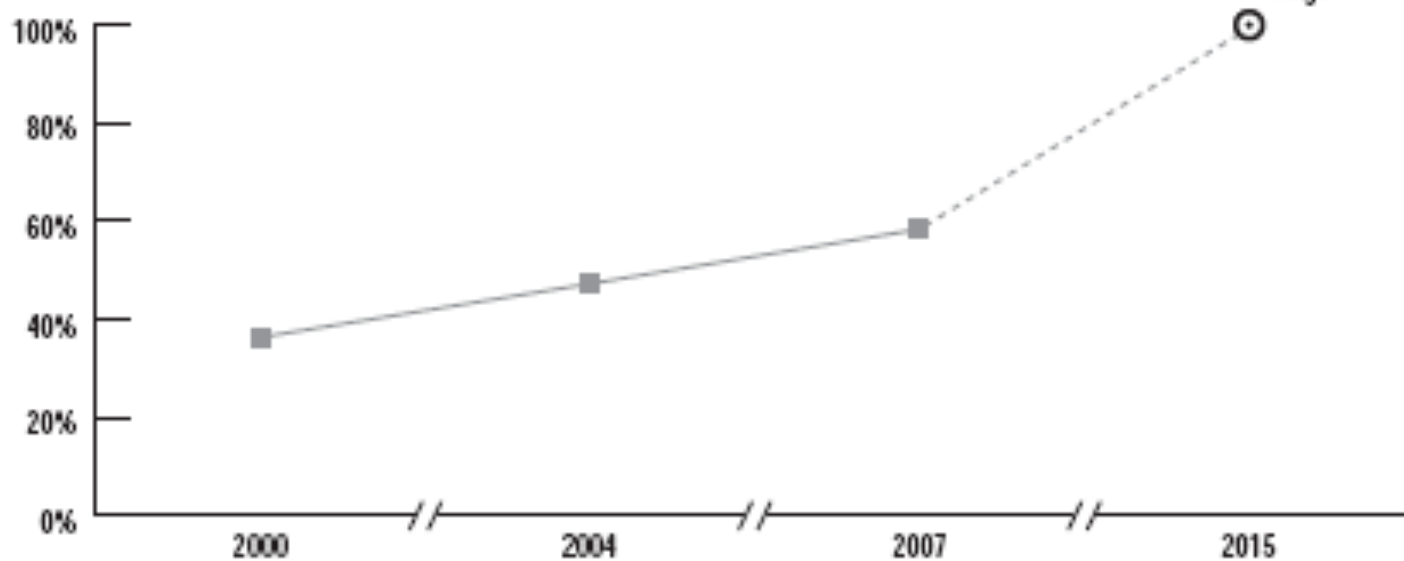
This applies to all adults above 15 years
2000 to 2007 significant improvement in adult literacy.

- 36% in 2000
- 47% in 2004
- 58% in 2007

Literacy rate of 15 year-olds and over



FIGURE 2a.6. LITERACY RATE OF 15 YEAR-OLDS AND OVER, TIMOR-LESTE, 2000-2007

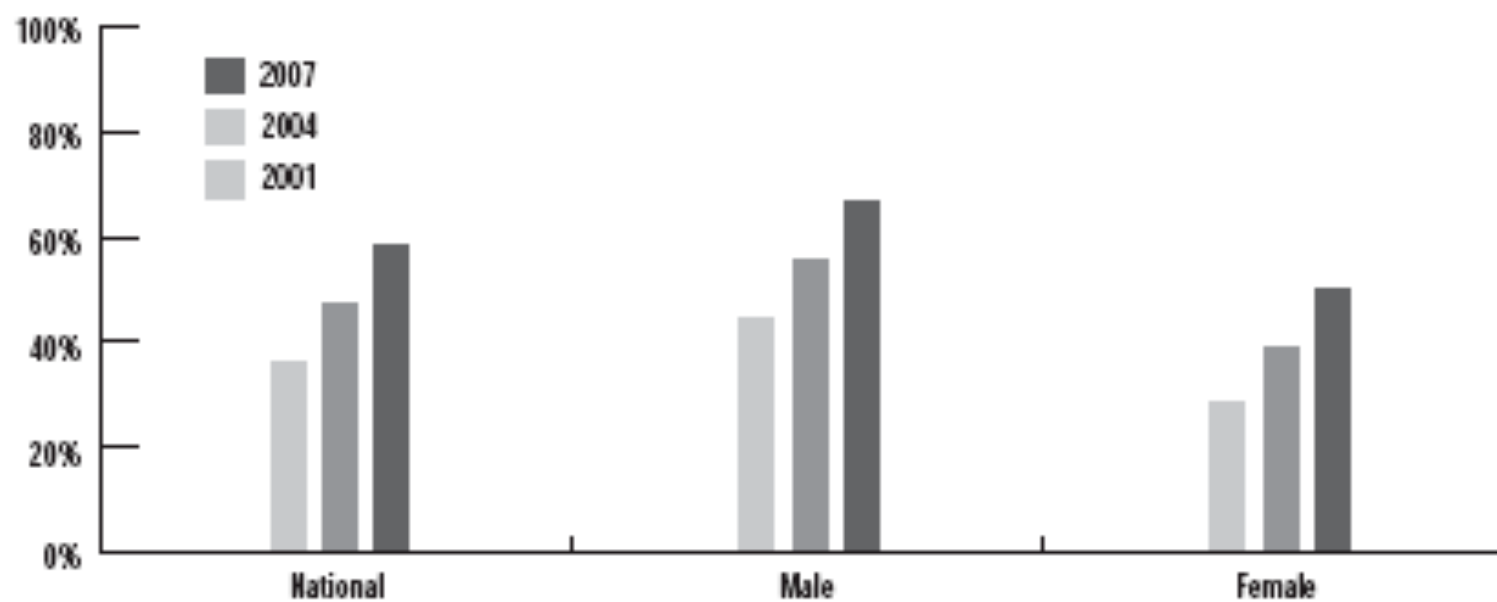


SOURCE: TLMDGR 2004, TLSLS 2007

Literacy rate of 15 year-olds and over



FIGURE 2a.7. LITERACY RATE OF 15 YEAR OLDS AND OVER BY SEX, TIMOR-LESTE, 2001, 2004, 2007



SOURCE: TLSLS 2007

Success in Oecusse

Oecusse



Literacy Success



- Ministry of Education has been successful for literacy development in Sub-district Atauro
- Regional Autonomy Oe-Cusse also successful in developing literacy and Ministry of Education, announced on Thursday September 2nd 2010
- Development of Literacy for all children and adults is one of the main programmed of Inclusive Education
- This year Inclusive Education will undertake socialization program in all districts and sub-districts

Where are we now?



- Small National Office of Inclusive Education within the Ministry of Education
- Support from the World Bank for an International Advisor
- We had established targets for 2010-2011
- Inclusive Education is included in the new school management and administration framework, called Eskola Basica
- We have the Ministry talking about Inclusive Education

Our achievements



- Inclusive Education (IE) is established within the Ministry of Education, Timor-Leste
- Ministry of Education has established the Central Human Resource for Inclusive Education (Sentru Rekursu ba Edukasaun Inkluzivu –SREI)
- Ministry of Education conducted 1st National Conference of Inclusive Education
- Central Resource Centre has been established to progress training on Inclusive Education
- Launched a campaign of socialization with district superintendent, school inspectors, school directors, teachers and students on Inclusive Education and how we can work together.

What we want to achieve in the future?



- Improve the National Office of Inclusive Education
- Develop the National Policy of Inclusive Education (with UNICEF)
- Technical support for training teachers on IE and Special Needs Teachers (with International Donors)
- Develop the Resource Centre for teachers and training
- Socialization to increase understanding and awareness of Inclusive Education
- Improve data collection of disability statistics
- Improve access for children with disabilities to early childhood education

Conclusion



- Inclusive Education is a process that everyone must work toward through consultation, collaboration, and networking
- The overall focus must be on the strategies to remove barriers to learning and participation for all children
- ALL children have a right to education and everyone must take responsibility for ensuring ALL children go to school and stay at school.

Inclusive Education is about children!





Thank you