# Cover Note for COVID-19 Accelerated Funding Request

## OVERVIEW

<table>
<thead>
<tr>
<th>Country:</th>
<th>Timor-Leste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant agent(s):</td>
<td>UNICEF</td>
</tr>
<tr>
<td>Coordinating agency(ies):</td>
<td>UNICEF</td>
</tr>
<tr>
<td>Program name:</td>
<td>Timor-Leste: GPE Accelerated Financing for Education Response to Impact of COVID-19</td>
</tr>
<tr>
<td>COVID-19 Accelerated Funding amount requested:</td>
<td>US$ 4,999,960</td>
</tr>
<tr>
<td>Agency fees amount (additional to COVID-19 Accelerated Funding amount requested):</td>
<td>US$ 349,997</td>
</tr>
<tr>
<td>Agency fees as % of total COVID-19 Accelerated Funding requested:</td>
<td>7%</td>
</tr>
<tr>
<td>COVID-19 Accelerated Funding application date:</td>
<td>5/6/2020</td>
</tr>
<tr>
<td>Estimated COVID-19 Accelerated Funding program start date:</td>
<td>6/1/2020</td>
</tr>
<tr>
<td>Estimated COVID-19 Accelerated Funding program closing date (must be last day of the month, e.g. June 30, 2021):</td>
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<tr>
<td>Expected submission date of completion report (At the latest 6 months after program closing date):</td>
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**Grant modality** - (please enter 'X')

<table>
<thead>
<tr>
<th></th>
<th>Sector Pooled</th>
<th>Project Pooled/ Co-financed</th>
<th>Project/ Stand-alone</th>
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<tbody>
<tr>
<td></td>
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<td>x</td>
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</tbody>
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1 General agency fees are additional to the Accelerated Funding amount requested, and determined by the grant agent’s own internal regulations. They are paid to the agency’s headquarters and relate to overhead costs and are typically used to assist in the defrayment of administrative and other costs incurred in connection with the management and administration of grant funds. These fees are pre-determined in the Financial Procedure Agreement (FPA) between the grant agent and the GPE Trustee.
Note to the user

Informing the Secretariat:

➔ Prior to submitting a COVID-19 Accelerated Funding application, the Government or the Coordinating Agency informs the Secretariat of the country’s intention to apply and provides a timeline for the submission of their application to the GPE Secretariat.

COVID-19 Accelerated Funding Guidelines:

➔ Applicants should read the GPE Guidelines for COVID-19 Accelerated Funding Window, which explain the application development process, including timeline, and necessary steps. In case additional information is needed, the applicant can contact the Country Lead at the Secretariat.
<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACETL</td>
<td>Acção Conjunta da Educação em Timor-Leste</td>
</tr>
<tr>
<td>BEST</td>
<td>Basic Education Strengthening and Transformation Project</td>
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<tr>
<td>CMRT</td>
<td>COVID-19 Response Management Team</td>
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<tr>
<td>DHS</td>
<td>Demographic and Health Survey</td>
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<td>DFAT</td>
<td>Australia Department of Foreign Affairs and Trade</td>
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<tr>
<td>DGPPI</td>
<td>Director General for Policy, Planning and Inclusion</td>
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<td>DNPPI</td>
<td>National Directorate of Policy, Planning and Inclusive Education</td>
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<td>DP</td>
<td>Development Partner</td>
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<td>DRR</td>
<td>Disaster Risk Reduction</td>
</tr>
<tr>
<td>DRM</td>
<td>Disaster Risk Management</td>
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<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>EMULI</td>
<td>Edukasaun Multilinge (Multi-Language Education)</td>
</tr>
<tr>
<td>ESP</td>
<td>Education Sector Plan</td>
</tr>
<tr>
<td>GoTL</td>
<td>Government of Timor-Leste</td>
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<tr>
<td>GPE</td>
<td>Global Partnership for Education</td>
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<td>HACT 3</td>
<td>Harmonized Approach to Cash Transfers</td>
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<td>International Institute of Education Planning</td>
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<td>INFORDEPE</td>
<td>Instituto Nacional de Formação de Docentes e Profissionais da Educação</td>
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<td></td>
<td>(National Institute for Training of Teachers and Education Professionals)</td>
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<td>LEG</td>
<td>Local Education Group</td>
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<tr>
<td>LMS</td>
<td>Learning Management System</td>
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<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MCRP</td>
<td>Ministry COVID 19 Response Plan</td>
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<td>MEYS</td>
<td>Ministry of Education, Youth and Sport</td>
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<td>MFAT</td>
<td>New Zealand Ministry of Foreign Affairs and Trade</td>
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<td>Partnership for Human Development</td>
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<td>TA</td>
<td>Technical Assistance</td>
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<td>TWG</td>
<td>Technical Working Group</td>
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<td>UCN</td>
<td>National Curriculum Unit</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<td>Water, Sanitation and Hygiene</td>
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<td>WinS</td>
<td>WASH in Schools</td>
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INTRODUCTION

The impact of the COVID-19 pandemic on the Timor-Leste education sector is serious. All schools are closed and most public servants including teachers are in lock down: confined to their homes. The Ministry, which often struggles in ‘normal’ times to provide the range and quality of services expected from a national education system, is under enormous pressure to provide continued learning opportunities for students during the closure and prepare adequately for the safe re-opening of schools. Yet, there is also a great deal of evidence that Ministry and municipal staff, teachers, parents and other partners are willing to make extraordinary efforts to help meet the many challenges ahead.

The Ministry of Education, Youth and Sport (MEYS) produced an initial Ministry Contingency Plan (MEYS 2020a, attached in Annex A). With the support of UNICEF and other Development Partners, the Contingency Plan was elaborated into the Ministry COVID-19 Response Plan (MCRP). The MCRP was developed in a very short amount of time, and in an environment where many key considerations that impact on planning decisions were changing on a daily basis.

This document is attached as Annex B. A copy of the approved Plan is available online on the MEYS website at www.moe.gov.tl and has been shared with key partners.
The MCRP is both realistic and aspirational in that it describes what needs to be done, while also acknowledging that the necessary interventions come at a price. The education system of Timor-Leste (including Higher Education) serves nearly 400,000 students and employs over 15,000 people. Education is an expensive endeavour and supporting it adequately in the time of an emergency brings significant extra costs.

Currently, the total budget available to MEYS is insufficient to fund the implementation of the MCRP. Research tells us that the longer children (especially the most vulnerable) are out of school, the less likely they are to return. Therefore, timely action is critical.

The purpose of this document is to present a proposal to The Global Partnership for Education (GPE) COVID Accelerated Funding, to support the activities listed in the Costed Implementation Plan and Budget which forms Part Two of this proposal.
COUNTRY CONTEXT

Timor-Leste was recognized as an independent country in 2002. The population of 1,321,929 is predominantly young, with over 40% aged 14 years and under (World Bank, 2018). The dependency ratio is therefore high at nearly 67% (ibid.). The country is divided administratively into 12 municipalities (formerly districts) and one autonomous administrative region.

Timor-Leste is primarily a cash economy with most of the population engaged in government work or agriculture. The private sector is expanding but still quite weak; providing only about 60,000 jobs. About 41% of the population live below the poverty line. Timor-Leste is highly dependent on its hydrocarbon sector. The petroleum fund, derived from the revenues of past petroleum projects, provides around 90 percent of Timor-Leste’s yearly budget.

Although it is a flourishing democracy, there have been eight governments in the first 18 years of independence.

EDUCATION SYSTEM

Timor-Leste’s education system is made up of two to three years of pre-school, nine years of compulsory basic education and three years of Secondary, divided into general secondary and secondary technical.

Pre-school education is divided into Group A for 3 to 4-year olds and Group B for 5-year olds to enter Basic Education, for children under 3 years of age can participate in nursery.

Basic Education has three cycles. Cycle 1 consists of 4 years, for pupils aged 6 to 9 on entry to Grades 1 through 4. Cycle 2 is for two years; Grades 5 and 6 for pupils aged 10 and 11 on entry. Cycle 3 is 3 years of schooling for pupils aged 12 to 14 on entry to Grades 7, 8 and 9 respectively.
Basic Education has three cycles. Cycle 1 consists of 4 years, for pupils aged 6 to 9 on entry to Grades 1 through 4. Cycle 2 is for two years; Grades 5 and 6 for pupils aged 10 and 11 on entry. Cycle 3 is 3 years of schooling for pupils aged 12 to 14 on entry to Grades 7, 8 and 9 respectively.

Secondary education is divided into: Secondary General, often viewed as preparation for university; and, Secondary Technical Vocational, consisting of vocational preparation for the work force. Basic education accounts for 78% of the entire system in terms of both student and teacher numbers, and is the area where public sector investment has been concentrated. (MEYS, 2020b) However, high repetition rates remain a problem even in the early grades, where progression is supposed to be based entirely on age; not performance evaluation. Timor-Leste is committed to the UN Convention on the Rights of the Child, wherein Article 28 guarantees the right to education for all children (United Nations, 1989).

**TEACHER WORKFORCE**

Teacher quality is variable. Pre-service education is provided through the national university, but the curriculum is highly theoretical. A large number of teachers received their Baccalaureate (equivalent of an Associate's or D-3 degree), which is the minimum qualification to allow them to teach in the schools here, through equivalence programs. Although there are plans for cluster-based professional development, in-service teacher training mainly uses a centrally directed face-to-face learning model held during holiday periods. Anecdotally, the style of teaching typically tends to be very teacher-centered and teachers are generally unfamiliar with open, distance and flexible modalities in either child learning or teacher training. The only systematic testing that has been done of teachers was in Portuguese language proficiency. The comprehensive results were discouraging: in 2019, of 13,232 teachers tested, 79% were graded at an elementary level. (MEYS, 2020b)
The language of instruction is Tetun supported by mother tongue in the pre-school years. The first years of Cycle 1 are also primarily in Tetun with a gradual move to Portuguese by the end of Year 3. Scripted lesson plans are used to help teachers with limited pedagogical prowess and/or limited Portuguese language proficiency.

Edukasaun Multilinge (EMULI) or Multilingual Education is a program which sits under Inclusive Education within the MEYS. EMULI is a pilot program started in 2012 in three languages, Baikeno, Fataluku and Galolen, allowing for children in these language communities to begin their learning in their first language. End-line testing in November 2015 compared the results on EGRA and Classroom Based Assessments between this program, the standard classes (Tetun and Portuguese) and the CAFE (Portuguese) schools. The results indicated that the pilot program was very successful in helping children to acquire literacy, numeracy and other key skills. EMULI has continued in these three languages and MEYS is now committed to conducting a final assessment of grade 6 students with the hope of justifying its extension into other schools in the same municipalities, with future plans to include other languages and thereby guarantee quality Education for ALL.
POTENTIAL EFFECTS OF THE COVID-19 PANDEMIC

With relatively few cases reported so far, the trajectory of the pandemic in Timor-Leste is not yet calculable. However, the Health sector is already known to be seriously under-resourced with only 59 hospital beds for every 10,000 people (World Health Organisation), and it is sure to be overwhelmed if the virus takes hold. Similarly, the economy will very likely be hit hard by a drop in oil prices, reduction in visitors and a shrinking private sector.

Economic effects are already beginning to be seen at household and community levels. Small traders have had to close, agricultural workers are unable to sell produce, the transport sector has effectively been shut down. As well as those involved in the informal economy suffering greatly, large companies have also laid off workers as a result of the recent Government-issued shelter in place directives.

As is the case everywhere, the social costs of the declaration of the state of emergency have an impact with the poor particularly disadvantaged. Social distancing may also put women and girls at greater risk of violence in the home. (Chen, 2020).

However, the government has given each household $15 in electricity credits. In addition, each household will get $100 per month (GoTL, 2020) in order to try to assist families and individuals with the negative economic impacts of the pandemic.
While around the globe the COVID-19 emergency caught many countries by surprise, Timor-Leste reacted swiftly. A state of emergency was declared through a Presidential Decree Law on 27th March (GoTL, 2020a), and the following day a Government decree law operationalized the state of emergency (GoTL 2020b). Measures taken included restriction of movement, compulsory 14-day quarantine for those possibly exposed, and a call to practice good hygiene and social distancing at home and the workplace. It also closed schools, which meant that nearly 400,000 children suddenly found themselves out of school. The same decree law stated that education should continue através dos meios de informação e de comunicação" (through modalities of information and communication). An Inter-Ministerial Commission was formed shortly after to coordinate national efforts and is now providing broadly-based guidance and some limited financial assistance to the education sector.

Even before the closing of in-person learning, a rapid assessment of the preparedness of pre-schools to deal with the virus was undertaken in mid-March 2020. (HANDS/ MEYS, 2020). The assessment covered WASH facilities, pre-school cleanliness, knowledge of both teachers and communities about the symptoms of the virus, how to prevent its spread, as well as their general attitudes toward the virus generally.

The original intention to conduct similar assessments for the other sub-sectors was forestalled on 22nd March 2020, when the Ministry dispatched an ‘extraordinary holiday’ - a suspension of face-to-face teaching from 23-28 March. This decision was made based on Timor-Leste’s first COVID-19 case confirmed on 20 March, 2020. A few days later the Government followed with the declaration of a State of Emergency through Government Decree, and with it the closing of schools during the month-long emergency period. The subsequent MEYS dispatch stipulated that the teaching-learning process was to continue through the modalities of information and communication technology (deve promover-se a continuação do processo de Ensino-aprendizagem através dos meios de informação e de comunicação). Consequently, official distance learning commenced on 31 March, 2020.
MEYS COVID-19 RESPONSE PLAN AND ITS RELATIONSHIP WITH THE PROPOSAL TO GPE

It is acknowledged that the MCRP is ambitious and broad and does not easily separate out into mitigation and recovery activities. Rather the early activities during the current school closure period will flow into the recovery period. Examples are the TV and radio programs which began broadcasting one week after schools were closed, and which will be used to fast-track and support learning upon school re-opening, specifically for children to watch and listen to if they had not previously had access or to watch and listen to again as revision. As each program carefully follows the national curriculum, they have been subsequently broken down by subject and content areas to enable easy teacher use during future face-to-face teaching, as well as tools that parents can use to help their children study various topics at home.

THEORY OF CHANGE

The Theory of Change for the MEYS COVID-19 Response Plan (MCRP) provides a useful tool for planning and costing of all activities as well as suggesting responsibilities for implementation. However, as with many change theories, it cannot capture the complex inter-relationships between activities nor the contingencies that emerge during implementation. The diagram below shows the major cross-over between activities happening now and the three key outcomes. This is followed by a description of the effects that activities under each output are intended to have in the medium and longer-term.

1 The original output descriptors from the MCRP have been kept although where activities are broader than the original descriptor this has been noted in this narrative.
As stated in the Ministry plan, ‘children’ refers to girls and boys and ‘parents’ refers to mothers, fathers and caregivers.

The overall goal of the MCRP is to ensure that children continue with their education during the present pandemic and in future emergencies. To this end there are three expected outcomes:

Outcome 1: All children (girls and boys), including those with disabilities and from marginalized communities, have access to continuing educational opportunities. According to the MCRP, this outcome is primarily concerned with ensuring the continuity of education services while schools are closed, and is to be achieved by:

a) setting up systems in the form of ICT solutions, which can be used for home schooling and later for catch-up and revision in the early recovery period after schools re-open and later, as supplementary learning opportunities (Output 1)

b) providing learning kits for home-use, not only while the schools are closed, but also after they re-open (Output 2).

c) training teachers in how to facilitate learning outside the classroom, initially during the mitigation period, and later as part of the catch up and remedial teaching strategy. However, the plan for teacher training has a wide scope that covers four key areas:

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2 As stated in the Ministry plan, ‘children’ refers to girls and boys and ‘parents’ refers to mothers, fathers and caregivers.
Specific pandemic-related training including:

a. Knowledge related to the COVID virus
b. The content and the methodology of the ICT-based learning and of the learning kits
c. Supporting parents/caregivers
d. Providing psychosocial support during school closure period
e. Risks to children, particularly girls, during school closure period

Ongoing professional development, taking advantage of the extra time available while schools are closed

Preparation for school re-opening including:

a. Assessment of children’s learning and psychosocial needs
b. Remedial teaching
c. Accelerated learning (involving different modalities)

d) Training for mothers, fathers and other caregivers includes specific activities related to the current learning needs of girls and boys. However, it also deals with generic skills needed to support children’s learning, such as: positive and non-violent behavior management, nutrition, modelling safe practices in the home, caregiver talk, supporting literacy (even for parents/caregivers who have low levels of skills themselves) and the provision of regular routines around homework. Improvement of parental/caregiver efficacy and the importance of providing appropriate equity of opportunity to all children in the family regardless of birth order, gender or disability is also covered. Evidence shows that this type of caregiver engagement can lead to learning gains of up to 3 months for any child in any given year (Education Endowment Foundation).

Outcome 2: Adequate preparedness measures are in place to ensure that it is safe to re-open schools including both basic and pre-schools. These measures concern WASH as well as deep cleaning by providing sanitisation supplies. In addition to ensuring a safe physical environment, attention to psychosocial issues resulting from the pandemic and related home confinement and social distancing will also be provided. As can be seen from Figure 2, Outputs 5 and 6 contribute directly to this outcome.

Outcome 3: The capacity of the education system to respond to emergencies is strengthened sustainably. This outcome envisions sustainable preparedness of the education system to cope with future civil emergencies, including pandemics, and other

3 Note: ECE is supported largely through the MFAT-funded program, Halimar, Aprende no Deskobre Sukseco (HANDS) and UNICEF’s community preschools).
natural disasters. To this end, Output 7 activities aim to strengthen the emergency response capacity of various key stakeholders to acquire the necessary skills and strategies to deal not only with this particular emergency but also emergencies in the future.

**Cross-cutting Outputs**

Output 0 deals with MEYS management of the whole Response program, including the grant activities; while Output 8 consists of evidence-based monitoring and evaluation of activities in all output areas pursuant of the expected outcomes.

The details of the MEYS response plan accompany this proposal and are not itemized within this document. Drafts of the MEYS plan have also been widely shared both with the ACETL (or LEG) and other stakeholders. A copy of the approved draft plan is available on the Ministry website at www.moe.gov.tl. The MCRP is iterative: that is, initiatives at activity and sub-activity level can and will be modified, adapted and directions changed in response to rapidly changing circumstances and as a result of evidence obtained via ongoing monitoring and evaluation.

**TIMELINE**

A detailed implementation plan includes a timeline along with funding responsibilities and implementation notes and forms part 2 of this plan. The plan runs from April 2020 to June 2021 since it includes not only those areas funded under the GPE grant, but also activities which have already begun with funding from other sources. The details of activities and sub-activities in the costed implementation plan show how the GPE component is integrated with the MCRP.

As things stand currently, it is hoped that schools will be able to re-open in September. However, this decision must ultimately be guided by public health considerations and informed by the continuous assessment of how well communities are coping. It is also contingent on meeting the expectations specified in the international guidelines on COVID-19 prevention and control in schools (WHO/UNICEF/IFRC 2020), as well as the most recent (April 30th) International Framework on Re-Opening Schools (UNICEF, 2020).
PROPOSAL FOR GPE FUNDS TO COMPLEMENT ACHIEVEMENT OF THE OBJECTIVES OF THE MINISTRY COVID-19 RESPONSE PLAN

The proposal to GPE is completely intertwined with the MEYS plan and indeed, given the urgent need to respond to the emergency immediately, the two were developed concurrently. It is a holistic proposal, not divided into mitigation and response periods as such.

The proposal is in two parts: this narrative document and a detailed EXCEL workbook (Costed Implementation Plan and budget) summarising the budget by Outcome and Output and detailing the activities and sub-activities under each Output. It was felt that without outlining all steps in the process along with such detailed costings, the MCRP would remain an aspirational plan rather than a roadmap to be followed. The Costed Implementation Plan and Budget includes:

- A detailed timeline
- The responsible entity for implementation at activity and sub-activity level
- A breakdown of funding from the different sources
- Activity level indicators to allow for close monitoring
- Notes related to implementation including relationships between activities under the different Output areas

BACKGROUND

As stated earlier, the Ministry COVID-19 Response Plan was unavoidably developed in haste, when many key considerations that impact on planning decisions were either changing on a daily basis or had yet to be fully understood.

The Ministry is aware that if the funding required is not available (or not available in a timely manner) then it will have to revise the Plan and re-prioritize or even drop activities. Because it is an integrated plan, any significant reduction in funding will have a serious impact on its ability to achieve the goal of providing essential services during the current crisis as well as during the recovery period.
In order to fund the plan, the Ministry was successful in identifying other funding sources under various categories. Therefore, in addition to its request for funding from GPE, the other funding sources are:

1. Reallocation of existing Ministry funding
2. The COVID-19 Inter-ministerial Commission of the Government of Timor-Leste
3. Reallocation of resources from existing Development Partner programs
4. New Development Partners funding allocated as to support the COVID-19 response

**REALLOCATION OF EXISTING MINISTRY FUNDING**

As discussed earlier, the Eighth Constitutional Government was unable to achieve the parliamentary majority required to ensure the passing of its 2020 government budget. The current duodecimal funding regime, which MEYS (along with all other GoTL ministries) must follow, places restrictions on what can be funded, which typically preclude any new programs by setting very narrow, monthly timeframes for funding submissions, funding execution and reporting. Nevertheless, there are significant resources that the Ministry was able to mobilise to support implementation of the Response Plan, including the following items:

- overtime allowances or additional temporary salaries to meet the costs incurred by remedial classes after schools re-open, where this entails extra teaching time, beyond the statutory limit of 24 class contact hours per week; or necessitates recruitment of temporary teachers for the recovery period
- reorientation of Ministry staff and technical assistance resources
- movement of people allowances
- transport and logistics
- teacher professional development and monitoring and evaluation support.

The Minister is currently working with her colleagues in the Ministry of Finances to identify options for greater flexibility in the reallocation of funding for education services.
INTER-MINISTERIAL COVID-19 RESPONSE COMMISSION

The GoTL has allocated USD 150 million for a COVID-19 Response, most of which is intended for expenditure on health-related initiatives. To date, in response to an application for funding, a total of USD 487,392.50 has been allocated to the MEYS with the following breakdown:

- Escola Ba Uma program – to pay for airtime on national TV networks: $48,000
- Content production for distance learning $25,000
- TA for media $3,500
- To pay incentive supplements to teachers who facilitate distance learning $11,250
- Telephone messaging $10,000
- Internet access $8,190
- Disinfectant to sanitize 5,500 buildings $330,000
- Orientation for school coordinators on COVID-19 $31,658
- Personal Protection Equipment $ 9,725
- Stationary and other office materials $10,069

Development Partners’ reallocation of resources from existing programs and new funding to support the COVID-19 Response

Since late March 2020, Development Partners including the Portuguese Cooperation, DFAT, MFAT, the World Bank, UN agencies and NGOs have held a series of joint meetings with the Ministry facilitated through UNICEF. The Ministry has also had separate meetings with many of these partners.

As a consequence, Development Partners have identified how they can re-orientate their resources allocated to support existing Ministry programs, in response to the emergency situation. They have also identified areas where new funding could be allocated. A number of NGOs have also indicated areas where they can mobilize support for Ministry activities if funding is made available to them. All this information has now been provided to the Ministry on a survey form and is summarized in Annex C along with areas in which DPs are currently engaged in.
AREAS OF CONTRIBUTION FROM PROPOSED GPE APPLICATION TO THE MCRP

As previously mentioned, the areas from the proposed GPE application are detailed in the Costed Implementation Plan and Budget which makes up an integral part of this proposal. Areas to be funded or partially funded through GPE are highlighted in green. Table 1 below shows that GPE is being asked to fund a vital 40% of the overall emergency budget. As yet, 16.3% of the budget is unfunded. For budgeting purposes, an assumption has been made that schools will re-open in September. This is, of course, subject to change depending on when it is deemed safe to do so, taking into account international advice in this area. (WHO et al. 2020, UNICEF, 2020).

Table 1: Total budget proposed for MEYS COVID-19 Response Plan

<table>
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<tr>
<th>Output Area</th>
<th>Total</th>
<th>GPE</th>
<th>DPs</th>
<th>MEYS</th>
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<td>0 Project management</td>
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<td>$230,000</td>
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<td>4 Parent support</td>
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<td>5 WaSH and hygiene</td>
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<td>7 Capacity development</td>
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</tbody>
</table>

The timing for use of the grant will be until the end of June 2021 to align with the overall MEYS plan. The areas chosen for GPE support are almost entirely focused on basic education and in the Costed Implementation Plan. Some activities require shared funding by GPE, MEYS, and Development Partners (DPs). For further details of budget breakdown, please refer to the Costed Implementation Plan and Budget.

**Output 0: Program management**

This is discussed in greater detail in the section on governance and management.

**Output Area 1: E-learning and other ICT solutions**

E-learning using ICT solutions is a popular area that DPs are keen to support. Nearly 43% of the total budget for this area is covered through development partners with a further 11% covered through the Ministry, 27% proposed for funding by the GPE grant, and 19% is still unfunded.
**Eskola ba Uma** (School Goes Home) TV and radio programmes

_Eskola ba Uma_ programmes are already running on a small scale with the help of a talented media producer and a dedicated team of public-school teachers. They comprise a series of lively school lessons, based on the national curriculum for children from pre-school to primary school. The TV programmes started airing on March 30th and are broadcast on three different local TV channels. So far 28 episodes have been aired. The 30-minute _Eskola ba Uma_ radio broadcasts are adapted from the TV programmes and target children from preschool to 6th grade. Currently the radio programmes are broadcast every day on RTTL, the main National radio station, and on 22 local community stations.

The intention is that the grant element will be used to support both the TV and radio programmes and enhanced through appropriate training of teachers and partnerships between the national telecom providers and municipalities to mobilize parental support for the initiative.

**Online learning platform**

The second pillar of Output 1 is the online learning platform, available at timorleste.learningpassport.unicef.org. Shortly after the _Eskola ba Uma_ initiative began, an online learning platform, called the Learning Passport, was launched. Learning Passport is a global initiative developed by UNICEF HQ through a partnership with Microsoft. It offers a Virtual Library with all the national curriculum-based textbooks and supporting materials, including songs and videos. This has now also been converted to an app available on the Google Play Store, for easier access through mobile devices. All the TV “Eskola ba Uma” lessons, as well as other supplementary videos, are also available on this platform and on the Eskola ba Uma Youtube channel. It should also be noted that all textbooks are available for download free of charge for Telemor clients on a separate site: ebooks.tls.tl. The telecommunications company Telemor was chosen because of its high penetration into the rural areas of Timor-Leste.

It is the intention that the grant element will be used in support of partnership with telecom companies to continue to host, maintain and provide zero rated access (free to the user) to the learning passport website locally as well as continue improvements including the moving to a local server for faster, cheaper and easier access to a wider audience.
Output Area 2: Learning materials

Not all children have access to technology, and those with the poorest access are typically girls and boys in remote regions and those with from poorer socio-economic backgrounds. These children as well as those who come from minority speech communities are likely to benefit least from Output Area 1. Therefore, Output Area 2 aims to also provide distance education using lower-tech solutions. Children from remote and disadvantaged communities are expected to benefit from this initiative. The intention is that the GPE grant will contribute to four components of this output area, namely:

- **Learning kits for preschoolers**
  A basic learning kit will be provided to each household which has children enrolled at pre-school. The cost of this component will be shared among GPE, MFAT-funded HANDS program, Child Fund and UNICEF. While the main focus of grant activities is on Basic Education, provision of kits to support home learning will greatly increase chances of re-enrolment of children in pre-school. Furthermore, it will mean that those children currently in Group B of pre-school will be more likely to enroll in Basic Education in 2021 and 2022.

- **Learning materials for Basic Education Cycles 1 and 2**
  Learning materials funded under the grant will include story books and specific activity books that can be easily used in the home, including those who use a language other than Tetun to communicate. These materials will be printed as quickly as possible for use by Cycle 1 and 2 pupils under the supervision of teachers and parents/caregivers, who will be given guidelines on their respective roles in using them to develop and assess the children's reading skills. Such guidelines may need to be given orally by teachers where parents do not have the required levels of literacy. Older peers will also be encouraged to help younger family members. These activity packs will presumably facilitate teachers' ability to assess student reading skills upon re-opening of schools, in order to better ascertain which students need more remedial help in catching up to their peers.

- **Learning materials for Basic Education Cycle 3**
  The situation in Cycle 3 is more problematic because it has a new curriculum which is still in development. Guidelines for using the old curriculum are currently being developed and, rather than printing the textbooks for this level, MEYS will print only the existing summaries and activity books with additional guidance to optimize their use. There are currently 90,000 Cycle 3 students, and priority will be given to the estimated 40,000 who live in the most remote areas.

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4 While in the past, it was felt that distance learning materials might not be effective, a lot can be learned from more recent literature on remote learning during school closures e.g. TPD@ScaleCoalition et al (May, 2020)
Learning materials for children with special needs

Children with disabilities
This aspect of the program will be planned by the Partnership for Human Development Program (PHD) who have developed a tool to screen children for disabilities. Based on their assessment, learning materials applicable to the child e.g. audio, tactile, games etc will be developed or procured and distributed to these children.

Children from minority speech communities
Sustainable Development Goal No 4 cannot be achieved without a commitment to Multilingual Education (UN, 2018). To ensure equity and quality education for all (SDG indicator 4.5.2), there is a need to recognize Timor-Leste's local languages in continuing education in an emergency situation, alongside the two official languages, Tetun and Portuguese. Some of the most disadvantaged children in Timor-Leste are from minority speech communities.

According to the Population Census of 2015, 66% of children enter schools speaking a first language other than Tetun and Portuguese, the languages of the school system. A Classroom Language Mapping study (Owen, 2015) lists 26 languages spoken in the country. It gives an extensive listing of each classroom in the country along with the first language of that school and community. The Timor-Leste Constitution requires that the state protect and develop the country's local languages. MEYS has identified how to develop additional materials in other languages during this emergency.

One issue raised by the ACETL during their discussion of a draft of this proposal was the importance for all those supporting this area to acknowledge issues of child protection. Given the high prevalence of domestic violence in Timor-Leste (29% of the women reportedly facing violence from their partner; DHS 2016), and the likelihood of its escalation during the lockdown period, it becomes evident that many households lack a conducive environment for remote learning whether through Output 1 or Output 2. As part of their professional development, teachers and co-ordinators will receive guidance to check on the well-being of children during the period of home schooling (see Output Area 4).
Output Area 3: Teacher Support and Professional Development

Teacher training in Timor-Leste in the past has been limited and focused mainly on increasing proficiency in Portuguese language and content knowledge. School-or cluster-based training is still in its infancy, and to date there is no provision for systematic distance training for teachers. The concept of children learning at a distance is also quite new but there is an awareness that the role of teachers is critical to children's learning, particularly where ICT solutions are proposed (Dahya, 2016). Already some innovative solutions have emerged since schools were closed. Output Area 3 has four main supporting pillars, as described below.

- **Specific training relating to the current pandemic**
  Teachers need special training to support children during the current COVID-19 pandemic. First of all, they need training related specifically to Eskola ba Uma and Learning Passport (discussed in Output 1). Piloting of said trainings are currently in place using a variety of distance-learning modalities. It is planned that further trainings are developed using G-Suite for Education, and that all are made available through the Learning Passport. The ICT requirements of teachers will, of course, need to be assessed prior to any interventions. This has already commenced as a pilot in the pre-school sub-sector.
  A key role for teachers during this initial stage will also be to monitor the learning of their students using mobile phone technology. Training will be required to ensure this is effective and safe and that principles of social distancing are adhered to.
  Apart from supporting parents to support their children's learning, teachers will also need to be trained in how to deal with the psycho-social issues of children and those of their parents, where they or their families are suffering directly from viral infection or the indirect social or economic effects of the virus.

- **Ongoing Professional Development (PD)**
  The second pillar involves ongoing PD through the Learning Passport, G-Suite for Education and other Learning Management Systems (LMS). Some materials have already been written and the current period of school closure is an ideal opportunity for them to improve their Portuguese language proficiency (and English language proficiency for English teachers) via distance learning. HANDS has identified training modules in Child Development and Teacher Professionalism that can also be used for Primary and Secondary teachers. Costs for this component are shared between the grant from GPE, Ministry and DPs.
• **Preparation for School Re-Opening**
  The third pillar of support consists of preparing teachers for the time when schools re-open. As well as managing accelerated or catch-up classes, teachers may also need to be introduced to changes in the curriculum and related implications for teaching styles and classroom management. Training in new ways to assess student learning more holistically will also be conducted under this component. The costs for these activities are shared between the grant from GPE, the Ministry and DPs.

• **Resilience to deal with future emergencies**
  The last part of this output area involves preparing teachers for emergencies which may arise in the future. Accordingly, training modules in Disaster Risk Reduction (DRR) as well as Disaster Risk Management (DRM) will be developed and delivered to teachers; both funded entirely out of the GPE grant.

**Output Area 4: Parents /caregivers participation in their children’s learning is supported**

The intention is that the GPE grant will provide support for the following:

• **Promotion of safe practices with their children while they are at home**
  The rapid assessment of pre-schools revealed that many communities know little about how to recognize COVID-19 and how to prevent or limit its spread. Parental and broader community awareness will be increased using a range of modalities including TV, social media, SMS push messages, printed pamphlets, as well as community meetings (when the situation permits) to demonstrate the basic principles of relevant personal hygiene, such as the correct way to wash hands, and how to practice social distancing.

Domestic violence, including violence against children (girls in particular), is prevalent in Timor-Leste and lessons from other countries show it is likely to increase during lockdown. Therefore, parental education will be concerned not only with supporting their children’s learning, but also with appropriate parental behaviour in their care of children, including the use of non-violent behaviour management techniques, and ways to deal with anxiety and other psychosocial issues that children and parents may be experiencing.

• **Preparedness for future emergencies**
  The GPE grant will be used to maintain or revive PTAs and other community groups so that they can be ready to act quickly in the event of a future emergency.
Output Area 5: All schools have access to clean water and use hygienic handwashing facilities

There are two pillars of related supporting activities in Output Area 5 and the GPE grant will be used to support 94% of the costs of this area which is at the core of schools being able to re-open safely.

- **Access to a clean water supply**
  The first pillar, linked to the WASH IN schools (WinS) Costed Action Plan 2018, concerns access to a clean water supply and hygienic handwashing facilities. Priority sub-activities are to help over 200 schools that either have no regular clean water supply or currently lack a means of storing water. After these problems are resolved other related sub-activities will provide school hygiene kits, including disinfectant; and encourage community maintenance of the water supply.

- **Back to School campaign**
  The second pillar of support will consist of a “Back to School” campaign that will promote appropriate behaviour modification, such as regular handwashing with soap and water, care in dealing with sick students and routine disinfection of the school classrooms, furniture, utilities and surrounding areas.

Output Area 6: Central, Municipal and local level systems to ensure a smooth and responsible transition to safe learning environments after the pandemic

As well as WASH facilities, a number of other initiatives are needed to better ensure that children can return to education safely. Although the Ministry will provide the major part of the funding under this output area, the grant will be used to support selected aspects of each sub-component of the output. The details are to be found in the Costed Implementation Plan and Budget.

- **Develop/modify a tool to assess children**
  Not all children will have learned at the same pace during school closure. Learning loss particularly in key skills such as reading / learning gain will have occurred. Existing assessment tools will be modified to provide an assessment of children's learning, Additional with additional items to assess children's sense of well-being and other attitudinal issues such as perceptions they hold about their future.
- **Assign children to groups according to their test results**
  Test results will identify children who need remedial / catch up classes. While most children will have likely suffered learning loss, there may also be learning gains especially for children who are based in urban areas. Priority should be given to classes approaching national examination and the timing of examinations will almost certainly need to be revised. Key decisions about timetabling and the school calendar are still pending conducive information about the course of the pandemic.
  If social distancing is still required, some classes will need to be reduced in size and the need for accelerated or remedial classes may require staggered hours of learning for children and longer working days for teachers.

- **A “back to school” campaign**
  Helping schools to re-open is a task that requires cooperative efforts. Parents will need assurance that there are safety standards in place. Such assurance can be best effected by encouraging parents to help ready the schools for re-opening. Clear guidelines will need to be produced and properly socialised to achieve a shared interpretation of the official criteria for determining the readiness of schools to re-open. They will have to address safety requirements of the physical environment and psychosocial readiness of children and teachers. Efforts to help children, particularly young children, transition from home-based schooling back to formal education may encounter psycho-social challenges with implications for the resumption of the classroom-based teaching-learning process.

**Output Area 7: Emergency Response Capacity Building of National and Municipal Education Directorates, and Schools**

In its MCRP, the Ministry has: openly identified its capacity constraints; recognized that the timeframes in the ESP for strengthening the Ministry's management capacity are too long to meet the requirements for managing this emergency; and, agreed to take radical action to deliver services required by children, parents and teachers during a pandemic unprecedented in our lifetimes.

Output 7 focuses on the sector-wide capacity strengthening necessary to respond to an emergency of this scale at the Ministry, municipality and school levels. MEYS hopes that the GPE grant will fund a major part of the capacity building effort which involves the following types of support:
• Emergency Response Capacity Assessment and Development Planning
The first task is to design terms of reference to engage a qualified international specialist suitably qualified and experienced in Institutional Emergency Response Capacity Development, and relevant national counterparts to support her/him. Expert assistance is required as soon as possible to develop appropriate survey instruments and related methodology to assess the existing ER capacity of the national and municipal education directorates and schools.

Output Area 8: Evidence-based Monitoring and Evaluation for Adaptive Learning

Output 8 focuses on setting up the monitoring, evaluation and reporting systems for providing reliable and timely information to decision-makers so that they can know if the Response Plan is being implemented successfully and respond appropriately to emerging needs and issues.

The costings for this area are contained in the last sheet of the attached Costed Implementation Plan and Budget. This is dealt with in greater detail in Section 7 of this report. It is the intention that the GPE funds will fund a major part of this output area.
FOCUS ON THE MOST VULNERABLE AND MARGINALIZED CHILDREN

1. As previously stated, it is important to consider child protection on access to online and distance learning. Given the high prevalence of domestic violence in Timor-Leste (29% of the women reportedly facing violence from an intimate partner; DHS 2016), and the likelihood of its escalation during the lockdown period, it becomes evident that many households lack a conducive environment for remote learning. Co-ordination with activities on safeguarding/child protection implemented by other government mechanisms as well as partners; and how teachers and coordinators can receive guidance to check on the well-being of children in coordination with local authorities is dealt with in Output Areas 3, 4 and 6).

2. It is also important to consider how gender and disability affect access to online and distance learning, noting that the GPE highlights the need to support the most vulnerable and marginalized children. Girls are responsible for a disproportionately high share of the workload at home, which has a negative impact on their ability to study (USAID, 2014) and will therefore have limited time to access online and distance learning opportunities. This situation requires targeted messaging to parents on the equal right to access online learning. Children with disabilities would need different modalities of support during this period in order to be able to access remote learning. Since this may be challenging, they will be provided with specific services for catch-up once the lockdown period is over.

3. Considering the extended period of school closure and the potential economic impact of COVID-19 on families, it is likely that increased dropout rates may be observed upon re-opening of schools. It is also likely that higher dropout rates will be observed among the most vulnerable subgroups of the student population – students in early grades who were already struggling to learn; boys involved in child labor; adolescent girls (in particular those at high risk of GBV/domestic violence). This proposal ensures provision of specific support to these subgroups of students during the recovery period, including contextually appropriate/cost-effective measures such as local level tracking of dropouts by PTAs, is included under Output 6, as well as enhanced accountability of teachers/ coordinators to track dropout under the same Output.
4. Monitoring data collected from 128 rural and remote schools in January-March 2020 shows that only 10% of the schools had handwashing stations with soap. Data was collected under the USDA-funded ‘Hatutan’ project from rural and remote areas of the municipalities of AHatutan project from in rural and remote areas of Ainaro, Ermera, Liquica and Manatuto. While the finding cannot be generalized to the entire country, or even to the above-mentioned municipalities, the large sample is illustrative of the dire situation of hygiene in schools in rural and remote areas of those municipalities. When looking at WASH, care will be taken that these schools are not omitted.

5. While the availability of water is a barrier in some schools, data shows that PTAs can be successfully mobilized to set up simple systems (tippy-taps, bamboo pipes) to provide clean water for handwashing in rural and remote areas. Training will be provided as part of the revival of PTAs to be funded under the grant.

6. Attitudinal barriers to regular and correct handwashing with soap remain a barrier. Monitoring data collected in above-mentioned rural and remote schools in Ainaro, Ermera, Liquica and Manatuto show that 82% of the assessed schools have access to water, but only 31% have handwashing stations and only 10% had soap at the handwashing station. This finding highlights the need for the program to educate coordinators, teachers and PTAs on the importance of hand hygiene.

**LINKS WITH OTHER PROGRAMS**

Much of the data used to inform this proposal as well as the MCRP owes a great deal to Development Partners and those working in other programs. Civil Society Organizations and NGOs have offered their help in a number of ways including contributing to the data being collected under M & E.

Lessons can and will be taken from other programs where possible and applicable as activities are fine-tuned. The Partnership for Human Development (PHD) program has already reacted quickly to the pandemic in areas in which it is particularly strong including the provision of information about COVID to the deaf community of girls and boys. HATUTAN’s monitoring data from Ainaro, Ermera, Liquica and Manatuto showed that its provision of school feeding resulted in a decrease in dropout in grades 1-2 from 3% to 0.1%, and an increase in attendance from 70% to 78%. The positive effects of school feeding on getting children into school or back into school in emergency situations is, of course, well-documented. A full list of linkages and areas of interest can be found in Annex C. The BEST program and the alignment with ESP are contained in Annex D.

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5 It should be noted that the current situation will inevitably affect the timelines of the ESP
IMPLEMENTATION ARRANGEMENTS: GOVERNANCE AND MANAGEMENT

GRANT AGENT FOR GPE ACCELERATED FINANCING FOR EDUCATION RESPONSE TO IMPACT OF COVID-19

UNICEF has been endorsed by the ACETL (LEG) as the Grant Agent for the Accelerated COVID Funds. UNICEF is a long-standing partner of the GoTL and undertakes regular project monitoring and auditing to manage fiduciary risk. UNICEF’s annual workplan with MEYS will be adapted to reflect support to the education sector’s response to COVID-19.

As Grant Agent (GA), UNICEF will: ensure that activities implemented under the grant are in line with the implementation schedule; support monitoring and evaluation; and prepare and submit reports to the GPE Secretariat as required.

The Costed Implementation Plan and Budget, which accompany this proposal, identify the responsible agency/agencies and partners for implementation of each activity. Disbursement through UNICEF is governed by the Harmonised Approach to Cash Transfers (HACT). Disbursements will be provided through a combination of fund transfers modalities, using UNICEF HACT regulations and procedures, and technical assistance partnerships through implementing partners.

As required, the GoTL will undertake all its financial transactions in accordance with the accounting systems used for government budgets. Any donor support funding transferred to GoTL is also managed according to the GoTL accounting systems with financial reports that include details of donor funded programmes. In cases where implementation of any activities are sub-contracted to any other parties, this must be in line with the procedures of MEYS and communicated clearly to the GA. UNICEF will use its own financial systems and management procedures to ensure full transparency of financial transactions.

UNICEF already has partnership agreements in place with some of the I/NGOs and, where necessary, implementation can be done through these partnerships. UNICEF will appoint a national officer who will work closely with the Project Manger based in MEYS and support the overall management of the accelerated funding and support the timely
implementation and effective management of the Programme. Procurement of supplies (such as books and educational materials) undertaken by MEYS will follow GoTL procurement procedures and rules. The Grant Agent will use its procurement rules if supplies are directly procured by the GA.

The Ministry also intends to have an integrated program management approach that makes full use of existing government mechanisms under the guidance of Director General for Policy, Planning and Inclusion (DGPPI) to coordinate the planning, implementation, monitoring and evaluation of activities. An oversight group consisting of Senior Ministry officials and other key stakeholders will monitor progress and undertake the program management tasks outlined under Output 0 of the Ministry COVID-19 Response Costed Work Plan and Budget. The co-ordinating and grant agent will be a full member of this governance team and will report separately on the grant components of the MEYS plan using a standardised, recommended template on a bimonthly basis. This will include implementation progress of grant components and reporting on the core indicators (as data becomes available).

GOVERNANCE

The Minister of Education, Youth and Sport has the ultimate authority over project management of the COVID-19 response for the education sector and will set policy direction. In practice, this will be provided through an Oversight Group who will report to her. Membership of this group consists of senior Ministry officials and representatives of key stakeholders such as key members of all Directorates, members of the ACETL, Development Partners and NGOs with the Grant Agent providing support for it to function effectively. The Oversight Group will lead coordination of COVID-19 Response activities (including harmonisation of Development Partner support), monitor the results of implementation via regular progress reports from M&E and guide future planning.

MANAGEMENT

Day-to-day implementation will be managed by a COVID-19 Response Management Team (CRMT), which will have clear terms of reference and be led by capable staff (including non-public servants). The CMRT will work according to the requirements of UNICEF as the Grant Agent for use of GPE funding. It will also work with other Development Partners to ensure resources are used transparently and well.
Key functions of the CRMT are to:

- ensure there is effective coordination between Ministry work units, with Development Partners and NGOs, and with municipalities, schools and communities
- support effective communication with key stakeholders so that their voices are heard and that key messages are clear
- set up monitoring, evaluation and reporting systems as envisaged in the M&E plan to make up-to-date information readily available for good decision-making.

A CMRT program manager will be appointed who will have specific responsibility for management of the technical support required to develop the Ministry and municipality capacity development plans, alignment of this support for implementation of the other output area activities and coordination with stakeholders including Development Partners.

The CMRT is not intended to act as a substitute for the functions that are demarcated as the legal competence of the organisational units of the Ministry in normal times. However, the current emergency situation dictates that significant implementation processes will need to occur outside MEYS systems. This is necessary to expedite the Ministry’s response to the current pandemic. The CRMT, as stated earlier, has an important role to play in identifying the Ministry's capacity development needs and supporting capacity development activities. However, its priority is to facilitate the completion of the tasks specified in the implementation plan, on time and to a high standard.

**KEY CHALLENGES**

Key constraints to the effective implementation of the plan are dealt with in the risk matrix and considered in the MCRP. However, it is worth noting again that the government budget allocation in 2020 is based on a duodecimal system. This is because of the failure of the VIII Constitutional Government to achieve the required majority in Parliament to pass the 2020 budget. This system requires allocating up to a twelfth of the last annual budget approved in 2019 for each month in the current period. This budget allows the Ministry to cover core costs such as teacher salaries, wages and essential public transfers, but leaves little flexibility to fund new activities, such as those proposed as part of the Ministry planning processes in 2019. The duodecimal system continues to be in place during the COVID 19 emergency and may have an impact on implementation of the Ministry COVID 19 Response Plan.
EVIDENCE-BASED MONITORING AND EVALUATION FOR ADAPTIVE LEARNING

This section of the proposal focuses on the M&E of the GPE component. However, the monitoring and evaluation of the overall MEYS plan will follow a similar pattern.

LEARNING FROM EVIDENCE APPROACH

As required by GPE guidelines, the Monitoring and Evaluation adopts a learning from evidence approach with the following objectives:

- Objective I: learn continually from evidence and apply that learning adaptively to enhance program effectiveness;
- Objective II: generate knowledge and evidence on the relevance, effectiveness, and efficiency of grants.

In an emergency environment, where circumstances are changing rapidly, it is challenging to have fixed project activities to be followed regardless of whether or not they are working. The M & E plan proposed here allows for adaptation or modification and experimentation is actively encouraged.

Many of the activities planned in the COVID-19 Response Costed Work Plan require new ways of learning for children, new ways of working for teachers and the creation of new structures and systems. Many of the activities proposed have never previously been carried out in Timor-Leste. These include both activities during the mitigation period such as the distance learning through social media as well as the recovery period e.g. accelerated learning classes. It is, therefore, vitally important that these new initiatives are evaluated at an early stage and adapted or modified if necessary. This may include modifications across activities and outputs. An example from the current Timorese context is the case of *Eskola ba Uma* which has only been in place since late March. A telephone survey is planned of teachers, parents and caregivers with a limited number of questions for children. (The concept note for the Monitoring and Evaluation of the Eskola ba Uma is attached in Annex E).
Early evaluations of the following will be carried out on:

- E-learning materials and modalities (*Eskola ba Uma*)
- Print-based distance learning materials
- Back to school campaign
- Parental awareness raising and training
- Catch-up classes

A number of rapid assessments will also take place including a rapid assessment of parental needs and assessment of capacity needs to implement the plan.

As recommended by international guidelines on school re-opening, a rapid assessment of how well schools are coping with closures and the pandemic will also be conducted. “Decisions on reopening will require countries to quickly gather critical information on how schools, teachers, students and communities are coping with closures and the pandemic. Rapid response surveys of school and local leaders, teachers, students and parents can help provide this information” (UNICEF, 2020)

In a country such as Timor with its diversity of populations and geography, certain solutions may be appropriate for certain regions. **Ongoing monitoring** at activity level is also a feature of the plan with activity level indicators specified for each activity and sub-activity in the Costed Implementation Plan and Budget. These will be followed up on a monthly basis using a traffic light tracking system as follows:

- The activity is on track as foreseen in the original Costed Implementation Plan and Budget
- The activity is still relevant but delayed
- Results of the monitoring exercise show that the activity needs to be modified or changed

Data based on monitoring will be disaggregated by location in order to ensure that issues which may be particular to one region can be corrected and opportunities can be maximized.

Funds are also been set aside to fund **special studies**. Many of the baselines and evaluations undertaken during this period involve rapid assessments. However, often a rapid assessment will throw up an area of interest that is worthy of further investigation to add to the knowledge base of education in emergencies in Timor and Timor-Leste.
beyond. A further reason for engaging in these special studies at this time is that while there are many hypotheses and a great deal of anecdotal information about best procedures to follow in an emergency there is little in the way of concrete evidence related to positive practices.

**Final evaluations** under each outcome and each output area will also be carried out both for the purposes of accountability but also in order to create a knowledge base to inform policy and practical. Key questions based on the OECD/DAC evaluation criteria will also be included at this stage. It is hoped the results of these and of the special studies will be useful to key funders, implementers and stakeholders in general both in Timor but also more widely.

**GENDER**

All data will be disaggregated by gender. Additionally, materials produced under the grant e.g. learning kits, ICT-based materials will be subject to analysis using a gender lens since it has been shown that learning materials have a key role to play in shaping young people’s values, attitudes and social skills essential to achieving gender equality. (UNESCO, 2010).

However, there are still often disparities in the visibility status and perceived potential of boys and girls, men and women in learning materials. An analytical framework developed by UNESCO to uncover both subtle and more obvious expressions of gender disparity will be used to ensure there is no gender bias in materials produced under the grant. The Back to School Campaign will be carefully monitored to ensure that it targets girls since in large families, the education of boys is often preferred.
DATA COLLECTION AND REPORTING MECHANISMS

Results will be collected through EMIS, tracking of access to social media, viewing and listening figures. The program will co-ordinate closely with the BEST program (also funded through GPE) and which has a specific component dealing with the strengthening of EMIS. However, realistically, much of the data required cannot be collected through EMIS. While some data will be easy to access e.g. numbers accessing social media sites, others such as those making use of print materials will be collected by school inspectors or through teachers who will pass data to their school directors who in turn will pass data to municipal level. Training will need to be provided to support this and is costed in the M&E plan. It is also likely that since the number of employees who can input and analyse data was significantly reduced in 2019 that tablet-based collection of data will be needed. This modality has been used very successfully by pre-school inspectors and proved a useful complement in providing real-time data to the Ministry.

Development partners who are members of the ACETL have also expressed their willingness to contribute information to ensure that data on the key indicators is collected in a timely manner.

During the mitigation period of the pandemic, every major intervention will be evaluated throughout its implementation and activities adjusted accordingly.

RESULTS FRAMEWORK: OUTCOME LEVEL

<table>
<thead>
<tr>
<th>Outcome 1: All children have access to continuing educational opportunities including those with disabilities and from marginalized communities</th>
<th>Indicators</th>
<th>Means of verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children (and % of children in the relevant age-group) supported with distance/home-based programs disaggregated by level taught including ECE, gender, linguistic background, geographical region and urban/rural</td>
<td>Television, radio and social media statistics Reports from municipalities on children accessing print materials (teachers through directors to municipalities Data from PLD See Output Indicator 1 and 2</td>
<td></td>
</tr>
</tbody>
</table>

| Outcome Area 2: Adequate preparedness measures are in place to allow schools to open safely both from a physical and a psychosocial point of view | % of children previously enrolled who return to school once the school system is reopened disaggregated by gender, linguistic background, geographical region and urban/rural | EMIS Reports from municipalities (school directors to municipalities Tablet-based inspection reports where possible |

| Outcome Area 3: The capacity for the education system to respond to emergencies is strengthened | Number of structures at central, municipal and community level in place to deal with DRM issues | Reports from municipalities |
# RESULTS FRAMEWORK: OUTPUT AREAS

<table>
<thead>
<tr>
<th>Output Area 1: All children have access to flexible and distance online learning opportunities</th>
<th>Indicator</th>
<th>Menus of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>No and hours and types of radio programs</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>No of households provided with radios</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Satisfaction of children with flexible and distance learning opportunities</td>
<td>Built into materials; Through online feedback</td>
<td></td>
</tr>
<tr>
<td>Learning of children who were provided with physical learning kits</td>
<td>Assessment upon school return</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output Area 2: Children are provided with physical learning kits for distance learning</th>
<th>Indicator</th>
<th>Menus of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of households provided with learning kits disaggregated by gender of child</td>
<td>Collation of signatures upon receipt</td>
<td></td>
</tr>
<tr>
<td>Learning of children who were provided with physical learning kits</td>
<td>Assessment upon school return</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output Area 3: Teachers receive adequate support and are trained to support children learn outside the classroom</th>
<th>Indicator</th>
<th>Menus of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers (and %) of teachers trained in using distance learning methods and provided materials to support distance learning disaggregated by gender, cycle taught, geographical region and urban / rural</td>
<td>Routine post-training forms</td>
<td></td>
</tr>
<tr>
<td>Number of teachers trained in gender-based violence and “do no harm” disaggregated by gender, level taught, geographical region and urban / rural</td>
<td>Routine training reports analysed and reported by Peskara (research department) of INFORDEPE</td>
<td></td>
</tr>
<tr>
<td>Number of teachers satisfied with each element of training in terms of modality, perceived usefulness and perceived learning</td>
<td>Teachers self-report of satisfaction with training including satisfaction with materials, modality, perceived usefulness and perceived learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Routine post-training forms analysed and reported by Peskara (Research Department) of INFORDEPE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output Area 4: Parents / caregivers are supported to help their children and become partners in their children’s learning</th>
<th>Indicator</th>
<th>Menus of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of households provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure such as psychological impacts, gender-based violence, and issues related to unequal social norms</td>
<td>Television, radio and social media statistics; Reports from municipalities through teachers and school directors.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output Area 5: All schools have hygiene supplies and WASH facilities in place, and they are used effectively</th>
<th>Indicator</th>
<th>Menus of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of households disaggregated by girls and boys reached through the program on the importance of continued learning and risks during the school closure period (overlap with Output Area 6: Back to School Campaign)</td>
<td>Television, radio and social media statistics</td>
<td></td>
</tr>
<tr>
<td>Number (and %) of schools equipped with minimum hygiene standards for prevention of COVID-19</td>
<td>EMIS; Reports from municipalities through school directors; Tablet-based inspection reports where possible</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output Area 6: A system is in place at the central, municipal and local level to ensure smooth transition to a safe and secure learning environment post the current pandemic</th>
<th>Indicator</th>
<th>Menus of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number (and %) of officials and teachers in schools who return to school once the school system is reopened disaggregated by gender, level taught, geographical region and urban / rural</td>
<td>EMIS</td>
<td></td>
</tr>
<tr>
<td>Number (and % of children) of children whose learning was assessed to evaluate gains and losses of learning during school closure disaggregated by gender, school, location, disability</td>
<td>Reports into assessments (school directors to municipalities)</td>
<td></td>
</tr>
<tr>
<td>No of households reached to raise awareness of the importance of continuity of learning (disaggregated by location / urban / rural)</td>
<td>Reports (school directors to municipalities)</td>
<td></td>
</tr>
<tr>
<td>No of households reached to inform community leaders / caregivers of distance learning content and teaching methods</td>
<td>Generated reports of teacher participation and pass/fail rates from learning passport</td>
<td></td>
</tr>
<tr>
<td>No. of teachers trained in effective COVID prevention and response, including on guidelines for safe practice upon return to face-to-face learning</td>
<td>Routine assessments of PD through INFORDEPE</td>
<td></td>
</tr>
<tr>
<td>No of teachers trained in providing psychosocial support to children</td>
<td>CMRT reports; Satisfaction surveys</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Output Area 7: The capacity of Ministry Directorsates, Municipalities, Schools and other stakeholders to undertake their role in an emergency situation is strengthened</th>
<th>Indicator</th>
<th>Menus of Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of activities achieved as specified in capacity development plan</td>
<td>Satisfaction of municipalities with support from MEYS</td>
<td></td>
</tr>
<tr>
<td>Satisfaction of school directors with support from municipalities</td>
<td>Satisfaction of parents with support from their schools</td>
<td></td>
</tr>
</tbody>
</table>
# RISK MANAGEMENT PLAN

This risk matrix relates to factors that may impact on the ability of the Ministry to implement its Ministry COVID 19 Response Plan and for the resources provided by GPE effectively and efficiently to achieve the expected goals and outcomes.

**NOTE:** This risk matrix will be further updated on a regular basis in response to changing circumstances during program implementation.

## LEGEND

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Consequences</th>
<th>Resulting Level of Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Almost certain</td>
<td>1: Insignificant</td>
<td>L: Low</td>
</tr>
<tr>
<td>B: Likely</td>
<td>2: Minor</td>
<td>M: Medium</td>
</tr>
<tr>
<td>C: Possible</td>
<td>3: Moderate</td>
<td>H: High</td>
</tr>
<tr>
<td>D: Unlikely</td>
<td>4: Major</td>
<td></td>
</tr>
<tr>
<td>E: Very unlikely</td>
<td>5: Severe</td>
<td></td>
</tr>
</tbody>
</table>

## Risk Matrix

<table>
<thead>
<tr>
<th>Risk</th>
<th>Potential Impact</th>
<th>Likelihood</th>
<th>Consequences</th>
<th>Resulting Level of Risk</th>
<th>Risk Mitigation Strategy</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political inanility</td>
<td>Political instability may result in delays to program implementation</td>
<td>B 4 H</td>
<td>Ensure continued communication with all actors</td>
<td>DPMs and AECETL</td>
<td>MAN, Public Health Service, AECETL</td>
<td></td>
</tr>
<tr>
<td>Insufficient capacity within the Ministry to manage a program of this complexity and nature</td>
<td>Education delivery in an emergency situation is temporarily disrupted</td>
<td>B 4 H</td>
<td>Manage the needs of the population</td>
<td>Emergency Task Force, AECETL, Public Health Service, AECETL</td>
<td>MAN, Public Health Service, AECETL</td>
<td></td>
</tr>
<tr>
<td>New Ministry management team has limited understanding of their portfolios and duties of their staff</td>
<td>Ministry ability to lead response limited or worthless of resources</td>
<td>B 4 H</td>
<td>Technical advice provided to support knowledge and skills acquisition</td>
<td>Emergency Task Force, AECETL, Public Health Service, AECETL</td>
<td>MAN, Public Health Service, AECETL</td>
<td></td>
</tr>
<tr>
<td>Ministry and municipal staff working from home causes problems with</td>
<td>Ministry cannot mobilise its human resources to undertake key tasks required in the Plan</td>
<td>B 3 M</td>
<td>Internal communication systems and equipment reviewed and upgraded to respond to current situation</td>
<td>Emergency Task Force, AECETL, Public Health Service, AECETL</td>
<td>MAN, Public Health Service, AECETL</td>
<td></td>
</tr>
<tr>
<td>Internal communication and task completion</td>
<td>Key Plan deliverables are not coordinated so resources and support do not get to schools when required</td>
<td>C 4 M</td>
<td>Incentives and sanctions for essential staff performance</td>
<td>Emergency Task Force, AECETL, Public Health Service, AECETL</td>
<td>MAN, Public Health Service, AECETL</td>
<td></td>
</tr>
<tr>
<td>Poor Ministry, municipal &amp; school communication</td>
<td>CRMT</td>
<td>D 5 M</td>
<td>Grant Agent regularly meets with Ministry</td>
<td>Emergency Task Force, AECETL, Public Health Service, AECETL</td>
<td>MAN, Public Health Service, AECETL</td>
<td></td>
</tr>
</tbody>
</table>
### Ministry Policy and Procedures

<table>
<thead>
<tr>
<th>Issue</th>
<th>Rating</th>
<th>Impact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Emergency Policy nor any standard procedures to follow in the case of an emergency such as this pandemic</td>
<td>3</td>
<td>M</td>
<td>May lead to uncoordinated responses.</td>
</tr>
</tbody>
</table>

Ad hoc responses to the current emergency and beyond.

- The creation of the CMRT which provides overall oversight which means that the overall risk related to this is minimal.
- Priority given to establishing policy and procedures with Development Partners support.
- Creation of emergency response policy will inherently be mitigating the risk.

Development Partners

| ICT policies and systems not effective | 3 | M | Activities inconsistent with draft ICT Plan. Resources procured that do not achieve required results and/or are not sustainable. |

- Establish ICT Committee and ensure efficient coordination with TIIC and Coordinating Unit.
- Seek support from BEST and PHD.
- Develop a coordinated plan for ICT in this emergency that weighs up immediate requirements with longer-term sustainability issues.

Oversight Group CRMT

ICT Dept Development Partners

| Management of information is poor | 4 | H | Inability to undertake effective monitoring and evaluation for evidence-based decision-making. |

- Focus on simple solutions that are already known in Ministry – Kokosaolbos, Escola.
- Fast track BEST support for EMIS.
- Support socialization of Monitoring and Evaluation Plan and professional development is provided to ensure roles are understood and can be achieved.

Oversight Group

### Community Challenges

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Rating</th>
<th>Impact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of awareness of the virus, its symptoms and ways to mitigate the spread</td>
<td>3</td>
<td>L</td>
<td>The virus may spread throughout the population.</td>
</tr>
</tbody>
</table>

- Video awareness raising and training to communities, parents / caregivers and teachers and through training support ensure this knowledge is passed onto children.

Oversight group Grant Agent

| Lack of WASH facilities in schools continues | 4 | M | Schools are unable to open safely. |

- Ensure that preparations for this start immediately.
- Provide information on Tippy taps for a worst-case scenario.
- Ensure the importance of handwashing is included in all awareness raising and training.

Oversight group Grant Agent

### Vulnerable children

<table>
<thead>
<tr>
<th>Need</th>
<th>Rating</th>
<th>Impact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most vulnerable children may not return to school if school feeding is not available</td>
<td>4</td>
<td>M</td>
<td>Vulnerable children do not return to schools.</td>
</tr>
</tbody>
</table>

- Enter into dialogue with CARE and the World Food Program (WFP) to identify options for addressing the issues that make delivery of the school feeding program challenging.
- Engage with the National program to fast track their school feeding manual to areas outside the National program.
- Ensure close coordination with all GoTL initiatives and ministries involved in the overall area of food security.

Oversight group Grant Agent

| Parents may keep girl children out of school to help with household chores | 4 | M | Vulnerable children do not return to school. |

- Include awareness raising at community level of importance of girl’s education.

Oversight group Grant Agent

### Further Risks

<table>
<thead>
<tr>
<th>Risk</th>
<th>Rating</th>
<th>Impact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Technical Assistance may not be available in a timely manner</td>
<td>4</td>
<td>M</td>
<td>Inadequate technical support required for MCRP activities to lead to delivery of key activities.</td>
</tr>
</tbody>
</table>

- Technical assistance needs analysis completed and reconciled against existing TA availability.
- Remaining fast tracked.
- Development Partners allow international advisors to return to Timor-Leste and GoTL facilitates their entry to country.
- Advisers and counterparts develop e-solutions for support.

Oversight Group CRMT

Development Partners

| The lack of an agreed budget for 2020 may cause problems with disbursement of funds | 4 | H | Core funding of the Ministry necessary to fund agreed MCRP activities not provided or late, which means activities do not occur or are out of sequence. |

- Minister advocates for funding mechanisms that facilitate timely MEYS activities.
- Grant Agent and CRMT work outside MEYS systems.
- Improved professional development and accountability for accuracy and timeliness by MEYS staff in making funding proposals and providing reports.

Oversight Group

| Unfunded activities in MCRP not resolved | 4 | M | Key activities in the MCRP cannot commence due to the integrated approach required. |

- MEYS lobbies GoTL and Development Partners for additional support.
- Collected savings and efficiencies identified.
- MCRP implementation Plan reviewed.

Oversight Group
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UNICEF (2020), Framework for Re-Opening Schools


TPD@Scale Coalition et al. (2020), Teacher’s Guide to Remote Learning during School Closure and Beyond


ANNEXES

Annex A: Initial Ministry Contingency Plan
Annex B: Ministry COVID Response Plan (MCRP)
Annex C: Areas of Activity and Interest of Other Development Partners
Annex D: Detailed Mapping of the BEST program against GPE.
Annex E: Concept Note for the Eskola ba Uma Early Evaluation