

PLANO ANUAL 2015

Ministério da Educação



MINISTÉRIO DA
EDUCAÇÃO

CONTRIBUTO DOS PARCEIROS DE DESENVOLVIMENTO

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PEDIDO OFICIAL DO MINISTÉRIO A TODOS OS PARCEIROS



REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE
MINISTÉRIO DA EDUCAÇÃO
Gabinete do Diretor Geral dos Serviços Corporativos
Rua Vila Verde Dili Tel.3339661



Díli, 10 de Junho de 2014

**A todos os Parceiros de Desenvolvimento do
Ministério da Educação**

No. Ref: **464**/DGSC/ME/ VI/ 2014

Excelentíssimo/a Senhor/a,

Agradeço a todos os parceiros que preencheram o formulário referente ao mapeamento da Cooperação Internacional. O Ministério pretende apresentar um sumário deste trabalho no próximo encontro nacional da Ação Conjunta para a Educação em Timor-Leste, agendado, provisoriamente, para o próximo mês de Julho.

Em conformidade com os princípios do *New Deal*, que constituem os requisitos que o grupo do 'g7+' advoga, o Ministério pretende que as relações de cooperação sejam estabelecidas de uma forma inovadora, dinâmica e eficiente, promovendo o alinhamento e integração de todas as parcerias junto das estruturas e sistemas de gestão nacionais. O Plano Estratégico Nacional da Educação 2011-2030, no seu Programa Prioritário 13 estabelece que cabe ao Ministério da Educação assumir a responsabilidade pela liderança e coordenação das parcerias que prestam apoio à Educação.

Neste âmbito, o Ministério, através da Direção Geral dos Serviços Corporativos solicita a todos os parceiros de desenvolvimento para colaborarem no nosso esforço de coordenação do sector, com o objetivo de melhorar a eficácia, eficiência das nossas intervenções, evitando possíveis duplicações e identificando possíveis necessidades/prioridades não cobertas.

Um passo que consideramos importante é a integração de todas as atividades dos parceiros da educação no Plano de Ação Anual (PAA) de 2015 do Ministério. Estando neste momento a decorrer o processo de elaboração do Plano de Ação Anual de 2015 do Ministério, que envolve todas as unidades orgânicas nacionais e distritais, é fundamental que se integre no PAA de 2015 as atividades que todos os parceiros irão realizar durante o próximo ano.

Desta forma, agradeço que preencham e devolvam o formulário remetido em anexo, até ao dia 20 de Junho. Informo que o formato remetido em anexo, tem como referência o formato padrão produzido e aprovado pelo Gabinete de S.Exa. o Primeiro Ministro, com a mesma estrutura dos anos passados.

Reforço que a integração das atividades de todos os parceiros no Plano de Ação de 2015 é uma condição essencial para se garantir uma maior eficácia e eficiência do apoio prestado ao sector da educação.

Aproveito para apresentar os meus melhores cumprimentos,


Antoninho Pires
Director Geral dos Serviços Corporativos

C.c.
S.Exa. *Ministro da Educação*
S. Exas. *Vice-Ministros da Educação*
Srs. *Diretores Gerais do Ministério da Educação*

1. EDUCAÇÃO PRÉ-ESCOLAR

1.1. Nova Zelandia - HANDS

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
HANDS: Halimar, Aprende no Deskobre; Susesu	Learning materials and shelving procured and distributed to Pre-Schools	300,000	100% of existing preschools have the specified revised curriculum learning materials		
	Pre-Service training for volunteer teachers delivered	402,000	50 volunteer teachers receive a Certificate II preschool teaching qualification	Courses designed and accredited 50 volunteer teachers receive a Certificate II preschool teaching qualification	
	In-service training for preschool teachers	273,680	200 permanent preschool teachers attend in-service training	Courses designed 200 permanent preschool teachers receive in-service training	
	26 Preschool Guidance Inspectors trained and mentored	365,200	26 Pre-School Guidance Inspectors are trained and deployed to districts	Pre-School Guidance Inspectors are trained to support Pre-School coordinators, teachers and parents	
	Education staff at national and district levels are supported to provide stronger leadership and coordination of the preschool sector	192,000	% of ME Pre-School Directorate and district staff trained in facilitation, monitoring and analytical skills disaggregated by sex / district	Education staff at national and district level are supported to provide stronger leadership and coordination of the preschool sector	
	Media campaign on benefits of early childhood education	100,000	Media campaign designed and broadcasting underway	Media campaign planned, produced and broadcast	
	Parent early learning programmes delivered via preschools	45,471	500 parents attend at least three parent early learning sessions	50 parent early learning programmes in operation in preschools	

1.2 Mary MacKillop Institute Becora - Teacer training Pre-school

Programme/Project	Activity	Indicator	Expected Outputs	Comments
Teacer training Pre-school	<p>How children learn</p> <ul style="list-style-type: none"> • Child deveopment • Readiness for learning 	<p>To gain a general overview of the stages of physical, emotional / social, intellectual / language and moral development from birth to adulthood.</p> <p>To gain a knowledge of the development of the infant from birth to six months.</p> <p>To gain a knowledge of the development of the infant from six to twelve months</p> <p>To gain a knowledge of the development of the child from one to three years.</p> <p>To gain a knowledge of the development of the child from three to six years.</p> <p>To gain a knowledge of the development of the child from six to twelve years.</p> <p>To gain a knowledge of the development of the adolescent from twelve to twenty years.</p> <p>To understand the basic factors concerning the Readiness of the child to learn.</p> <p>To establish an appropriate learning Environment</p> <p>To establish an appropriate learning Environment</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	<p>The 2015 calendar of schools where we will be invited to deliver workshops and monitor teachers has not yet been set.</p> <p>All our workshops are delivered after they have been confirmed and approved by the Ministry of Education.</p> <p>The schools in which we have worked are across Timor Leste and dependent on a multitude of factors.</p> <p>These comments apply to all these activities</p>

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		<p>To understand the necessity of giving the child realistic Purposes for learning.</p> <p>To ensure that the Teacher has an appropriate attitude to undertake the role of teacher.</p> <p>To recognize the significance that the child's Peers play in the learning outcomes.</p> <p>To recognize the significance that the Family plays in the learning outcomes.</p>		
	<p>Teaching reading and writing using Tetun</p> <p>Teaching speaking and listening using Tetun</p>	<p>To gain an overview of the purpose and place of literacy in our world.</p> <p>To understand that the development of sound speaking and listening skills is a necessary precursor to sound reading and writing skills.</p> <p>To understand why reading to children is important and how we gauge the readiness of a child to learn to read.</p> <p>To use appropriate and proven strategies when teaching reading and writing</p> <p>To gain knowledge of effective methods that may be used to teach children to read and write.</p> <p>To gain knowledge of an effective method that may be used to teach children to speak and listen.</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		<p>To understanding the Phonological Approach to teaching reading.</p> <p>To understanding the structure of oral language.</p> <p>To understanding the structure of written language</p>		
	Curriculum and planning	<p>To gain a basic insight into 'What is Curriculum'.</p> <p>To gain an insight into what is required by teachers working at the pre-primary level.</p> <p>To gain an overview of the Curriculum for Pre-primary as presented by the Ministry of Education in Timor Leste.</p> <p>To look at the 22 themes [units], which make up the pre-primary program and the subjects to be covered within these themes.</p> <p>To develop a yearly, term, weekly, and daily programs for Groups A and B in the pre-primary using the 22 themes..</p> <p>To develop lesson plans</p> <p>To compile a list of resources that may be used to teach the lessons .</p> <p>To prepare some of the resources.</p> <p>To prepare an Assessment tool, which could be used for this theme</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
	General teaching methods <ul style="list-style-type: none"> • Questioning skills • Classroom preparation 	To articulate and use different questions: informative, analytic, personal To develop the ability to lead and teach through questions. To encourage children to ask questions To demonstrate the ability to manage classroom time effectively. To create a classroom environment conducive to learning. To demonstrate effective skills, through reflective actions, respect for students, consistent treatment of students and appropriate rules. To demonstrate the practice of proper preparation of lessons, discipline and hard work. To create a positive atmosphere in the classroom.	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.	
	Assessment, evaluation and reporting	To understand the essential differences between Assessment and Evaluation To understand the importance of Assessment, Evaluation and Reporting To understand the steps necessary in the process of student assessment. To understand the place of self evaluation and evaluation	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		of the program of teaching. To understand the need for effective and meaningful reporting, record keeping and portfolios.	assessment.	
	Music	To be able to run a series of lessons based on music tape (3-5years). To be able to use song, music, movement and dance to enhance the literacy and numeracy program. To use music for listening activities To be able to introduce children to basic musical information-beat, rhythm, pulse etc.	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.	
	Child protection and safety	To be made aware of safety in the school place To be aware of hazards that can harm students To be aware of duty of care as a teacher.	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.	
	Numeracy	To become confident, creative users and	By the end of each of these units participants should be	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		<p>communicators of mathematics, able to explain the use of mathematics in their lives and situation.</p> <p>To be able to teach 1-10 and expose the students to the language of mathematics.</p> <p>To be able to create activities that will help young children learn in the areas of number, order, comparison, grouping and simple practical operations.</p> <p>To be able to make mathematics enjoyable for their students.</p>	<p>able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	

1.2. World Vision - ECD

Programme/Project	Activity	Indicator	Expected Outputs	Comments
Early Childhood Care and Development (Edukasaun ba Labarik Otas Sedu)	1. Envisioning in community	Community leader support ECCD in 7 suco	7 community has plans on ECCD	
	2. ECCD volunteer capacity building	60 Volunteers trained	60 volunteer are able to run early stimulation in ECCD	
	3. Parenting education	150 parents and caregivers are trained	150 parents and caregivers are able to delivery parenting skills at home	
	4. Contextualize ECCD modules	Contextual ECCD modules are in-place	The contextual are used by volunteers	
	5. Develop ECCD monitoring tools	ECCD monitoring tools in-place	- ECCD committee, volunteers understand how to use the tools -ECCD networking group involve in using monitoring tools	
	6. Contextualize parenting modules	Parenting modules are in-place and implemented	300 parents and caregivers trained to use modules	
	7. Establish ECCD networking group in district level	ECCD networking group run well	People from varies institutions join the meeting in quarterly bases	
	8. Conduct National ECCD Seminar and Exhibition	Conducted	Shared good practices of ECCD activities from varies NGOs and government	
		9. Localize learning materials	Local learning are in-place	Local learning materials are using in ECCD

1.3. UNICEF

STRATEGIC AREA 1 : Health and Nutrition	STRATEGIC AREA 2: Education	STRATEGIC AREA 3: Child Protection & Participation	STRATEGIC AREA 4: Social Inclusion (Knowledge Hub)
1. Nutrition	4. Pre-school learning	7. Child protection	9. Data, knowledge and monitoring
<ul style="list-style-type: none"> Infant and Young Child Feeding (IYCF) and promotion of care practices 	<ul style="list-style-type: none"> Pre-School standards and application 	<ul style="list-style-type: none"> Strengthening families' and communities' capacity to protect and care for their children and adolescents 	<ul style="list-style-type: none"> Situation monitoring, including data collection, dissemination and analysis, including strengthening national capacities
<ul style="list-style-type: none"> Micronutrient supplementation, fortification and deworming 	<ul style="list-style-type: none"> Quality Pre-School scale-up 	<ul style="list-style-type: none"> Improving the quality of and access to services aiming to prevent and respond to violence, abuse, neglect and exploitation of children 	
<ul style="list-style-type: none"> Detection and treatment of acute malnutrition 	<ul style="list-style-type: none"> Community-based alternative pre-school learning programmes in rural communities 	<ul style="list-style-type: none"> Enhanced knowledge management for improved policy development and targeted interventions 	
2. MNCH	5. Quality Basic Education	8. Adolescent risk reduction and participation	10. Social Policy Analysis for Advocacy
<ul style="list-style-type: none"> Immunisation 	<ul style="list-style-type: none"> Child Friendly School (CFS) quality improvement; 	<ul style="list-style-type: none"> Youth Parliamentarians as advocates for positive and safe living including youth policies 	<ul style="list-style-type: none"> Social sector policy analysis on selected issues for advocacy, including leverage of national resources for children
<ul style="list-style-type: none"> Community case management of pneumonia and diarrhoea 	<ul style="list-style-type: none"> District and School-based support (including a focus on out of school children and adolescents) 		
<ul style="list-style-type: none"> Ante-natal, essential new-born, and post natal new born care (including PPTCT and paediatric HIV) and attention to WASH facilities in Health Posts 	<ul style="list-style-type: none"> Education policy and system strengthening 		
3. Rural sanitation and hygiene	6. WASH in schools		11. Communication
<ul style="list-style-type: none"> Community-Led Total 	<ul style="list-style-type: none"> Improve WASH in Schools 		<ul style="list-style-type: none"> Communication for enhancing

STRATEGIC AREA 1 : Health and Nutrition	STRATEGIC AREA 2: Education	STRATEGIC AREA 3: Child Protection & Participation	STRATEGIC AREA 4: Social Inclusion (Knowledge Hub)
Sanitation (CLTS) national scale-up; • Hygiene promotion in target communities	(water, sanitation and hand washing facilities and hygiene promotion in school)		children's rights and social networking

1.4. Plan International

Programme/Project	Activity	Indicator	Expected Outputs	Comments
Early Childhood Care and Development	Informal Play group for boys and girls age 3-4 years old	%of boys and girls age 5 oarticipating in FLNO ECCD programmes who demonstrate timely achievement of developmenta milestone	Number of community preschool in Aileu and Ainaro established	
	Parenting education session for parents who have boys and girls age 0-5 years old	% of father and mother who their under five boys and girls participated in FLNO ECCD program have their informal development plan to support their children	Number of parenting education session and home visit established in Ainaro and Aileu	
	Child readiness class (community preschool) for boys and girls age 5 years old	%of boys and girls who have participated in FLNO supported ECCD programmes who succesfully trasion to primary school	Number of community preschool for boys and girls age 5 years old running in Aileu and Ainaro	
	Supplementary feeding for boys and girls age 3-5 years old			
	Integration ECCD in SISCa		ECCD and Prenting session happen once a month at SISCa session	
	Together with community (parents) build the Child friendly space		CPS centre are build in Aileu and Lautem	
	Provide training for suco facilitator/community volunteers, village leaders and parents	% of community volunteers trained to meet child rights to health, education and protection and inclusive education	Number of trainig and mentoring of the knowledge to suco facilitators	

2. ENSINO BÁSICO

2.1 Australia - ETELP – Timor-Leste English Language Program (Indonesia Australia Language Foundation)

Program/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
ETELP – Timor-Leste English Language Program (Indonesia Australia Language Foundation) <i>Component 1: Pre-service teacher training for English Language Department, UNTL</i>	Development of the English Language Centre (ELC) at UNTL	USD 1.1 million	ELC management team in place	ELC providing EL training and resources to meet UNTL needs	
	Professional Development Program for English Department lecturers at UNTL		Program established # lecturers participating	Improved English language proficiency and quality of teaching	
	Curriculum development of selected B.Ed courses		Revised curricula approved by UNTL Curriculum Committee	Course curricula updated, and its implementation monitored and evaluated	
	A range of student activities for English Department students linked to resources in ELC		Program of activities with student participation	Ongoing student-led program of English-medium activities	
<i>Component 2: Trialling a model of in-service teacher training for English Language teachers in Ainaro and Manufahi</i>	In-service training program designed, taking into account the local context for delivery		A Program Design Document produced for Certificate I,II and III	A model for in-service training developed, to be finalised in 2016	
	In-service training program delivered in two provinces (completed in April 2016)		Training sessions held in Ainaro and Manfuahi # teachers participating	Completion of Certificate I and II by teachers in the districts	
	In-service training program accredited by INDMO		INDMO accreditation obtained	An accredited in-service program for EL teachers	

2.2. Australia - Education Capacity Building (ICFP – Catholic Teachers’ College, Baucau)

Program/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
Education Capacity Building (ICFP – Catholic Teachers’ College, Baucau)	Pre-service teacher training delivered	USD 150,000	# Bachelor of Teaching Degree completed	50 graduates per year	
	Staff professional development delivered		# M. Ed completed as the minimum required academic degree for teaching in Tertiary Education Those staff who have already completed their M. Ed are engaged in improving their Portuguese Language skills	4 staff will complete their M. Ed in July 2015 and three in July 2016.	ICFP are progressively adjusting the teaching language from Tetun to Portuguese
	Students (especially women) who are financially unable to access tertiary education assisted so as to be able to move out of subsistence agriculture to professional employment		# student support provided for rent, food, health, transport, tuition fees	Financially disadvantaged students receive support to commence/continue studies with ICFP	Approximately 57% of ICFP’s students are currently receiving such support
	Curriculum development undertaken		All ICFP curriculum translated from Tetun to Portuguese	Course curricula translated	Ensuring we are meeting the requirements of the Ministry of Education

Program/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
					with respect to the international quality of education provided
	Quality of the physical teaching facilities improved		New three storey building completed – lecture rooms, administration office space, storage space, conference room, toilets, dedicated internet and intranet access throughout the building, teaching staff facilities, car parking space	New building is occupied as from the commencement of 2015	

2.3. Australia - Mother Tongue Based – Multilingual Education (UNESCO National Commission)

Program/Project	Activity	Indicator	Expected Outputs	Comments
Mother Tongue Based – Multilingual Education (UNESCO National Commission) <i>(Inputs to be confirmed by UNESCO National Commission)</i>	Advocacy and community education	Advocacy and communication education activities delivered to teachers, parents and communities in pilot districts	Teachers, parents and communities have improved understanding of the importance of mother tongue for teaching and learning	
	Teacher training in pilot schools	# teachers receive training on MTB-MLE curriculum, teachers' principles and methodologies	Teachers receive training and have strengthened ability to implement the MTB-MLE curriculum and methodologies in the teaching and learning process	
	Teacher training for new teachers	# new teachers receive training on MTB-MLE policy, curriculum, teachers' principles and methodologies	New teachers receive training and have strengthened ability to implement the MTB-MLE curriculum and methodologies in the teaching and learning process	
	Monitoring and evaluation	Pre- and post-tests in pilot districts undertaken School monitoring and observation visits take place	Capacity of students is evaluated at the beginning and end of the academic year Progress in the implementation of teaching and learning process in the class room is observed	
	Resource development in pilot schools	Resource development workshops in pilot schools undertaken	Schools have more didactic resources in each classroom, teachers are capable of using resources Children, teachers and communities are able to create and develop stories	
	Resource development in new languages	Resource development workshops for new languages undertaken	Alphabets, graded reading, listening stories and training on how to use these resources developed	

2.4. UNESCO Comissão Nacional – Educação Multilingue e Programa de Ciências

Meta	Atividade	Resultados Esperados e Indicadores	Observações
EDUCAÇÃO: Educação Multilingue Baseado nas Línguas Maternas	Advocacia e Educação Comunitária Atividades sobre Advocacia e educação de comunicação são realizados com alvo professores, pais e comunidades nos distritos de pilotagem e nos outros distritos	Resultado Esperado: 10 vezes socialização através da advocacia nas 21 escolas para melhorar o conhecimento dos professores, pais e comunidades sobre a importância das línguas maternas Indicador: Realizada 10 vezes actividades de advocacia para os pais, líderes comunitários e professores. 1500 pessoas participem na socialização	Apoiado pelo DFAT
	Planeamento e Relatório Plano de Acção anual e relatórios trimestrais são apresentados para as partes interessadas	Resultados esperados: Relatórios trimestrais e anuais são publicados que reflectem planos de acções anuais para as partes interessadas e todos são proactivamente advogando e implementando o programa de EMBLI Indicadores: Publicados e distribuídos os relatórios trimestrais e anuais.	Apoiado pelo DFAT
	Pessoal	Resultados Esperados: 42 novos professores contratados são recrutados para serem destacados nas novas escolas Indicadores: Destacados 50 professores contratados nas novas escolas.	Apoiado pelo DFAT
	Formação de Professores nas escolas Pilotagens	Resultados Esperados: 4 vezes formações realizadas aos 42 professores para obterem habilidades fortalecidas de	

		implementar o currículo de MTB-MLE e as metodologias no processo de ensino e aprendizagem Indicadores: Realizadas formações aos 42 professores em todo o ano	
	Formação aos novos professores	Resultados Esperados: 42 Novos professores formados e tem capacidades reforçadas de implementar o currículo de MTB-MLE, metodologias no processo de ensino e aprendizagem Indicadores: Realizada formação de professores aos 42 novos professores nas 21 novas escolas nos 3 distritos de pilotagem (Pre-escolar A-B e 1-ano)	Manatuto: 5 escolas Oecussi: 9 escolas Lospalos: 9 escolas
	Monitorização e Avaliação	Resultados Esperados: Realizam 2 vezes pré e pós-teste a todos os alunos de todas as escolas em todo o ano. Indicadores: Observados e monitorizados 4 vezes por ano os progressos sobre a implementação do ensino e aprendizagem nas classes	Apoiado pelo DFAT
	Workshop sobre desenvolvimento de recursos nas escolas de piloto	Resultados Esperados: Continuam desenvolver o recurso sobre histórias, leitura e contar histórias. Indicadores: Realizam 4 vezes workshop aos 42 professores das escolas pilotagens existentes	

	Workshop sobre desenvolvimento de recursos nas novas línguas	<p>Resultados esperados: São desenvolvidas os Alfabetos, leitura graduada, história oral e professores são motivados a utilizar os recursos</p> <p>Indicadores: Realizado 6 vezes workshop de desenvolvimento recurso para as novas línguas.</p>	
	Fornecimento de materiais didáticas	<p>Resultados Esperados: 12 escolas de pilotagens recebem materiais didáticas, incluindo 23 novas escolas. Professores são capacitados de ensinar as crianças através de jogos utilizam materiais manipulativas.</p> <p>Indicadores: Distribuem materiais didáticas e manipiulativas as 12 escolas de pilotagem e 23 escolas novas.</p>	
	Formação aos professores treinados	<p>Resultados Esperados: Realizam uma vez (5 dias) formação aos formadores treinados E realizam uma vez estudo comparativo ao estrangeiro para 5 professores das escolas piliotagens existentes e 5 empregados do programa EMBLI..</p> <p>Indicadores: Realizadas formações aos formadores treinados em todo o ano. Realizadas as actividades de estudo comparativo no estrangeiro para 10 professores identificados.</p>	
	Fortalecer materiais de leituras e aprendizagem	<p>Resultaods Esperados: 483 titulos de livros disponiveis para impressão com</p>	

		total de 9552 exemplares. Professores e alunos são motivados de usar materiais de leitura e aprendizagem para alcançar a qualidade de educação Indicadores: 9552 exemplares são distribuídas nos 12 escolas de pilotos.	
	Fortalecer materiais de instrução e currículo	Resultados Esperados: Distribuem materiais de instrução aos professores e são capazes de usar materiais para ensinar os estudantes Indicadores: Distribuídas as materiais de instrução para as escolas de pilotagens e novas escolas	
CIÊNCIAS NATURAIS			
Estabelecimento de parcerias para elaboração de publicações educativas complementares do currículo nacional.	Guia do professor Desenvolvimento recurso aprendizagem, caderno de atividade para estudantes, Sílabos do CNF e Matemática 9ºano	Resultados Esperados: São impressos 400 guias de professores e prontos para distribuição após a formação dos professores.	
	Advocacia	Resultados esperados: 2 vezes workshop de Advocacia aos líderes do Ministério e os directores das escolas para motivar e de reforçar as escolas para implementar o ensino de aprendizagem com lições práticas Indicador: Realizadas duas vezes workshop em Dili e um distrito	

	Criação rede de aprendizagem	<p>Resultados Esperados: Até ao fim do ano de 2015, temos rede de aprendizagem com os parceiros relevantes no nível nacional, regional e internacional</p> <p>Indicadores: Criada uma rede nacional para socializar e promover o processo de aprendizagem da ciência em prática</p>	
Melhoria da qualidade do ensino / aprendizagem na disciplina da Matemática e outras Ciências Exatas para a obtenção de dados que permitam tomar medidas para superar as dificuldades detetadas	Avaliação Formativa (Visita Escola)	Até ao fim do ano de 2015, 13 escolas tinham sido visitadas e obtiveram informações importantes durante as visitas.	
	Comemoração do dia Mundial da Ciência	<p>Resultados esperados:</p> <ul style="list-style-type: none"> - 240 professores concorrerem na competição e desenvolver as temas de experimento ligado com sílabos no livro texto. - 100 alunos são motivados de criar rede de ciência em prática nos 6 distritos depois da comemoração. <p>Indicadores:</p> <ul style="list-style-type: none"> - Realizam uma vez comemoração do dia Mundial de ciência - Estabelecidos 6 grupos de ciência em prática nos 6 distritos 	
Formação contínua de 5.000 professores no desenvolvimento dos conteúdos curriculares do ensino básico.	Formação de professores na área Prática na disciplina Matemática e CNF	<p>Resultados esperados: Realizam 6 vezes formação aos 60 professores para cada formação.</p> <p>Indicadores: Realizadas 6 vezes formação em todo o ano.</p>	
CIÊNCIA SOCIAIS			

<p>Advocacia para apoiar iniciativas das organizações masculinas que promovem a igualdade de género através das atividades criativas</p>	<ul style="list-style-type: none"> - Colóquio e socialização sobre o direito de saúde reproductiva para jovens masculinas e femininas - Socialização sobre biologia ligadas com saúde reproductiva - Festival de comidas tradicionais nutritivos cosinhados e preparados pelos homens que promovem a igualdade género 	<p>Resultados esperados:</p> <ul style="list-style-type: none"> - 200 estudantes de escolas secundárias participem na socialização sobre direito de saúde reproductive e biologia que serão realizadas duas vezes por ano. - 100 homens de 6 distritos participem no festival e competição de comidas tradicionais nutritivos <p>Indicadores: Realizada socialização aos 200 estudantes das escolas de Dili</p> <p>Realizada uma vez festival e competição de comidas tradicionais (male master chef)</p>	
GESTÃO ORGANIZACIONAL			
<p>Melhorar o conhecimento e a capacidade dos recursos humanos de cidadão timorenses e os funcionarios do secretariado através de conferencias e treinamento em varios niveis: nacional, regional e internacional</p>	<p>Formação, reunião e, conferências .</p>	<p>Resultados Esperados: 10 empregados, incluindo os empregados do secretariado) participam nas conferencias ou formações no estrangeiro</p> <p>Indicadores: Realizam actividades de capacitação ao estrangeiro até ao fim do ano</p>	<p>Apoiado pelo UNESCO Programa de Participação e Ministério da Educação</p>
CULTURA			
<p>Consensualização e elevar conhecimento do público sobre a importância de utilizar as línguas maternas nos ensinos de pre-escolar</p>	<ul style="list-style-type: none"> - Realisar as atividades da promoção anual sobre a Língua materna nos ensinos 	<p>Resultados Esperados:</p> <ul style="list-style-type: none"> - 300 pessoas participem no workshop de socialização sobre EMBLI nos dois distritos de Timor-Leste - Exposição sobre ciencias e matemáticas durante workshop 	<p>Apoiado pelo UNESCO Programa de participação</p>

		- Indicadores: Realizadas duas vezes promoção anual nos dois distritos	
Formação de professores nas áreas disciplinares para cobrir as necessidades do atual currículo, especialmente nas novas disciplinas: Tecnologias Multimédia, Geologia e Temáticas de Literatura e Cultura.	<ul style="list-style-type: none"> - Recolher dados sobre património Imaterial de 6 distritos. - Formação para pessoas que vão recolher os dados sobre a metodologia. - Formação de professores nas áreas disciplinares de Cultura 	Resultados esperados: <ul style="list-style-type: none"> - Realizam pesquisas sobre património imaterial em cooperação com SEAC - 4 pessoas designadas para fazer pesquisas na área de património imaterial Indicadores: Realizadas pesquisas no 6 distritos identificados	
Publicar todas as informações relevantes ao serviço de educação, ciência, cultura e comunicação e informação que são implementados pela Comissão Nacional	<ul style="list-style-type: none"> - Recolher notícias de cada atividade. - Produzir Buletin semestral da Comissão e Newsletter trimestral em cooperação com UNESCO antenna office - Fazer o gravação (foto, video e outras) - Publicação nos jornais locais e website da Comissão - As práticas de Ciência vai ser publicada através da transmissão directa na TVTL 	Resultados esperados: <ul style="list-style-type: none"> - 6 vezes Publicação de uma página em cada dois meses na área de ciência em prática nos jornais nacionais - Publicadas 2 vezes bulletins semestrais da e 4 vezes newsletter, 200 exemplares cada publicação - Publicação sobre práticas de ciência e matemática e transmitidas na TVTL em cada dois meses, duração de 1 hora de tempo. Indicadores: <ul style="list-style-type: none"> - Publicadas 6 vezes artigos sobre ciência em prática - Publicadas e distribuídas 1,200 exemplares de bulletin e newsletter em todo o ano. - Publicadas e transmitidas 6 vezes na TVTL sobre práticas de ciência 	

2.5. Portugal - Projeto Escolas de Referência

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados	Obs.
5. Projeto Escolas de Referência	Formação de professores, ensino de alunos e difusão de boas práticas no que respeita às questões pedagógicas, infraestruturas, organização das turmas, alimentação na escola e administração escolar.	Capacitação de 108 professores estagiários na lecionação de 2700 alunos do ensino pré-escolar ao 4º ano.	Estabelecimento, pelo Ministério da Educação de Timor-Leste, de 13 escolas modelo, uma por cada distrito, com o objetivo de contribuir para o desenvolvimento do sistema educativo em Timor-Leste.		

2.6. Portugal - Projeto de Formação Inicial e Contínua de Professores (PFICP)

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados	Obs.
7. Projeto de Formação Inicial e Contínua de Professores (PFICP)	a) Formação inicial de docentes para o ensino básico através de colaborações com o INFORDEPE, a UNTL e o Instituto dos Maristas em Baucau; b) Formação complementar para equivalência ao grau de bacharelato para docentes do ensino básico que se encontram no sistema mas que não possuem habilitações necessárias ao ingresso na carreira docente; c) Formação de professores do 3º ciclo e do ensino secundário no âmbito da implementação dos novos currículos,	a) <i>Obtenção por 3900 docentes timorenses do grau de bacharel;</i> b) <i>Obtenção por 450 estudantes da Formação Inicial de Professores;</i> c) <i>Atualização dos conhecimentos de 150 docentes/formadores timorenses em várias áreas de formação e reforço das suas capacidades científicas e pedagógicas;</i> d) <i>Atualização dos conhecimentos de 2000 docentes timorenses do 3º ciclo e 2000 de docentes do ensino secundário nas várias áreas de formação, reforço das suas capacidades científicas e pedagógicas e sua colocação em prática dos programas curriculares, usando adequadamente os manuais de aluno e os guias de professor;</i> e) <i>Obtenção por 380 docentes do ensino secundário técnico-vocacional de</i>	Formação de formadores e professores timorenses nas vertentes pedagógica e científica em todas as disciplinas do currículo de ensino nacional.		<i>Indicadores do projeto serão redefinidos com base nos resultados observados no final de 2014.</i>

	manuais de aluno e guias de professor; d) Formação de professores do ensino secundário técnico-vocacional nas áreas da língua portuguesa, currículos, manuais de aluno e guias de professor.	<i>aproveitamento nos Cursos de Oficinas da Língua e Especialização, atualização dos seus conhecimentos nas várias áreas de formação, reforço das suas capacidades científicas e pedagógicas e sua colocação em prática dos programas curriculares, usando adequadamente os manuais de aluno e guias de professor.</i>			
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2.7. Portugal - Rede de Docência de Língua Portuguesa

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados	Obs.
1. Rede de Docência de Língua Portuguesa	Centro de Língua Portuguesa	Formação científico-linguística de estudantes de cursos com a componente de Língua e/ou Cultura Portuguesa.	Promoção da docência da língua e das culturas dos países de língua portuguesa e formação de professores de língua portuguesa.	83,500 €	

2.8 Brasil – PQLP

Programa/Projeto	Atividade	Indicador	Resultado Esperado	Observações
<p>PQLP/CAPES/UFSC*</p> <p>Projeto: Formação inicial e continuada dos docentes;</p>	<p>Local: INFORDEPE</p> <p>a) Curso de Especialização em Educação Científica e Tecnológica para professores de ciências da natureza</p> <p>b) Curso Graduação Formação Inicial de professores: Ensino de Ciências: 2 turmas para ciências naturais; 1 turma para ciências sociais;</p> <p>c) Formação continuada de professores: dependemos do calendário proposto pelo ME e implementado pelo Infordepe na Escola Básica</p> <p>d) Cursos de língua portuguesa</p>	<p>a) 25 professores da Escola Básica</p> <p>b) 100 novos professores</p> <p>c) Formação continuada a 7 mil professores do sistema educacional</p>	<p>a) 25 especialistas em Educação Científica e Tecnológica</p> <p>b) 100 novos professores que possam atuar na rede pública</p> <p>c) em processo</p> <p>d) Oferta de 6 turmas de</p>	<p>a) Em análise no Infordepe. O projeto foi entregue em junho de 2014</p> <p>b) o projeto foi entregue em maio de 2014 e está em análise no Infordepe Há que se repensar a certificação e valorização dos professores timorenses que participam das formações nas escolas, pois eles têm participado sem</p>

Programa/Projeto	Atividade	Indicador	Resultado Esperado	Observações
	aos funcionários do Infordepe e Ministério da Educação; e) Colaboração em programas de formação desse órgão;	d) 240 estudantes de língua portuguesa	língua portuguesa de forma a garantir a qualidade do ensino e) Oferta de cursos de formação pedagógica e curricular com demanda determinada pelo Infordepe	um apoio mais efetivo do Ministério da Educação.

2.9. Brasil – TV Educação

Programa/Projeto	Atividade	a) Indicador	a) Resultado Esperado	Observações
	<p>TV Educação</p> <p>a) Revisão de vídeos digitais (DVD) de língua portuguesa já produzidos</p> <p>b) Produção de vídeos digitais (DVD) da área de ciências, meio ambiente e cultura</p>	<p>b) Revisão de 20 DVD de língua portuguesa;</p> <p>c) Produção de 20 DVD das áreas de ciências, meio ambiente e cultura.</p>	<p>b) Divulgação dos conteúdos produzidos em DVD, de modo compartilhado entre a equipe da TV Educação e a equipe multidisciplinar de professores bolsistas brasileiros, nas escolas e na RTVTL.</p>	Idem acima

2.10. Unicef – Ensino Básico

STRATEGIC AREA 1 : Health and Nutrition	STRATEGIC AREA 2: Education	STRATEGIC AREA 3: Child Protection & Participation	STRATEGIC AREA 4: Social Inclusion (Knowledge Hub)
4. Nutrition	4. Pre-school learning	7. Child protection	10. Data, knowledge and monitoring
<ul style="list-style-type: none"> Infant and Young Child Feeding (IYCF) and promotion of care practices 	<ul style="list-style-type: none"> Pre-School standards and application 	<ul style="list-style-type: none"> Strengthening families' and communities' capacity to protect and care for their children and adolescents 	<ul style="list-style-type: none"> Situation monitoring, including data collection, dissemination and analysis, including strengthening national capacities
<ul style="list-style-type: none"> Micronutrient supplementation, fortification and deworming 	<ul style="list-style-type: none"> Quality Pre-School scale-up 	<ul style="list-style-type: none"> Improving the quality of and access to services aiming to prevent and respond to violence, abuse, neglect and exploitation of children 	
<ul style="list-style-type: none"> Detection and treatment of acute malnutrition 	<ul style="list-style-type: none"> Community-based alternative pre-school learning programmes in rural communities 	<ul style="list-style-type: none"> Enhanced knowledge management for improved policy development and targeted interventions 	
5. MNCH	5. Quality Basic Education	8. Adolescent risk reduction and participation	10. Social Policy Analysis for Advocacy
<ul style="list-style-type: none"> Immunisation 	<ul style="list-style-type: none"> Child Friendly School (CFS) quality improvement; 	<ul style="list-style-type: none"> Youth Parliamentarians as advocates for positive and safe living including youth policies 	<ul style="list-style-type: none"> Social sector policy analysis on selected issues for advocacy, including leverage of national resources for children
<ul style="list-style-type: none"> Community case management of pneumonia and diarrhoea 	<ul style="list-style-type: none"> District and School-based support (including a focus on out of school children and adolescents) 		
<ul style="list-style-type: none"> Ante-natal, essential newborn, and post natal newborn care (including PPTCT and paediatric HIV) and attention to WASH facilities in Health Posts 	<ul style="list-style-type: none"> Education policy and system strengthening 		
6. Rural sanitation and hygiene	6. WASH in schools		12. Communication
<ul style="list-style-type: none"> Community-Led Total 	<ul style="list-style-type: none"> Improve WASH in Schools 		<ul style="list-style-type: none"> Communication for enhancing

STRATEGIC AREA 1 : Health and Nutrition	STRATEGIC AREA 2: Education	STRATEGIC AREA 3: Child Protection & Participation	STRATEGIC AREA 4: Social Inclusion (Knowledge Hub)
Sanitation (CLTS) national scale-up; • Hygiene promotion in target communities	(water, sanitation and hand washing facilities and hygiene promotion in school)		children's rights and social networking

2.11. Banco Mundial – Ensino Básico

Programa/Projeto	Atividade	• Indicador	Resultado Esperado	Observações
<p>Improving the Quality of Education: Programmatic Approach</p> <p>The purpose of this programmatic analytical and advisory activity is to inform government policies and programs that can contribute to quality of education through improved evidence-based, strengthened planning and management capacities in key areas.</p> <p><i>(Note: This is to be discussed and agreed with MOE)</i></p>	<p>SABER on Early Childhood and Development SABER on Engaging the Private Sector</p> <p>(FY2015)</p>	<ul style="list-style-type: none"> • Government policy/strategy informed • Design capacity strengthened, Implementation capacity strengthened, Monitoring & Evaluation capacity increased • Facilitated exchange of best practice w/ clients, Facilitated exchange of best practice w/ partners 	SABER Reports and Dissemination	Analysis of the survey data from this benchmarking exercise will identify strengths and gaps in Timor-Leste's education system, and opportunities for improvement.
	<p>Early Grade Reading Assessment III</p> <p>(FY2016)</p>		EGRA Report and Dissemination	A new round of EGRA surveys will be conducted to monitor the trend of reading proficiency, identify determinants, and further propose measures that can lead to more effective teaching and learning.
	<p>School Survey II</p> <p>(FY2016)</p>		School Survey Report and Dissemination	A new survey administration will present an opportunity to track school level changes of ongoing systemic reforms and their impact to improve service delivery.
	<p>Skills Toward Employment and Productivity</p> <p>(FY2015)</p>		Report and Dissemination materials	The proposed analysis will draw from new data and information to shed light on the skills constraints inhibiting the supply of the skills demanded by the labor market.

2.12. Mary MacKillop Institute-Becora - Teacher training Basic school- cycle 1 and cycle 2

Programme/Project	Activity	Indicator	Expected Outputs	Comments
Teacher training Basic school- cycle 1 and cycle 2	Child deveopment <ul style="list-style-type: none"> • How children learn • Readiness for learning 	To gain a general overview of the stages of physical, emotional / social, intellectual / language and moral development from birth to adulthood. To gain a knowledge of the development of the infant from birth to six months. To gain a knowledge of the development of the infant from six to twelve months To gain a knowledge of the development of the child from one to three years. To gain a knowledge of the development of the child from three to six years. To gain a knowledge of the development of the child from six to twelve years. To gain a knowledge of the development of the adolescent from twelve to twenty years. To understand the basic factors concerning the Readiness of the child to learn. To establish an appropriate learning Environment To establish an appropriate	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.	The 2015 calendar of schools where we will be invited to deliver workshops and monitor teachers has not yet been set. All our workshops are delivered after they have been confirmed and approved by the Ministry of Education. The schools in which we have worked are across Timor Leste and dependent on a multitude of factors. These comments apply to all these activities

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		<p>learning Environment To understand the necessity of giving the child realistic Purposes for learning. To ensure that the Teacher has an appropriate attitude to undertake the role of teacher. To recognize the significance that the child's Peers play in the learning outcomes. To recognize the significance that the Family plays in the learning outcomes.</p>		
	<p>Teaching reading using Tetun</p>	<p>To gain a general overview of literacy and its place in the world.. To understand the WHOLE LANGUAGE principle of learning. To understand why we read and to use appropriate and proven strategies for teaching reading skills. To gain knowledge of effective methods that may be used to teach children to read. To understand the Phonological Approach to teaching reading. To understand the structure of written language.</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
	Teaching writing using Tetun	<p>To understand Dictionary and Alphabetical Order</p> <p>To gain a general overview of literacy and its place in the world..</p> <p>To understand the WHOLE LANGUAGE principle of learning.</p> <p>To gain knowledge of two effective methods that may be used to teach children to read and write</p> <p>To understand the structure of written language.</p> <p>To understand Dictionary and Alphabetical Order</p> <p>To understand the fundamental requirements of good handwriting skills</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	
	Teaching speaking and listening using Tetun	<p>To gain a general overview of literacy and its place in the world..</p> <p>To understand the WHOLE LANGUAGE principle of learning.</p> <p>To understand that the development of sound speaking and listening skills is necessary to developing sound reading and writing skills.</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	
	Curriculum and planning	To gain a working knowledge of the Curriculum Document for classes 3 – 6.	By the end of each of these units participants should be able to	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		<p>To gain the skills and knowledge to plan a year's program in Tetun Literacy for class 3, 4, 5 or 6. . To understand the place of educational resources in teaching Tetun Literacy.</p> <p>To gain a working knowledge of the Curriculum Document for classes 3 – 6.</p>	<p>demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	
	<p>General teaching methods</p> <ul style="list-style-type: none"> • Questioning skills • Classroom preparation 	<p>To articulate and use different questions: informative, analytic, personal</p> <p>To develop the ability to lead and teach through questions.</p> <p>To encourage children to ask questions</p> <p>To demonstrate the ability to manage classroom time effectively.</p> <p>To create a classroom environment conducive to learning.</p> <p>To demonstrate effective skills, through reflective actions, respect for students, consistent treatment of students and appropriate rules.</p> <p>To demonstrate the practice of proper preparation of lessons, discipline and hard work.</p> <p>To create a positive</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units.</p> <p>This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		atmosphere in the classroom.		
	Assessment, evaluation and reporting	To understand the essential differences between Assessment and Evaluation To understand the importance of Assessment, Evaluation and Reporting To understand the steps necessary in the process of student assessment. To understand the place of self evaluation and evaluation of the program of teaching. To understand the need for effective and meaningful reporting, record keeping and portfolios.	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.	
	Music to enhance literacy and numeracy	To become familiar with children’s music tape and be able to teach students the songs on the tape. To be able to use song, music to enhance the literacy and numeracy program.	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.	
	Child protection and safety	To be made aware of safety in the school place	By the end of each of these units participants	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		<p>To be aware of hazards that can harm students To be aware of duty of care as a teacher.</p>	<p>should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	
	<p>Numeracy</p>	<p>To become confident, creative users and communicators of mathematics, able to explain the use of mathematics in their lives and situation.</p> <p>To develop an increased understanding of mathematical concepts and fluency with processes,</p> <p>To become familiar with all Mathematical areas in the East Timor curriculum and be able to deliver lessons to build up student's knowledge of Mathematics in all the areas.</p>	<p>By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.</p>	
<p>Music Program</p>	<p>Basic musical skills, percussion, song, rhythm, knowledge of music.</p>	<p>To gain knowledge and skills in being able to teach children to be able to play musical instruments-</p>	<p>By the end of each of these units participants should be able to demonstrate the</p>	

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		percussion etc, To be able to teach children song, rhythm, beat, mood, and other musical elements. To be able to use music for enjoyment and for the gaining of musical skills.	knowledge, skills and attitudes consistent with the information covered in these units. This is assessed by monitoring, assessment, review, work-place observation and self-assessment.	
Parent Training Program	Development stages of children.	To gain a knowledge of the development of the child from 0-12 and to have an understanding of the type of physical, social, emotional, intellectual development at the various stages	By the end of each of these units participants should be able to demonstrate the knowledge, skills and attitudes consistent with the information covered in these units. There is ongoing revision and time for self reflection.	The 2015 calendar of schools where we will be invited to deliver workshops and monitor teachers has not yet been set. All our workshops are delivered after they have been confirmed and approved by the Ministry of Education. The schools in which we have worked are across Timor Leste and dependent on a multitude of factors. These comments apply to all these activities

Programme/Project	Activity	Indicator	Expected Outputs	Comments
	Basic Tetun literacy skills – reading activities and questioning skills.	To gain basic skills in reading to children for enjoyment and being able to question them to enable them to think.	Parents are able to demonstrate reading to the group.	
	Fine motor skills development through handcrafts	To be exposed to various craft activities that they will be able to do with their children	Parents will show Involvement in all activities and be able to make various handcrafts	
	How to facilitate 'Written Expression' with children based on story reading.	To learn how to elicit a story from their children's drawings and be able to write it down so child can read their story back.	Parents will demonstrate newly aquired skills throughAt home activities	
	Introduction to classroom management and methods for assisting learning of their children within the classroom settings.	To gain some understanding of ways of working with children that are safe and that build up the child to be able to take responsibility for their own actions.	Parents will demonstrate newly aquired skills in this área, which will be evaluated via observation and discussion	
	Appropriate child protection practices	To become aware of child safety and good practices.	Parents will demomstrate increased awareness of child safety and good practice.	
Construcion of educational materials	Used for practical hands-on activites to enhance theliteracy and numeracy skills.	Clocks, scales, concentration games, number and alphabet charts	Parents will show Involvement in all activities and be able to make various handcrafts	
Production of Tetun reading scheme	To enhance the literacy scheme.	To gain skills in the construction of educational materials such as clocks, scales, concentration games, number and		

Programme/Project	Activity	Indicator	Expected Outputs	Comments
		alphabet charts.		

2.13. CHILDFUND Mainstreaming Parent Participation in School Governance TIMOR LESTE

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
Mainstreaming Parent Participation in School Governance	Capacity building training for PTA (series of training on formation of PTA group, leadership and project management)	USD70,570	PTA leaders demonstrate improved project management skills (participatory project identification, project proposal making and project implementation and monitoring)	<ul style="list-style-type: none"> 30 PTAs with 8 members each completed the series of capacity building training and have improved knowledge and skills in Participatory School Governance 	
	Minor School Facilities Repair	USD105,855	Specific school facilities improved through PTA school rehabilitation project	<ul style="list-style-type: none"> 30 school facilities improved 	
Child Agency Promotion	Formation and capacity building of health scouts in selected schools	USD62,927	School children demonstrate improved lifeskills and gained confidence	<ul style="list-style-type: none"> 18 functional health scouts with 20 active members established in 18 schools 1800 school children have attended healthy school promotion and campaign 	
	Formation and capacity building of peer tutors in selected schools	USD62,927		<ul style="list-style-type: none"> 6 functional peer tutor group with 4 active peer tutors established in 6 schools 90 Grades 1 to 3 regularly attending an after class session 	
	Formation and capacity building training of eco-scouts in selected schools	USD62,927		<ul style="list-style-type: none"> 4 functional eco-scouts groups with 15 members each group established in 4 schools 400 school children have participated in eco-scouts campaign on environmental 	

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
				protection, climate change and DRR	
	Integrating financial and social enterprise to Student Councils and other child-oriented groups	USD62,927		<ul style="list-style-type: none"> 4 Student Councils implementing after class sessions on social and financial literacy/education student councils in schools 100 school children have completed the series of after class session on financial and social enterprise 	
	Children's camp	USD12,927		<ul style="list-style-type: none"> 6 children's camps in 6 districts participated by at least 100 school children in each camp implemented 	
Children Against Violence: An Anti-Corporal Punishment Campaign	Formation and training of Children Against Violence (CAV) club	USD20,000		<ul style="list-style-type: none"> 12 functional CAV group with 20 members each actively campaigning child safety and protection in school and community (anti-bullying and anti-corporal punishment) 	
	Conduct of various CAV multi-media campaign on anti-bullying and anti-corporal punishment using active learning methods	USD3,000		<ul style="list-style-type: none"> 1200 school children (100 per school) have participated/witnessed in various campaigns 	
	Peace forum: District/sub-district level children's forum on bullying and corporal punishment	USD2,000	Reduced cases of bullying and corporal punishment in school	<ul style="list-style-type: none"> 120 active CAV members have attended the forum and expressed ideas and feelings on the issues 60 school personnels 	

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
				(directors and teachers) have participated in the forum and expressed ideas and feelings on the issues <ul style="list-style-type: none"> • 12 PTA leaders and members have participated in the forum and expressed ideas and feelings on the issues 	
	National Forum on Violence Against Children (inter-NGO and GO at Dili)	USD20,000		<ul style="list-style-type: none"> • One national NGO forum on VAC participated by MoE, MSS and MoJ and other line ministries conducted 	
Total budget		USD486,064		<ul style="list-style-type: none"> • 	

2.14. Water AID – WASH in Schools

Programa/Projeto	Atividade	Indicador	Resultado Esperado	Observações
WaterAid WASH in Schools, Liquiça District 1. EBS.no.1.2 Caicasa, Suco Gugleur, sub distrito Maubara. 2. EBS, Lacro, suco Dato, sub distrito Liquica.	WASH training to Child club, PTA, including Menstrual Hygiene Managent.	Students and teachers are working with DPO to create innovative and culturally appropriate disability-inclusive designs and adaption of facilities where necessary to improve access for students with disabilities	Child Club and PTA are able to monitor and promote hygiene within 2 sub-district schools in Liquica, including tippy tap maintenance and soap	March 2014 – March 2015
	Improve access to water supply in order to support sanitation and hygienic behaviours	Students from 2 schools, or 400 children, currently without access to a safe, adequate or acceptable water supply have access to sustainable water systems in line with national guidelines	4 sub-district schools in Liquica have Child Clubs in place to promote safe water quality and use. Students from 2 schools, or 400 children, currently gain access to a safe, accessible and gender sensitive sanitation Handwashing practiced before food feeding and after using toilet.	March 2014 – March 2015.
	Radio spot.	Quiz program and spot in radio comunity tokodede.	To ensure others comunity and parents trough media on critical time for handwashing with soap and using of toilet.	April 2014 – March 2015.

2.15. Plan International

Programme/Project	Activity	Indicator	Expected Outputs	Comments
Inclusive Education Program in 3 Districts (Dili, Aileu and Lautem)	ToT for 30 Masters teachers training	% of master teacher trainers increased their capacity on Inclusive education to support the regular teachers	Numbers of ToT and refreshment training for 25 masters training happen in Dili, Aileu and Lautem	
	Training for 100 classroom teachers	% of regular teachers have sufficient capacity to support children with disability in classroom	Number of training for 100 classroom teachers happen in Dili, Aileu and Lautem	
	Resource centre and special needs equipment for the centres		3 Resource centres and special equipment are established and provided in Dili, Aileu and Lautem	
	Awareness rising and advocacy	Increase the understanding and awareness of community, parents and relevant ministries to support the implementation of inclusive education program	Number of awareness rising meeting and activity happen in Dili, Aileu and Lautem	

2.16. Care International

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
Lafaek Learning Media	Children's' magazines (Lafaek Ki'ik) developed by CARE and distributed three times annually to all children enrolled in pre-school and Grade 1-2 primary education nationally	\$319,884	% of boys and girls who have improved achievement in literacy, numeracy, and knowledge	Improved learning outcomes	Lafaek Ki'ik will be distributed in early 2015 to 130,000 children enrolled in pre-primary and Grade 1-2 primary education.
	Community magazine (Lafaek ba Komunidade) produced, and targeted at caregivers and low literate and other vulnerable adults, distributed three times annually.	\$343,268	% increase of national adult literacy rates	Improved practices in support to families' well-being in health, nutrition and livelihoods	Lafaek ba Komunidade will be distributed in early 2015 to 80,000 households in rural and remote areas in 13 districts.
	Teacher's magazine (Lafaek ba Edukador) produced and distributed three times/annually to teachers of pre-primary to grade 6 levels.	\$196,855	% increase of boys and girls moving from grade 1 to 2 and grade 2 to 3.	Improved teacher knowledge of classroom management and child-centred learning	Lafaek ba Edukador will be distributed to all teachers in pre-primary to Grade 6 primary education.
School Dropout Prevention Pilot Program (SDPP)	Follow-up 4 Data Collection	\$102,131 ¹	# of follow-up data collections completed	Data gathered about students, teachers, and school characteristics	During the follow-up 4 data collection the team will collect data about student enrolment (for 2015), course performance, behaviour and attendance data for the last trimester of 2014.
	EWRS Trainings (INFORDEPE, Inspectors, and School Directors)	\$55,239	# of trainings conducted	Trainings conducted and materials distributed.	The trainings are aimed at INFORDEPE trainers, sub-district inspectors, and the non-SDPP school directors. The idea is to train these individuals so that they can be used as trainers/guides by the

¹ The costs under the SDPP project are only the direct activity costs, personnel costs are not included.

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
					schools/teachers in their districts
	Policy Dialogues (depending on when the initial results are ready to be shared)	\$3,000	# of policy dialogues conducted	Policy dialogues are conducted both at the district and national level.	The SDPP project plans to conduct policy dialogues with the GoTL in presence of relevant stakeholders (development partners) to discuss the initial project results and policy recommendations.
	Presentation of Findings (depending on when the final results are ready to be presented)	\$17,680	# of presentations delivered	Presentations will be delivered at the national and district levels to present the final findings of the project.	Once the final data collection and data analysis are over, the project will present the findings and analysis at both national and district levels.
	Translation and dissemination of Final Report	\$11,500	# of reports translated # of reports distributed	Final Report is translated and distributed	After the final report is received from CAII, CITL will translate the report and distribute it to all relevant stakeholders.

2.17. UNFPA

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
Comprehensive Sexuality Education	Hire two consultants to develop teaching materials on reproductive health for grade 3-6 (highest priority)	\$60,000	Number of schools in UNFPA supported districts (Ainaro, Baucau, Bobonaro, Covalima and Oecusse) offering comprehensive sexuality education programme adhering to national and global standards. <u>Baseline:</u> 10 <u>Target:</u> 18	Increased national capacity to design and implement community and school based comprehensive sexuality education programmes that promote human rights and gender equality and increase the availability of young people to comprehensive quality sexual and reproductive health information and services.	The recruitment will be conducted by UNFPA. Selected consultants will be based at the reform curriculum office.
	Printing of teaching materials.	\$10,000			Subject to further discussion
	Training to staff and teachers of MoE on the utilization of the teaching materials.	\$5,000			
	Monitoring of the utilisation of materials in selected schools.	\$3,000			
	Conduct workshop on SRH, gender equality, HIV/AIDS to teachers and students in selected schools.	\$5,000			
	Emotion Management training to teachers.	\$4,000			
	Recruit consultant to develop teaching materials on reproductive health for Grade 7-12.	\$50,000			Subject to further discussion
	Celebration of International Day of the Girls Child.	\$5,000			

3. ENSINO SECUNDÁRIO

3.1 Australia - ETELP – Timor-Leste English Language Program (Indonesia Australia Language Foundation)

Program/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments	
ETELP – Timor-Leste English Language Program (Indonesia Australia Language Foundation) <i>Component 1: Pre-service teacher training for English Language Department, UNTL</i>	Development of the English Language Centre (ELC) at UNTL	USD 1.1 million	ELC management team in place	ELC providing EL training and resources to meet UNTL needs		
	Professional Development Program for English Department lecturers at UNTL		Program established # lecturers participating	Improved English language proficiency and quality of teaching		
	Curriculum development of selected B.Ed courses		Revised curricula approved by UNTL Curriculum Committee	Course curricula updated, and its implementation monitored and evaluated		
	A range of student activities for English Department students linked to resources in ELC		Program of activities with student participation	Ongoing student-led program of English-medium activities		
	In-service training program designed, taking into account the local context for delivery		A Program Design Document produced for Certificate I,II and III	A model for in-service training developed, to be finalised in 2016		
	<i>Component 2: Trialling a model of in-service teacher training for English Language teachers in Ainaro and Manufahi</i>	In-service training program delivered in two provinces (completed in April 2016)		Training sessions held in Ainaro and Manufahi # teachers participating	Completion of Certificate I and II by teachers in the districts	
		In-service training program accredited by INDMO		INDMO accreditation obtained	An accredited in-service program for EL teachers	

3.2. Brasil - PQLP

Programa/Projeto	Atividade	Indicador	Resultado Esperado	Observações
<p>PQLP/CAPES/UFSC*</p> <p>Projeto: Formação inicial e continuada dos docentes;</p>	<p>Local: INFORDEPE</p> <p>f) Desenvolvimento de projetos de ampliação e organização do acervo da biblioteca do INFORDEPE e Escola Secundária 5 de Maio.</p> <p>g) Formação continuada e apoio pedagógico na Escola Secundária 5 de Maio.</p>		<p>f) Organização e ampliação da biblioteca do Infordepe e da Escola 5 de Maio. juntamente com professores bolsistas brasileiros das diversas áreas do conhecimento e de funcionários do Infordepe de modo a partilhar processos organizadores e aprendizagem de mediadores de leitura;</p> <p>g) Oferta de cursos de formação pedagógica e curricular. Acompanhamento nos planejamentos e atividades de sala de</p>	

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3.3. Portugal PFICP

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados	Obs.
7. Projeto de Formação Inicial e Contínua de Professores (PFICP)	a) Formação inicial de docentes para o ensino básico através de colaborações com o INFORDEPE, a UNTL e o Instituto dos Maristas em Baucau; b) Formação complementar para equivalência ao grau de bacharelato para docentes do ensino básico que se encontram no sistema mas que não possuem habilitações necessárias ao ingresso na carreira docente; c) Formação de professores do 3º ciclo e do ensino secundário no âmbito da implementação dos novos currículos, manuais de aluno e guias de professor; d) Formação de professores do ensino secundário técnico-vocacional nas áreas da língua portuguesa, currículos, manuais de aluno e guias de professor.	a) <i>Obtenção por 3900 docentes timorenses do grau de bacharel;</i> b) <i>Obtenção por 450 estudantes da Formação Inicial de Professores;</i> c) <i>Atualização dos conhecimentos de 150 docentes/formadores timorenses em várias áreas de formação e reforço das suas capacidades científicas e pedagógicas;</i> d) <i>Atualização dos conhecimentos de 2000 docentes timorenses do 3º ciclo e 2000 de docentes do ensino secundário nas várias áreas de formação, reforço das suas capacidades científicas e pedagógicas e sua colocação em prática dos programas curriculares, usando adequadamente os manuais de aluno e os guias de professor;</i> e) <i>Obtenção por 380 docentes do ensino secundário técnico-vocacional de aproveitamento nos Cursos de Oficinas da Língua e Especialização, atualização dos seus conhecimentos nas várias áreas de formação, reforço das suas capacidades científicas e pedagógicas e sua colocação em prática dos programas curriculares, usando adequadamente os manuais de aluno e guias de professor.</i>	Formação de formadores e professores timorenses nas vertentes pedagógica e científica em todas as disciplinas do currículo de ensino nacional.		<i>Indicadores do projeto serão redefinidos com base nos resultados observados no final de 2014.</i>

4. ENSINO RECORRENTE

5. ENSINO SUPERIOR

5.1. Australia Awards Timor-Leste Program

Program/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
Australia Awards Timor-Leste Program (GRM International)	Australia Awards Scholarships	USD 5.0 million	# Timorese women and men with formal tertiary qualifications from Australian institutions	Timorese women and men supported by the program have increased capacity and leadership skills so that they can contribute to development in Timor-Leste	
	Australia Awards Scholarships		Alumni applying their knowledge and skills in the workplace	Timorese women and men supported by the program are applying their knowledge and skills in the workplace	
	Australia Awards Scholarships: Graduate Internship Program		% GGIP interns made permanent in placed employment	Timorese women and men supported by the program are applying their knowledge and skills in the workplace	Expansion of Government Graduate Internship Program to private sector in 2015. Program still to be developed
	Australia Awards Scholarships		Evidence that alumni contributing to Timor-Leste's development	Improved service delivery, economic development, and governance across the priority areas agreed in the Strategic Planning Agreement for Development	
	Australia Awards Scholarships		Awardees maintaining links with other Timorese and Australian alumni,	Timorese Alumni complete activities involving collaboration	This activity is supported primarily through the AAATL (Australia Alumni

			institutions and organisations	with individuals and organisations in Australia	Association Timor-Leste)
	Australia Awards Scholarships		Awardee (networks) maintaining links with Australia	Alumni networking to strengthen links between Timor-Leste and Australia	This activity is supported primarily through the AAATL (Australia Alumni Association Timor-Leste)
	In-Country Subsidies		# Timorese women and men, particularly the financially disadvantaged, with formal tertiary qualifications from Timor-Leste institutions	Timorese women and men supported by the program have increased capacity and leadership skills so that they can contribute to development in Timor-Leste	Implementation Plan still in progress
	In-Country Subsidies		Alumni applying their knowledge and skills in the workplace	Timorese women and men supported by the program are applying their knowledge and skills in the workplace	
	In-Country Subsidies		Evidence that alumni contributing to Timor-Leste's development	Improved service delivery, economic development, and governance across the priority areas agreed in the Strategic Planning Agreement for Development	
	Other scholarship programs		# Timorese women and men with completed (short-term) training Alignment with DFAT's other country program investments in Timor-Leste	Timorese women and men supported by the program have increased capacity and leadership skills so that they can contribute to development in Timor-Leste	

	Other scholarship programs		JSSF (Justice Sector Support Facility) alumni are working with GoTL JSSF alumni working in more senior roles within the justice systems	JSSF alumni contributing to development of Timor-Leste	Existing program winding down and is expected to be completed 2014 or 2015 (depending on successful completion of recipients' study program)

5.2 Portugal – Capacitação UNTL

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados	Obs.
3. Projeto de Apoio à Capacitação da Universidade Nacional de Timor Lorosa'e (UNTL)	Capacitação, em Língua Portuguesa, de funcionários e docentes da UNTL, bem como de futuros quadros timorenses, em parceria com a FUP.	Instalação da Faculdade de Direito da UNTL, auto-suficiência na lecionação da licenciatura e consolidação do corpo docente e órgãos dirigentes. Estabelecimento da Faculdade de Direito como referência para o desenvolvimento da ciência jurídica aplicada à realidade timorense, formando juristas qualificados para as profissões forenses e assessoria jurídica ao Governo e Administração Pública.	Consolidação da UNTL enquanto Universidade Pública de excelência, como pilar do desenvolvimento de Timor-Leste. Apoio na implementação dos seus estatutos e promoção da Língua Portuguesa como língua oficial de instrução.	250,000 €	

5.3. Portugal – Bolsas de Estudo

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados	Obs.
4. Bolsas de Estudo – graduação e pós-graduação	50 bolsas de estudo para níveis de licenciatura, mestrado e doutoramento	40 bolsas para obtenção do grau de licenciatura na UNTL. 10 bolsas para obtenção do grau de mestrado e doutoramento em Portugal.	Formação de quadros e formação de nível superior.	56,000 €	
6. Bolsas de Estudo de Língua Portuguesa	Bolsas de estudo atribuídas pelo ICA, destinadas à frequência de cursos anuais e de Verão de língua e cultura portuguesa. Bolsas de Investigação.	Aperfeiçoamento da competência linguística em Língua Portuguesa. Cooperação na área da língua e da cultura portuguesa e lusófona.	Cooperação na área da língua e da cultura portuguesa e lusófona.	6,000 €	

5.4. Brasil – PQLP

Programa/ Projeto	a) Atividades	Indicadores	a) Resultados Esperados	Custos Estimados
<p>PQLP/CAPES/UFSC</p> <p>PROJETO: Ensino e Difusão da Língua Portuguesa no Timor-Leste</p>	<p>b) Ensino da Língua Portuguesa, abrangendo as habilidades de falar, ouvir, ler e escrever;</p> <p>c) Desenvolvimento de projetos compartilhados entre estudantes leste-timorenses e professores brasileiros em que a língua portuguesa esteja presente como mediadora na construção coletiva de saberes;</p> <p>d) Proposição de projetos compartilhados de metodologias ativas do ensino de língua portuguesa para diversos níveis de competência linguístico-discursiva a públicos diferenciados;</p> <p>e) Realização de projetos</p>	<p>400 (estudantes e professores)</p> <p>Indicadores de qualidade:</p> <p>a) Produção em parceria;</p> <p>b) Aferição de resultados durante e ao final do processo;</p> <p>c) Oferta de resultados para divulgação aos interessados e à</p>	<p>b) Oferecer cursos modulares que atendam às demandas dos estimados 400 estudantes e professores da UNTL com índice de satisfação e resultados eficientes;</p> <p>c) Aprendizagem coletiva na execução de projetos em partilha com metodologias ativas de ensino-aprendizagem e pesquisa;</p> <p>d) Execução dos projetos propostos com envolvimento de estudantes da</p>	<p>Necessidade de apoio explícito do Ministério da Educação do Timor-Leste em todas as etapas, inclusive na organização das atividades e na avaliação e divulgação dos resultados de cada projeto, tanto na mídia televisiva local quanto em forma de eventos e publicações de caráter acadêmico-científico</p>

Programa/ Projeto	a) Atividades	Indicadores	a) Resultados Esperados	Custos Estimados
	compartilhados de ensino e pesquisa de literaturas de expressão portuguesa e de literatura leste-timorense e de metodologias ativas de ensino dessas literaturas;	comunidade local, regional e internacional	graduação, pós-graduação e professores; e) Divulgação dos resultados de todas as parcerias realizadas em várias mídias e modalidades acadêmico-científicas.	

5.5. Brasil – IES Privadas

Programa/Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados
PQLP/CAPES/UFSC apoio ao ensino superior.	IES Privadas IOB, DIT, Fundação Canossa, UNTL, UNIDIL, UNPAZ	Oferta de cursos de língua Portuguesa a 160 professores dessas instituições de ensino superior	Oferecer cursos modulares que atendam às demandas dos estimados 160 professores dessas IES com índice de satisfação e resultados eficientes;	Apoio das IES privadas em parceria com o METL
Projeto Pró Mobilidade Associação dos Países de Língua Portuguesa/CAPE S	Promover amplo debate sobre a educação em Timor-Leste, através de um evento que seja um espaço privilegiado para a discussão acadêmica onde serão expostos resultados de pesquisas, relatos de ensino e aprendizagem. Além de fomentar o diálogo interdisciplinar entre vários campos do saber conectados à educação,	250 inscritos	Trocas de experiências, aprendizagem da língua portuguesa, oportunidade de conhecer outras culturas, convivência universitária	O projeto está se ampliando e envolvendo docentes e estudantes. Assim, estão em andamento pesquisas científicas em conjunto com envolvidos. O projeto deu

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados
	<p>Promover uma mobilidade entre docentes e estudantes da UNTL e Infordepe, e, estudantes da UFSC.</p> <p>Desenvolver e acompanhar projetos que estejam em consonância com o cotidiano timorense.</p> <p>Acompanhar e avaliar ações pedagógicas dos cooperantes, investigando o impacto na formação dos professores timorenses e também a utilização do português como língua de ensino.</p> <p>Realizar mini-cursos e mesas redondas (mensais) para problematizar e divulgar a produção científica dos</p>	10 pessoas ao ano		<p>oportunidade para a criação de um Grupo de estudos de ensino de ciências, GEECITE, que realiza seleção de bolsistas para virem ao Brasil, cresceu muito e se consolida na UNTL. Além disso, outros grupos de estudo estão se consolidando na Faculdade de Ciências Políticas; estão sendo realizados cursos de extensão com temas tais como: “Descolonizando a</p>

Programa/ Projeto	Atividades	Indicadores	Resultados Esperados	Custos Estimados
	professores timorenses e brasileiros na área de educação científica e tecnológica			língua portuguesa”; aulas de língua portuguesa para professores (Faculdade de Ciências Políticas); apoio em disciplinas (2º semestre).

5.6. USAID – Hillary Clinton Scholarships

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
Timor-Leste Hillary Clinton Scholarship Program	Scholarships to Timorese national for higher education in the United States of America. Five students will be in their second academic year of study in the U.S. It is estimated that another 10 students will be in their first year of academic study in the U.S.	The participant costs for each student to complete his/her Associate's Degree is \$95,304.	Successful completion of higher education program in the United States.	The Clinton Scholarship Program will enable individuals to acquire advanced knowledge, skills and capacity to support Timor-Leste's National Development Priorities and the achievement of USAID/Timor-Leste's Strategic Objectives.	Program planning is done on a Fiscal Year basis. FY 2015 is from October 2014 to September 2015
	Staff will recruit and select candidates for the last cohort of students to go to the U.S. for higher education in future years.	Administrative costs for recruitment and selection are not separately identified.	Candidates who meet required criteria for selection.		

5.7 . New Zealand Development Scholarships

Programme/Project	Activity	Estimated Cost	Indicator	Expected Outputs	Comments
New Zealand Development Scholarships	NZDS promoted, candidates selected and prepared	250,000	Up to 15 quality NZDS candidates selected for 2016 intake	Up to 15 students awarded NZDS	
	NZDS awardees study toward degrees at NZ tertiary institutions	2,250,000	40 students on-award	40 students graduate with degrees from New Zealand tertiary institutions	

6. GESTÃO

6.1. Banco Mundial

Programme/Project	Activity	Indicator	Expected Outputs	Comments
<p>Education Sector Policy Advisory Support: <i>Technical Assistance</i></p> <p>The objective of this TA is to promote debate on existing education policy reform initiatives in Timor-Leste and promote exchanges on lessons learned from international experience.</p> <p><i>(Note: This is to be discussed and agreed with MOE)</i></p>	<p>Education Knowledge Forum <i>(FY2015)</i></p>	<ul style="list-style-type: none"> • Government policy/strategy informed • Design capacity strengthened • Facilitate exchange of best practices w/ clients and partners 	<p>Series of knowledge forums focused on selected themes.</p>	<p>Put forth findings from recent analytical work on the Timorese education system and promote debate over proposed recommendations.</p> <p>The events will include broad stakeholder participation including different government agencies, civil society and development partners.</p>