



Southeast Asian Ministers of Education Organization (SEAMEO)
SEAMEO Regional Training Center

Global Leadership and Management in Higher Education: Innovations and Best Practices on Inclusive Education in Timor-Leste

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Timor-Leste

The Outline of Presentation

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- B. Education Vision for Timor-Leste
- C. Panorama of Inclusive Education Policy
- D. Strategy of Government Timor-Leste
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- G. The Education Challenge
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- I. What we want to achieve in the future?
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Timor-Leste



A. Country Report

- ❑ Timor-Leste was under occupied by Portuguese during 450 years and 24 years under Indonesia;
- ❑ During 3 years under United Nation (UN) 1999 – 2001 preparation to be full independent on 20 May 2002;
- ❑ The total of population Timor-Leste is **1,183,643 million**;
and **people with disabilities 38,118 (3,2 % of Population TL)**;
 - ❖ Male : 20,140 (3,4 %)
 - ❖ Female : 17,978 (3,1 %)
- ❑ Types of disabilities:
 - Seeing : 2,1 %
 - Walking : 1,4 %
 - Hearing : 1,2 %
 - Intellectual/mental : 1,0 %



B. Education Vision for Timor-Lest

- ❑ “In 2030 the population of Timor-Leste will be educated, knowledgeable and qualified to live a long and productive lives, respectful of peace, family and positive traditional values;
- ❑ All individuals will have the same opportunities to access quality education that will allow them to participate in the economic, social and political development process, ensuring social equity and national unity”
- ❑ All students with disability the same right to access in all level education and higher education/university.



Formasaun Edukasaun Inkluzivu ba Formador husi Munisípiu Ainaro, Baucau no Bobonaro

Dili, 11–16 Feveireiru 2019



- Mr. Antoninho Pires – the Director General Policy Planning and Partnerships is giving his official opening remarks on training for the Master Trainer / TOT regarding on Inclusive Education in Dili February 2019;
- The Establish Master Trainer prepared for Regionals are far from the capital of Dili;



C. Inclusive Education Policy has approved by Government Timor-Leste

- The specific objectives and proposed actions of the National Policy on Inclusive Education are as follows:
- Enroll all children in the Basic School (9 years basic Education) and children with especial needs the same rights learn together (inclusiveness) in all public schools;
- Reduce repetition and drop-out rates;
- Develop alternative/recurrent education learning programmes for basic education
- Create learner-friendly environments - inclusive, effective, protective, gender-responsive, and participatory - at all levels of the education system;
- Students with especial needs can access basic education to higher education/university;

D. Strategy of Government Timor-Leste

- a) Reform curricula and provide textbooks and other learning and teaching materials supportive of inclusive education at all levels of the system;
- b) Strengthening the capacity of teaching, and provide technical support to pedagogic advisors, lecturers, teachers, and other educational personnel;
- c) Strengthening data collection, Teachers Training Continue monitoring and evaluation systems;
- d) Promote the participation of the private sector and communities in implementing inclusive education programs;
- e) Adaptation curriculum of development Inclusive Education integrated to all level education from Pre-School to higher education including Recurrent Education/Non-Formal Education;



The main activities during teachers training:

- ❑ The facilitator trained all member of TOT how to become good trainers in Regional Level;
- ❑ How train the teachers to help students with special needs in regular schools
- ❑ Train teachers how to teach students with disabilities such as seeing, braille, pshychaly and other disabilities in schools



Students Learn and Play together at school



- f) Ensuring quality education for disabled children in mainstream schools;
- g) Strengthening the capacity of National and Regional Directorates to participate in the development Inclusive Education Policy plans and to understand and implement the social policy tools;
- h) Educational achievement of children with disabilities – how does achievement compare to that of non disabled children,
- i) The resources are needed globally and nationally, to meet SDG for disabled children;
- j) The government of Timor-Leste has worked on recently that particularly related to disability-inclusive SDGs and aid effectiveness for people with disabilities;



Ex-Minister of Education Visited Students with special needs at Resource Centre on Inclusive Education in Dili. 3rd April 2018

E. Our achievements

- ❑ Timor-Leste already has National Policy on Inclusive Education;
- ❑ Timor-Leste through Ministry of Education has established three Resource Centre on Inclusive Education;
- ❑ Inclusive Education has trained 520 teachers about Inclusive Education in National and Regional Levels;
- ❑ Ministry of Education conducted 1st International Conference of Inclusive Education;
- ❑ socialization with districts superintendent, school inspectors, school directors, teachers and students on Inclusive Education and how we can work together;
- ❑ Ten (10) inter-Ministerial work together for implementation national Policy on Inclusive Education;

F. Strategic Plan on Inclusive Education 2021 - 2025

- ❑ To improve the efficiency and reduce the costs of education systems - fewer drop outs, less wastage, lower costs;
- ❑ To promote individual and national economic, social and political development;
- ❑ Solidarity - to promote social cohesion and inclusion to live together and welcome diversity
- ❑ To fore full internationally mandated goals – Education for All (EFA) targets and the Sustainable Development Goal (SDGs);
- ❑ Make sure everybody or students has equal opportunities and access to Inclusive Education;
- ❑ Socialization of National Policy on Inclusive Education in all regional;
- ❑ 2nd International Conference on Inclusive Education in Timor-Leste;

G. The Education Challenge

- ❑ We have not yet cover providing training for all teacher entire nation;
- ❑ Most of the teacher must be learn more through intensive training on Inclusive Education to all teachers;
- ❑ Children school age in rural areas access school yet at public school;
- ❑ Children with impairment still limited to access formal education in all levels;
- ❑ All the building of the school still need to provide accessible for students who have physically impairment;



**Ex Minister of Education Prof. DR. Fernando Hanjam
visited Resource Centre on Inclusive Education
in Dili 3rd April 2018**

I. Where are we now?

- National Office of Inclusive Education within the Ministry of Education;
- Inclusive Education under Director-General of Policy Planning and Partnerships – Directorate of Policy Planning Monitoring and Evaluation;
- The National of Inclusive Education Department is continue implement annual programs to cover all Municipalities in entire Timor-Leste;
- Inclusive Education in Timor-Leste has established 100 Master Trainers in 10 Regional;
- Inclusive Education Department has trained 520 regular school teachers;

J. What we want to achieve in the future?

- ❑ Improve the National Office of Inclusive Education at Ministry of Education to achieve annual action plan of National Policy on Inclusive Education;
- ❑ Develop of Resource Centre of Inclusive Education teacher Training continue for all teachers in regular schools;
- ❑ Develop and Improving capacity building Inclusive Education with stakeholders;
- ❑ Technical support for training teachers on Inclusive Education with national and International partnerships;
- ❑ Develop the Resource Centers through teachers training continue for all teachers;
- ❑ Socialization to increase understanding and awareness of Inclusive Education to all principals schools, local leaders and Parents Teachers Association (PTA)
- ❑ Monetarization for the progress development of Inclusive Education in entire Timor-Leste;
- ❑ Improve data collection of disability statistics in all Municipals and schools;
- ❑ Improve access for children with disabilities to early childhood education;
- ❑ Establish 13 focal point to organize and working together in all school in Regional and Municipal level;

K. Conclusion

- ❑ Inclusive Education was in order to facilitate the children with especial needs and to fill the gap that ME can do beyond their capacities in order to provide access to education for all school-age-children;
- ❑ Inclusive Education is the alternative unit in order to guarantee educational access to all children particularly those who needs especial help such deficient, drop-out, abandoned children with various factors;
- ❑ IE in the middle of strengthening its office by networking, consultation, and collaboration with relevant partners in order to improve its service to the people of Timor-Leste;
- ❑ The overall focus must be on strategies to remove barriers to learning participation for all children;
- ❑ All children have right to education as stated on RDTL constitution in order to meet the SDG's and EFA goals;

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Thank You