



BRIEF ANNUAL REPORT FOR TIMOR-LESTE 2020 UNESCO JAKARTA OFFICE

UNESCO Jakarta Office

Brief Annual Report for Timor-Leste 2020

Introduction

The UNESCO Office Jakarta serves as UNESCO's representative office to Timor-Leste (as well as Brunei-Darussalam, Indonesia, Malaysia and the Philippines), and is UNESCO's Regional Sciences Bureau for Asia and the Pacific, the principal office for implementation of Science programmes in Asia and the Pacific.

UNESCO Jakarta operates an Antenna Office in Dili, ensuring a permanent in-country presence in Timor-Leste. The Dili Antenna Office will ensure continuous liaison with the United Nations agencies as well as other donors and partners in Timor-Leste. Through regular briefings and interactions, this will ensure that the projects are fully aligned with and complementary to other donor and partner agency activities and initiatives, and that the donor community in Timor-Leste is fully briefed and receptive to the full-scale proposal document to be delivered.

As the full report for the activities conducted in Timor-Leste in 2020 is being prepared, this brief report serves as the preliminary use before the full document is finalized.

This document will briefly highlight activities been achieved, conducted throughout the year of 2020, and continuously conducted in year ahead of 2021 and beyond.

Activities in the areas of Education, Disaster Risk Reduction, Water and Environmental Sciences, Social and Human Science, Policy and Capacity Building, Culture and Communication and Information will be highlighted in this report.

Areas of UNESCO Jakarta Office Programmes in Timor-Leste in 2020

Stakeholder Consultation Meeting on UNESCO Country Strategic Document for Timor-Leste 2021-2025



As a first step of the formulation of the new UNESCO Country Strategic Document (UCSD), UNESCO Jakarta, through Dili Antenna Office organized an engagement and consultation meeting which was well-attended by the key stakeholders and relevant UNESCO

partners in Timor-Leste. The meeting, conducted in 19 August 2020, was aimed at synergizing the UNESCO Country plan with the Timor-Leste UNSDCF 2021-2025.

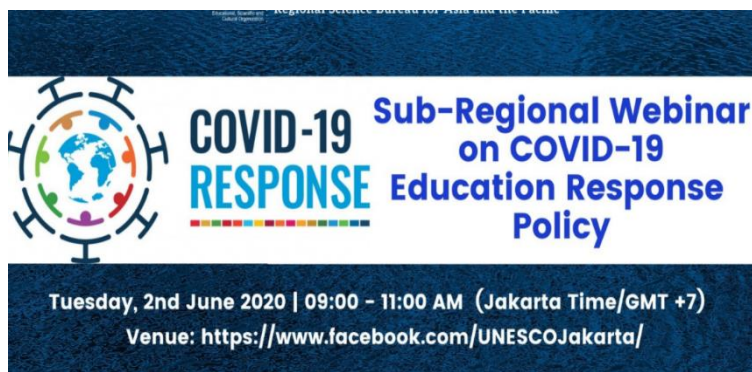
The meeting was commenced by Mr. Roy Trivedy, UN Resident Coordinator, Professor Shahbaz Khan, Director and Representative of UNESCO, and Director-General for Multi-lateral Department, Mr. Jesuino Alves. Around 60 participants ranging from Government pertinent stakeholders, Civil Society Organizations, Academia, UN agencies, Embassies were present at the meeting.

UNESCO reaffirmed its commitment for continued support in implementing of UNSDCF and SDGs through its highlighted areas of programs. Furthermore, it was also underlined the ownership by the Government of Timor-Leste on the program areas and ensure that national priorities are well reflected in the UNESCO's country strategic document for the next five years.

1. Education

1.1. COVID-19 Education Response Policy Webinar 'Education Policy for Continuity of Learning through Alternative Delivery Modalities in Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste'

On 2 June 2020, UNESCO organized a sub-regional webinar on Covid-19 Education Response Policy and broadcasted through UNESCO Jakarta Facebook Live. The webinar aims to sharing the national education policies and strategies adopted or newly developed for the country's immediate actions in order to explore



strategic ways to address challenges amidst and post-situation of COVID-19 for continuity of learning for all. Around 110 participants were present at the Webinar, they represented the Ministries, National Government Institutions, Education Centers, Universities, Regional Organizations, Education Experts, National Commissions for UNESCO and Schools. There were around 121,186 people reached and interacted through UNESCO Jakarta Facebook during and post the event.

The webinar is accessible on: <https://www.facebook.com/UNESCOJakarta/videos/275963960258774/>

1.2. Capacity Building on Education for Sustainable Development (ESD)

Under the Project titled "Action-oriented ESD Capacity Building Trainings for Institutional Change in Tourism Vocation Education for Sustainable Development in Indonesia and Timor-Leste through South-South Cooperation", UNESCO Jakarta with cooperation with Development of Quality Assurance for Vocational Education Business and Tourism (BBPPMPV Bispar) and Ministry of Education, Youth and Sport (MoEYS) conducted Capacity Building Training on the Development of Teachers' Guidebook for Tourism Vocational Education for Sustainable Development (ESD). The training is part of the South-South Cooperation to exchange knowledge and best practices in ESD especially in the area of tourism vocational education between two countries. The training was held from 7 to 10 January 2020 in Depok, Indonesia with participation of principals, teachers and officials from MoEYS and Timor-Leste National Commission for UNESCO (TLNCU) with trainers from the BBPPMPV Bispar.



As continuation of the training in Indonesia, UNESCO in cooperation with TLNCU also conducted Teacher Training for the Action-oriented ESD Capacity Building Trainings for Institutional Change in Tourism Vocation Education with Timor-Leste context at Dili, Timor-Leste on 5 to 8 February 2020. With participation of MoEYS representatives, TLNCU and teachers from 8 tourism vocational schools in Timor-Leste, the training was aiming at providing teachers with adequate knowledge on tourism vocation education linked with ESD.



1.2.1. UNESCO Jakarta Office organized a Training for Tourism Vocational Education for Sustainable Development (ESD) in Dili, Timor-Leste on 1-3 October 2020.

This training aimed to provide capacity building to curriculum developers and teachers to action-oriented tourism vocation education for sustainable development which can enable them to share expertise and experiences in institutional change in vocation education in tourism.



Around 40 tourism vocational school teachers from eight tourism schools in eight municipalities in Timor-Leste participated in the training. All the participants has completed trainings for integration of sustainable development to four subjects of tourism vocation education which are Tour and Travel, Hospitality (Hotel Accommodation), Marketing and Communication, and Communication in English for Tourism, and will be implementing these to classroom practices.

1.3. Revitalizing Green School Actions for Education for Sustainable Development (ESD) for 2030

UNESCO is the leading UN agency on Education for Sustainable Development (ESD) since the adoption of United Nations Decade of Education on 2002. ESD is widely recognized as an integral element of 2030 Agenda, in particular Sustainable Development Goal 4 (SDG 4), and as a key enabler of all other SDGs. UNESCO is fostering stakeholder commitment to ESD, including nationwide multi-stakeholder initiatives (NAMSIs), expanding and reinforcing national and sub-regional partnerships and networking opportunities for ESD.



To contribute to the achievement of SDG4 and ESD, UNESCO Jakarta initiated an activity of “Revitalizing Green School Actions for Education for Sustainable Development (ESD) for 2030 and as part of Education Response to COVID-19 to Build Sustainable, Peaceful, and Resilience in Southeast Asia. The initiative was implemented through the organization of a sub-regional Forum on ESD, on 22 September 2020, a virtual Training of Trainers (ToT) on 3-4 November 2020, and around 10 (ten) representatives from the UNESCO Associated Schools (ASPnet) in Timor-Leste that participated in the online forum and a study on “Policy Brief on Sub-regional Green School Actions for ESD and Response to COVID-19 and Impact Study Report on The Implementation of Green School Actions in Brunei Darussalam, Indonesia, Malaysia, The Philippines and Timor-Leste”.

1.3.1. UNESCO organized a webinar on Sub-regional Forum on Education for Sustainable Development (ESD): Revitalizing Green School Actions for Climate Change to Build Sustainable, Peaceful and Resilient Southeast Asia, on 22 September 2020.

The webinar aimed to: revitalize the sub-regional Green School Actions for ESD 2030, foster stakeholder commitments to ESD for 2030, and reinforce national and sub-regional partnerships and networking opportunities for ESD, as well as share Education Response to COVID-19, in order to build sustainable, peaceful, and resilient Southeast Asia.

Around 740 participants, representing the Ministries of Education, Institutes, Universities, Teachers, Green School Stakeholders, UNESCO Associated Schools Network (ASPnet), and National Commissions for UNESCO from the Cluster countries under UNESCO Jakarta, joined the event. More than 1,000 people interacted through UNESCO Jakarta Facebook during and after the online event.



The main session of the event was sharing of country reports on Education for Sustainable Development (ESD)/Climate Change Education Policy and Strategy in Education Response to COVID-19 and National-wide Stakeholder Initiatives (NAMSIs) for ESD/climate change education for sustainable development (CCESD) by the 5 cluster countries, including current situation, challenges and recommendations.

The country reports noted that policies are present in relation to ESC/CCESD which are common to all as well as each country has specific responses to the current COVID-19 health crisis. The countries are coping with common challenges specifically in implementing online/distance learning. All countries have similar recommendation in implementing and expanding green schools initiatives even during the pandemic period. Dr Mee Young Choi summarized the presentations and identified four common issues from the five cluster countries: 1) sustainability of initiatives - stressing on participation and sustainability of ESD programme comprehensively, 2) connectivity – national initiative under the national effort in improving connectivity particularly covid-19 related challenges, 3) lack of distance learning access, especially during covid-19 pandemic, as well as teacher capacity, especially to cooperate with parents during distance learning session, and incentive mechanism, and; 4) actions-implementation practices for curriculum integration under the national policy.

The webinar is accessible on: <https://www.facebook.com/UNESCOJakarta/videos/>

1.3.2. UNESCO Office Jakarta organized a two-day virtual Training of Trainers (ToT) on “Revitalizing Green School Actions for Education for Sustainable Development (ESD) for 2030 and as part of Education Response to COVID-19 to Build Sustainable, Peaceful, and Resilience in Southeast Asia.

The virtual training conducted on 3 and 4 November 2020 joined by 30 representatives from the Ministry of Education, principals, and teachers from Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor-Leste.

The two days virtual ToT meetings were successfully conducted with trainers delivering sessions on Environmental and Climate Change Education, Energy and Carbon Footprint, Importance of Forests, Waste 3R, Smart Water and Green School, and Awareness and Behaviour. The sessions gave insights to participants on the critical environmental issues and how green actions through education could influence a sustainable future.



At the end of the session, the participants exchanged their views and country's best practices on Green Schools Action and issues. Representative from Timor-Leste shared his Green School Actions such as replanting, community level environmental project and school farming. The sharing experiences is expecting to provide insight to participants on Green School Actions plans and implementations at respective schools and country's context.

On 10 December 2020, UNESCO Jakarta organized the Final Review Meeting of “Revitalizing the Sub-regional Green School Actions for Education Sustainable Development 2030 and Response to COVID-19” to present the findings in the draft report of the study and gather feedback from the Member States.

With participation of 34 representatives from the Ministry of Education s, ASPNet Coordinators, teachers and principals, from Brunei Darussalam, Indonesia, Malaysia and The Philippines, the Final Meeting has successfully gathered information and feedbacks to be incorporated to the “Policy Review and Impact Study Report”. The report aims to strengthen ESD Policy in the sub-regional level and seek to revitalize green school actions for climate change to build sustainable, peaceful and resilient Southeast Asia under the vision of ESD for 2030.

1.4. Post-Project of Cycle 3 of Basic Education for Mathematics and Science in Timor-Leste: Education Response to COVID-19 in Advancing the National Educational Broadcasting System to Ensure the Continuity of Learning in Basic Science Education for All in Timor-Leste.

1.4.1. Signing Grant Agreement between UNESCO and KOICA for Education Response to COVID-19 to Strengthen the National Capacity in Educational Broadcasting System in Timor-Leste



UNESCO and Korean International Cooperation Agency (KOICA) have strengthened the long-term partnership through a mutual agreement for Basic Science Education Project (2020-2021) in Timor-Leste with technical and financial supports respectively.

The project is part of UNESCO-KOICA's cooperative Education Response to COVID-19. Mr. Sik-hyun Kim, the Country Representative of KOICA Country Office in Timor-Leste, and Dr. Shahbaz Khan, the Director and Representative of UNESCO Jakarta office have signed on Grant Arrangement through a virtual meeting on 19 November 2020.

The new project aims at strengthening the National Capacity of Educational Broadcasting System (EBS) enabling Basic Education School-aged children and youth's continuity of learning through distance learning opportunities during and post COVID-19 in cooperation with the Ministry of Education, Youth and Sport in Timor-Leste. As a continuation from UNESCO's previous project on Basic Education in Timor-Leste titled "Quality Education for All: The provision of national textbooks student workbook, teacher guidebook and teacher trainings for 3rd cycle Math and Science in Timor-Leste" which was implemented in 2014 to 2018, this project is expected to support the achievement of Sustainability Goal 4 in Quality Education.

In consideration of the current unprecedented disruption of the Pandemic, this project expects its significant impacts to both teachers and students facing considerable teaching and learning challenges across the country in Timor-Leste.

1.4.2. Inception Meeting for the Post-project Cycle 3 of Basic Science Education in Timor-Leste

On 22 December 2020, UNESCO Jakarta organized a virtual inception meeting for the Post-project of Cycle 3



of Basic Education for Mathematics and Science in Timor-Leste: "Education Response to COVID-19 in Advancing the National Educational Broadcasting System to Ensure the Continuity of Learning in Basic Science Education for All in Timor-Leste".

The meeting participants were by Dr Mee

Young Choi, Head of Education Unit, representing the Director of UNESCO Jakarta, Ms Hanul Park, Deputy of Korea International Cooperation Agency (KOICA) Country Office in Timor-Leste, H.E. Mr Antonio Guterres, Vice Minister of Education, Youth and Sports, Mr Apolinario Serpa Rosa, Director-General of Pre-Schools, Basic Education and Non-Formal Education, Ministry of Education Youth and Sports, and Mr Francisco Barreto, Interim Executive Secretary of Timor-Leste National Commission for UNESCO as key persons of the Project.

The Inception Meeting aimed to share the Project's overview and upcoming work plan, reconfirm the stakeholders' commitment, and discuss actions to initiate the Project's implementation. The one-year Post-Project of Cycle 3 Basic Science in Timor-Leste targets teachers and students in 13 districts in Timor-Leste by supporting basic education school-aged children during and post COVID-19 for the continuity of learning Science through the National Educational Broadcasting System (EBS) enabling them to access to free and quality education.

The Post-Project of Cycle 3 Basic Science in Timor-Leste is contributing to the achievement of Sustainable Development Goals (SDGs) especially for SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced inequality), and SDG 17 (Partnership for the Goals).

1.5. Global Education Monitoring (GEM) Report 2020

The 2020 Global Education Monitoring (GEM) Reports provides an in-depth analysis of key factors for the exclusion of learners in education systems worldwide including background, identity and ability (i.e. gender, age, location, poverty, disability, ethnicity, indigeneity, language,



religion, migration or displacement status, sexual orientation or gender identity expression, incarceration, beliefs and attitudes). It identifies an exacerbation of exclusion during the COVID-19 pandemic and estimates that about 40% of low and lower-middle income countries have not supported disadvantaged learners during temporary school shutdown. This year's Report is the fourth annual UNESCO GEM Report to monitor progress across 209 countries in achieving the education targets adopted by the UN Member States in the 2030 Agenda for Sustainable Development.

UNESCO Jakarta, in collaboration with Timor-Leste National Commission for UNESCO and Ministry of Education, Youth and Sports of Timor-Leste, organized the National Launch of the 2020 Global Education (GEM) Report with the theme "Inclusion and Education: All means all" on 11 December 2020 in Dili. The launch aimed to inform and increase awareness of the Report's messages on inclusion in education to multilateral stakeholders and key decision-makers and to forge new cross-sectoral partnerships to tackle crosscutting disadvantages standing in the way of inclusion.

The Minister of Education, Youth and Sports, H.E. Mr Armindo Maia, in his opening remarks shared that one of the overall objectives of the National Education Strategy Plan (NESP) 2011-2030 of Timor-Leste was to promote the educational rights of socially marginalized groups. This objective is in line with this years' GEM theme. Mr Maia also added that inclusive education is duty of the State to deliver and it is an inherent right of the society. Mr Maia reiterated the commitment of Timor-Leste to continue working in collaboration with UN Agencies, International Development Partners, Civil Society Organizations, and community based organization to ensure Inclusion and Education take place, to ensure no one left behind, and to achieve Sustainable Development Goal 4 on Quality Education.

The 2020 GEM Report includes material for a digital campaign, All means All, which promotes a set of key recommendations for the next ten years to urges countries to focus on those left behind as schools reopen to foster more resilient and equal societies.

2. Policy and Capacity Building

2.1. Strengthening Science and Mathematics Primary Education in Timor-Leste

Within the framework of the project, particular attention and efforts are made from UNESCO to nurture and strengthen co-development and co-implementation of the project with MEYS. Therefore the following selected activities are presented in this spirit.

2.1.1. National baseline survey for Science and Mathematics Teachers

The survey was launched on 29 July 2020 at Novo Tourism Hotel following Director General dispatch 093/DGGEPEBR/MEJD/VII/2020. The period of the survey was from 29 July to September 2020. There were 643 survey entries in total, representing 228 schools from 12 municipalities and accounting for 26% of the total number of primary schools in Timor-Leste.

The aims of the survey were; i) to understand the current situation in Science and Mathematics Primary Education cycle 1 and 2; ii) to evaluate the appropriateness of Science and Mathematics Education for all levels in primary education and their alignment between the different cycles; iii) to assess what were the major challenges and opportunities faced by the teachers in the different cycles for science and mathematics primary education;

Among the total of 44 questions, the following two questions grasped essential perceptions from the teachers regarding their Science and Mathematics teaching experience “Q31. What is the main issue in your teaching experience, specifically in both Science and Mathematics? and how to improve it “Q35. In your opinion, how to improve the Science and Mathematics teaching? Kindly list the top 3 actions to take in order of priority” The responses showed that one of the main issues identified by the teachers was the lack of teaching materials including didactic/material/ guideline and the lack of supplementary book for students. The teachers also expressed the need for capacity building and support for development and use of supplementary materials for Science and Mathematics both for teaching and learning.

2.1.2. First Steering Committee Meeting for the project UNESCO “Strengthening Science and Mathematics Primary Education in Timor-Leste” supported by the Government of Japan Organized by UNESCO and Timor-Leste-National Commission for UNESCO on 29 September 2020.

Partners of the UNESCO project “Strengthening Science and Mathematics in Primary Education in Timor-Leste” funded by the Government of Japan have gathered after 18 month since the signing in Dili (26 Feb 2019) in the MEYS (Ministry Education Youth and Sport) between the Government of Japan and UNESCO on the agreement of



funding support of US\$2.05 million (JPY 227million). Following the validation of the project by the Council of Minister on 25 September 2019 and the signing of the Plan of Operations between MEYS and UNESCO on 8 November 2019, thanks to the leadership of HE Mr Armindo Maia, Minister Education Youth and Sport, members of the project steering committee meeting were finally nominated and the first project steering committee meeting took place on 29 September 2020.

The meeting was attended by stakeholders from the main directorate of MEYS and co-chaired by HE Mr Armindo Maia, Minister MEYS, Ms Seiko Toyama, First Secretary for Culture and Education representing HE Mr Masami Kinefuchi, Ambassador of Japan to Timor-Leste and by Prof Shahbaz Khan, Director and Representative of UNESCO Regional Science Bureau for Asia and the Pacific.

In his opening remarks, HE Mr. Armindo Maia highlighted the importance of this project for the Government of Timor-Leste as it will develop further inquiry based education and science education, especially as in the context of COVID, it appeared even more critical to assure good science and mathematics education in Timor-Leste to be sustained.

Ms Toyama underlined in her speech that Science linked with Education has been one of the sectors enabling Japan to accelerate its development from ruins to one of the most advanced nations in the world in a very short time. Ms Toyama noted then this project is part of a Japanese coordinated effort in raising capacities in education in Timor-Leste in the same spirit. that Lastly Prof Shahbaz for UNESCO expressed UNESCO’s thankfulness to the Government of Japan for the funding of this project as it will open doors to bring expertise from UNESCO science and mathematics network from Japan but also from the whole region. He expressed this project was a priority for UNESCO as well as Timor-Leste.

The newly nominated 8 Steering Committee members were introduced and the terms of references of the committee presented by UNESCO and agreed in principle by all parties. The main role of the steering committee is to assess progress and guide directions of the project development so that all deliverables are inline and support in the best way science and mathematics primary education in Timor-Leste.

As progress of the project implementation, the very successful world science day celebration in Same in November 2019 and the preliminary results of the national baseline survey of teachers of science and mathematics for cycle 1&2 were presented. The survey is showing the main issues faced by the 628 teachers from 350 schools from the 13 municipalities are the lack of teaching supporting material, the lack of students supporting materials and the need for more training for teachers, all those aspects being covered by the project.

2.1.3. Curriculum Mapping Workshop of the Strengthening Science and Mathematics Primary Education in Timor-Leste



Under the umbrella of the UNESCO's project "Strengthening Science and Mathematics Primary Education in Timor-Leste" supported by the Government of Japan, 22 teachers (41% female) from thirteen (13) municipalities in Timor-Leste participated at the "Curriculum Mapping Workshop" on 6 and 7 November 2020 in the UN House, Dili,

together with the representatives from Ministry of Education Youth and Sport (MEYS), Centre for the Study of Science and Mathematics (SESIM) at Timor-Leste National Commission for UNESCO, lecturers from University of Timor-Leste (UNTL), and Koei Research and Consulting (KRC) team from Japan who joined online (total participants 41 in Dili and 7 online). The workshop aimed to identify the gaps in resources available for science and mathematics by teachers and students in primary education, and to identify necessary components for teachers and students' supplementary materials (printed and multimedia) to support science and mathematics primary education. The expected outputs of the workshop were, first a draft report on national data related to Science and Mathematics teaching and learning processes and second, support for project action plan to design training and supplementary materials for Science and Mathematics.

The opening session of the workshop featured the Director of UNESCO Regional Science Bureau for Asia and the Pacific, Prof. Shahbaz Khan, Ambassador of Japan to Timor-Leste, H.E. Mr Masami Kinefuchi, and Secretary General of Timor-Leste National Commission for UNESCO, Mr Francisco Barreto. It was underlined that the workshop was a great opportunity for teachers to share with honesty their daily conditions in the classroom, and expressed how the project and the MEYS could help them in delivering Mathematics and Science Primary education most effectively.

For two days, MEYS presented the rationales behind the curriculum in Mathematics and Science to the participants. Then KRC presented their analysis of the curriculum and their initial proposals for

supplementary materials, including the introduction of ESD (Education for Sustainable Development) supporting material. The participants then reviewed, divided into four groups, for each block of the mathematics and science curriculum for grades 1 to 6 the existing materials and resources, discussed and listed up the missing supplementary materials and additional intensive trainings.

2.1.4. 2020 World Science Day Celebration

One of the Output of the project is to raise awareness on science and mathematics' services to society and nurture design thinking and practical application in science and mathematics primary education (1&2 Cycles) with examples from concept of UNESCO designated sites. UNESCO in partnership with SESIM (Center of Study for Science and Mathematics) has successfully delivered the 2020 celebration of World Science Day for Peace and Sustainable Development from 24-27 November at Ensino Básico Central (EBC) 30 de Agosto – Comoro, Dili.



751 students and teachers attended and enjoyed the 4 days event, composed of representative students from 13 municipalities, teachers, Government Institution such as Ministry of Education Youth of Sports (MEYS), Ministry of Agriculture and Fisheries (MAF), Instituto do Petróleo e Geologia (IPG), Red Cross Timor-Leste, Universities, local Non-Governmental Organizations, UNESCO Jakarta representative and sponsors of the project events including the Government of Japan. This activity was chaired by Vice-minister of Ministry of Education of Youth and Sport, Ambassador of Japan to Timor-Leste and Country manager of Santos company TLNCU (Timor-Leste national Commission for UNESCO) organizes every year as the highlight of this event is competition of writing on hands-on activities in science and mathematics area for junior high student until universities level activity lesson competition. 126 topics of hands-on activities were submitted for the competition and 50 topics among them were selected as winners by a professional jury composed of lecturers from the National University of Timor-Leste (UNTL).



The winner groups were from 18 schools which is representing from 8 municipalities, except Aileu, Baucau, Manatuto, Manufahu & Oecusse. Based on the total number of applications, mostly the winner groups were secondary schools. As the continues action SESIM team will also continue follow-up with the schools that have been selected as the winner groups to improve their activities,



especially by using the materials that they received. The team will also continue to encourage the teachers to influence and inspire their student to learn science and Mathematics throughout doing experiments or practical activities.



The objective of WSD celebration are: 1. Popularize Mathematics and Science as interesting education and critical subjects of study for the future of Timor-Leste. 2. Give opportunity to Junior High school and Senior High School teachers and students, as well as university students of 13 Municipalities in Timor-Leste to develop *prátika* (hands on) lesson and competition activities in the area

of science and mathematics and presented them to one another with their peers; 3. Showcase students' activities, institutions and organizations' activities in science 3 and mathematics which is carried out at the public event through a science camp.

2.1.5. Diagnostic test for Student in Dili

In order to assess the general proficiency and competency acquired by students in Science and Mathematics at the end of cycle 1 and cycle 2, UNESCO with project partners Koei Research and Consulting (KRC) from Japan and Center of Study for Science and Mathematics (SESIM) have conducted a diagnostic test for 319 students in Grade 4 (G4) and 343 students in Grade 6 (G6) in ten schools around Dili from 1 to 9 December 2020. The questioner was prepared and analyzed by KRC and conducted the test by SESIM under the authorization of the Director-General of Basic Education

The results of the tests were very informative and delivered precious information on the topics found challenging by students to learn and teachers to teach and the analysis became the base to determine the contents to be developed for the supplementary material.

2.1.6. Second Steering Committee Meeting of the Strengthening Science and Mathematics Primary Education in Timor-Leste

The second steering committee was held on 29 January 2021 in a blended mode with international participants joining online to UN meeting room in Dili.

The onsite participants counted among them Director-General of Pre-school, basic education and recurrent school Mr. Apolinario Serpa Rosa from Ministry of Education Youth and Sports (MEYS), HE Deputy Ambassador of Japan to Timor-Leste Mr Shusaku Hirashima, Secretary General of Timor-Leste National Commission for UNESCO Mr Francisco Barreto and among online participants, Director and Representative of UNESCO Prof Shahbaz Khan.



The 14 onsite participants were joined by 5 online participants from Japan (Koei Research and Consulting KRC, National Federation of UNESCO Association in Japan) and from UNESCO Jakarta Office. The objective of the meeting was to update the progress report of the activities and request for the Steering Committee members to guide and endorse the topics to be developed for supplementary materials, including guidance on the laboratory option and selection of municipalities and possibility and modality of the training in Japan.

The second steering committee meeting was opened by the remarks of Director-General (DG) of Pre-school, basic education and recurrent school Mr. Apolinario Serpa Rosa from Ministry of Education Youth and Sports (MEYS). DG Apolinario started by acknowledging the UNESCO project “Strengthening Science and Mathematics Primary Education in Timor-Leste” donor, the government of Japan and UNESCO team in Jakarta and in Dili as well as SESIM as the local partners for their efforts in implementing this important project and the members of the Steering Committee (SC). As co-chair and representing HE Minister Armindo Maia MEYS, DG Apolinario encouraged the SC members to contribute ideas during the discussions today so that the project can benefit the teachers and students through the supplementary materials that will be produced and also to contribute towards successful implementation of the project.

Then HE Deputy Ambassador of Japan to Timor-Leste Mr Shusaku Hirashima presented his opening remarks. HE Hirashima also acknowledged the members of the SC and partners of the project. HE Hirashima noted that “since the first meeting, we have observed curriculum mapping workshop and world science day. In

curriculum mapping day, we observed many teachers actively participated in the discussion and on the World Science day, we have observed talented students from all the districts demonstrated their experiment and studies. I hope today, we will have another active and productive discussion to make this project more significant.”

Prof Shahbaz Khan, Director of UNESCO Jakarta office finally reported on four main activities which took place since the 1st SC meeting on 29 September 2020: 1) the Curriculum mapping workshop (7-8 November 2020) with 22 teachers from 11 districts yielding to the understanding of what were the issues faced in the classroom for science and math primary education delivered with all partners, 2) World Science Day Celebration (24-27 November 2020) successfully delivered by SESIM, 3) the Diagnostic test (1-9 December 2020) of over 650 students from grade 4 and 6 in 10 schools in Dili clearly showing gaps in proficiencies at the end of each cycle, developed and analysed by KRC and conducted by SESIM. And finally 4) the Survey in municipalities for future lab building and location assessment by SESIM. Prof Shahbaz emphasised the importance and priority this project had in his office and wishing today to discuss four major points as described in the agenda (Annex 1) to obtain guidance from the SC and noting any decision on changes to the original proposal are subject to the agreement from donor, the government of Japan.

3. Disaster Risk Reduction

3.1. Indian Ocean Community Preparedness through IOC-UNESCO Tsunami Ready

The IOC-UNESCO Tsunami Ready recognition program is an international performance-based initiative that facilitates community preparedness for tsunamis. The voluntary program promotes an understanding of the concept of readiness as an active collaboration among national and local warning and emergency management agencies, government authorities, scientists, community leaders, and the public. Its main goals are to improve community preparedness for tsunamis and to minimize the loss of life, livelihoods and property associated with such events. This is achieved through a structured and systematic approach to fulfill a set of established best-practice tsunami preparedness indicators. By fulfilling the indicators, communities become aware of the risks they face from tsunamis, take steps to address them, and build resilience.

Timor-Leste was actively participating in UNESCO’s Regional activities and coordination which included the recent participation on the occasion of the World Tsunami Awareness Day on 5 November 2020. The objective of this webinar was to provide broad understanding of the IOC-UNESCO Tsunami Ready program and to discuss the challenges, gaps, and needs to implement the Tsunami Ready indicators in Indian Ocean Island States. Timor-Leste was among other members represented by NDRMD and IPG which presented on the community preparedness program, activities, challenges, gaps and needs of the country. Follow-up activities to be carried-out in the following areas.

4. Water and Environmental Sciences

4.1. Water

4.1.1. Supporting spring restoration activities as an Ecohydrology Demonstration Site

In October 2020 UNESCO participated both at the opening and closing of three days Perma Youth Training camp on water conservation located in Dare. Marking the beginning of a six-month UNESCO-funded effort to document spring restoration practices in Timor-Leste with a view towards eventual recognition as a UNESCO



Ecohydrology demonstration site, the event on implementation of practical measures to conserve water and prevent soil erosion, integrating traditional cultural elements and using locally sourced materials. Around 300 youth participants from 13 municipalities participated at this water conservation camp, approximately 100 females and 200 males.

Also attending the event was Secretary of State for Environment Mr Demitrio de Carvalho, Director General for water and sanitation, Mr. Gustavo da Cruz, other relevant local and national authorities, French Institute representative Ms Estelle Duluc, WFP and USAID. In his opening remarks, Permatil Director maun Ego Lemos stressed on the critical needs of investing in upstream



level for retaining water during rainy season, rather investing only in infrastructures to deliver water.

DG Gustavo who represented Minister at the event Stated that the Government is planning to invest more on water next year. He also noted that due to covid-19 the world water forum day was cancelled this year and now is planned for next year 2021. Mr Demitrio highlighted the importance of preserving water from one generation to next generation. He requested Permatil to calculate or have a study on how much water is captured during rain season.

Permatil are a field-based NGO, which aims to create networks of actor-agents of change by implementing Water Conservation Programs across various districts. Permatil have trialled their water sources conservation techniques across 10 municipalities and will scale up this work by working local community and

youth group in same areas. Broadly, Permatil water conservation projects are in areas of water scarcity, using Indigenous knowledge to identify where natural springs, reservoirs, lakes, or rivers once provided for the community. UNESCO Office Jakarta supports Permatil's efforts towards video documentation and baseline data collection towards the preparation of a UNESCO Ecohydrology Demosite for Timor-Leste in the future.

4.1.2. Towards a water secure future for Dili: building groundwater monitoring and management capacity

At the Government of Timor-Leste's interest and request for inclusion in the project on Sustainable Water Security for Human Settlements in Developing Countries under Climate Change, the Government of Timor-Leste with the facilitation of UNESCO Jakarta Office in 2020 was granted the Sustainable Water Security project funded by the Government of Korea. The groundwater-related challenges facing Dili were observed first-hand during a joint assessment mission undertaken in April 2019 by UNESCO Office Jakarta and the International Centre for Water Security and Sustainable Management (i-WSSM) a Category 2 Centre under the Auspices of UNESCO located in the Republic of Korea.

The joint mission was organized in response to the outcomes of the UNESCO-organized "National Dialogue on Water Security: Implementing Water Goals in Timor-Leste" held in October 2017 in Dili. With participation by key government agencies, development partners, UN organizations and civil society, the dialogue identified five priority areas for intervention to address Timor-Leste's water security challenges and ensure the country's attainment of Sustainable Development Goal 6 on Water and Sanitation for All.

The overall objective of the project is to ensure long-term water security for all people of the City of Dili through sustainable groundwater management and use supplemented by viable secondary water supply sources.

4.2. Environmental Sciences

4.1.2. UNESCO supports the Government of Timor-Leste through Ministry of Agriculture, Forestry and Fishery (MAF) to enable Timor-Leste's submission of Nino Konis Santana National Park for recognition as a Biosphere Reserve under UNESCO's Man's and Biosphere (MAB) programme.

Coordination continued in 2020 between UNESCO Office Jakarta and NATCOM with Ministry of Agriculture, Forestry and Fishery (MAF). Several meetings were conducted with the Director-General of MAF and team regarding the establishment of steering committee members and revision of MAB dossier of the Nino Konis Santana National Park. With UNESCO Office Jakarta support, a national consultant for revising the MAB dossier and development of baseline data for NKSNP was recruited in the fourth quarter of 2020. It is expected that the revised dossier and baseline data report of the NKSNP will be submitted to UNESCO Office Jakarta, NATCOM and MAF within the first quarter of 2021 for further follow-ups and move towards submission of the dossier.

5. Communication and Information

5.1. Strengthening Media Self-Regulatory Mechanisms in Timor-Leste

The project contributes to the strengthening of self-regulatory mechanisms of the media in Timor-Leste and in the long term, foster an enabling environment for a sustainable, free, independent, and professional media in the country.

The project aims to strengthen the self-regulation of the media in Timor-Leste, in particular through building the capacity of the Timor-Leste Press Council, and in the long term to foster an enabling environment for sustainable, free, independent and professional media in the country as crucial contributors to a democratic society.

Since 2018, UNESCO has also provided practical journalism training in photography, video-audio production, website management, news writing. A total of 372 journalism students including 194 female and 178 male students from UNTL and UNITAL have received the training. The journalism students are trained holistically on issues of self-regulation of the media including code of ethics and quality journalism.

Through the current project, UNESCO also supported UNTL and UNITAL with some multi-media equipment such as laptops, projectors, and cameras which will augment the learning experience of the students.

There has also been financial support from UNESCO International Programme for Development of Communication (IPDC) rendered to Community Radios of Timor-Leste (ARKTL) including the production of local radio programmes such as providing vital information regarding COVID-19 in local Timorese dialects.

6. Social and Human Sciences

6.1. Capacity-building of youth in Timor-Leste

6.1.1. Collaboration with Youth Off the Streets Relief Fund

UNESCO Jakarta and Youth Off the Streets Relief Fund worked together to create project COVID-prepared: Youth Sport and Outreach in 2020. The project recruited and trained 12 youth leaders from our partner communities. These volunteers joined two of our specialist outreach youth workers to participate in 10 days COVID-prepared sports facilitation training.

Over 10 days, the youth learnt about leadership, community engagement, sports facilitation and prevention practices of COVID before deploying these new skills whilst facilitating four community sporting events. These events provided opportunities for over 500 young people to learn about COVID-19 prevention measures while promoting community sport, youth participation and volunteering. The project was

documented and shared on social media reaching over 100,000 people. National television station GMNTV also aired a primetime national news story on the project.

The project was implemented over 5 weeks, and achieved 2 objectives:

- Recruitment and training of 14 youth volunteers and outreach youth workers to facilitate community-based sporting activities. Participants said that the areas leadership, community development, recycling resources and COVID-19 prevention practices such as hand washing, social distancing and mask wearing were very important to them and their community and that young people have an important role to play in keeping the community safe.
- Adaptation and reintroduction of outreach sporting activities to include COVID- 19 safe practices. The project delivered four initial community outreach events which attracted over 500 young people. These events allowed youth volunteers and outreach workers to put their new skills into practice while encouraging positive and safe engagement with the wider community and our specialist youth workers. One young community member stated “No other services come to our community, UNESCO and YOTS don’t just bring sport and games, they connect us to many opportunities and services outside our community”.

6.1.2. Sports for Life against Virus Training with SportImpact

Collaboration between UNESCO Jakarta and SportImpact continued through project called “Sports for Life against Virus Training” in 2020. The purpose of Sports for Life against Virus Training is to equip young people – men and women – on how to become a great sport event organizer and how to become a role model for the community through sport. The training also provided reliable information to prepare against COVID-19 for youth in Timor-Leste.

The project was implemented from October 2020 to February 2021. In this project, 261 youth benefited directly from the project and more than 1000 children participated in the events. UNESCO Jakarta and SportImpact also prioritized gender equality as aspect of this project, and 50% of the beneficiaries were young girls and women.

The trainings were organized for youth with age between 15 to 25 years old, and many youth developed skills to become facilitators and to replicate the project in their own communities. Most of them feel empowered and this training equipped them to become great role models in their villages. Together, UNESCO Jakarta and SportImpact organized 19 trainings and events in 6 municipalities in Timor-Leste: Dili, Baucau, Ermera, Ainaru, Manufahi, and Aileu.

7. Culture

7.1. Technical advice towards the implementation of UNESCO Cultural Conventions.

The latest nation born in the 21st century, Timor Leste has ratified three major UNESCO Culture Conventions - 1972 World Heritage Convention, 2003 Convention for the Safeguarding of Intangible Cultural Heritage and 2005 Convention for the Protection and Promotion of the Diversity of Cultural Expressions - in 2016. In continuation of 2019, UNESCO, along with UN-Women and US-AID, supported the effort of the government to promote Tais national traditional weaving, including the development of multi-ministerial consolidated action plan. The process has led the Government to submit its first-ever proposal to inscribe Tais onto the UNESCO List of Intangible Cultural Heritage in Need of Urgent Safeguarding in March 2020. The proposal is expected to be reviewed by the Intergovernmental Committee of the 2003 Convention in late 2021.

As part of the implementation of the 2005 Convention, UNESCO further provided technical and financial support to the Secretariat of Arts and Culture to conduct multi-stakeholder consultation to review the existing cultural policies in support of creative industry and the diversity of cultural expressions. As a result, SEAC submitted in July 2020, much ahead of deadline, its first Quadrennial Periodic Reporting under 2005 Convention analyzing lacunae in the current policy framework.

Going ahead, UNESCO is exploring the feasibility of supporting some of the action plans identified for Tais and for the promotion of creative industry sector in general in 2021.