EDUCATION SECTOR SNAPSHOT for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES

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TIMOR LESTE

Education in Emergencies staff member, Pedruco Capelao, getting to know the children of Sesurai, Manufahi in a DRR school workshop. Source: Save the Children Australia

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INSTRUCTIONS for EDUCATION SECTOR SNAPSHOT
for COMPREHENSIVE SCHOOL SAFETY and EDUCATION IN EMERGENCIES

This template is to be used for both electronic and hard-copy (ring-binder) versions of this document, which consists of separately updated sections. The body of the document should include succinct summaries and be no more than 15 pages (number of pages are indicated for each section). Additional information should be organized in appendices.

If you have an Education & DRR Working Group, Task Force, or Cluster or 'cluster', the members may each take responsibility for updating the different sections of the Snapshot. Ideally each section should be reviewed and updated annually. This document should reflect your collective in-depth knowledge of your specific context. If there are things you don't know, this is a good opportunity to find them out. This is also the place where you can keep key documents such as Terms of Reference and Workplan, Group Membership/Contact list, Stakeholder and Program Mapping,

There are many potential sources of information. Start with the easiest. Use the most recent data available from these sources:
* *Ministry of Education statistics (in the case of refugee situations, from both host and affected countries)*
* *National Disaster Management Organization, National Platform for DRR*
* *UNESCO statistics*
* *Reports of disaster and emergency impacts on education (eg. from Global Education Cluster, INEE and similar)*
* *Key informant interviews*
* *Project proposals and reports*
* *Case studies*
* *Emergency preparedness and contingency plans*

On the cover, place a relevant photo (of good practice). Place title page next. On the inside cover, please acknowledge the contributions of the Ministry of Education, Save the Children, UNICEF, UNESCO, and other working group or cluster partners. Also add partner and donor logos as appropriate. At the end of each section or appendix add the following information:

Last Updated: [Date]   By: [Organisation]
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                                 Education in Emergencies Capacity-Building Project

Save the Children

Education Sector Snapshot for Comprehensive School Safety and Education in Emergencies

PURPOSE

The "Education Sector Snapshot for CSS and EiE is intended to serve as essential background for the following purposes:

• As a shared, factual starting point for advocates, program planners, mangers and team members, and policy-makers wanting to support comprehensive school safety and education sector development and strategic planning in your country.

• As 'denominator' information, providing a baseline against which to assess the adequacy, scalability and sustainability of efforts to integrate drr/cca into education sector development efforts.

• What you would want any humanitarian contributors to the education sector to read before their helicopter lands.

• As an appendix to an appeal for funding for either education in emergencies or disaster risk reduction in the education sector.

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INTRODUCTION

Years of conflict tore the country of Timor-Leste apart. Infrastructures were devastated, the economy was in ruins and government institutions no longer existed. After achieving independence in 2002, the country was essentially tasked with rebuilding from the ground up. It is with this backdrop in mind that the education sector snapshot seeks to analyze and understand how the basic education sector in Timor Leste with reference to the three pillars of education has contributed to the overall education sector. The Education in Emergencies (EiE) capacity building project is an initiative that aimed to ensure that the education sector was given the right tools and sets of capacities to respond to the education needs of children affected by emergencies across the country. Partnerships with the Ministry of Education, the National Disaster Management Directorate and local partnerships were created to ensure that emergency preparedness and response plans were developed and implemented at the national and sub-national levels. Whilst the country has made significant progress in re-building the education sector, challenges with staffing, materials, and retention remains. In addition, due to its location, topography and vulnerability to cyclic climatic events, Timor-Leste faces a number of risks associated with natural hazards. Every year, the country suffers from events including, floods, landslides, strong winds, earthquakes and drought. In order to ensure that development gains are not lost it is imperative that disaster risk reduction, climate change adaptation and education in emergencies is comprehensively integrated across the national, regional and local levels. Buy-in at every level is critical if schools are to continue operate and thrive over the coming years. This snapshot will offer an understanding on where the country stands and what remains to be achieved.

INTRODUCTORY DEMOGRAPHICS

Timor-Leste is situated in Southeast Asia, northwest of Australia, in the lesser Sunda Islands. It occupies half of the island of Timor, West Timor being part of the Republic of Indonesia. It is bordered on the west by the Indonesian province of Nusa Tenggara Timur. To the north lie the Savu Sea and the Strait of Wetar. East Timor includes the eastern half of the island of Timor, the Ocussi-Ambeno region on the northwest portion of the island of Timor, and the islands of Atauro and Jaco.

The country has a population of 1.21 million and a population growth of 2.9% per year (DFAT, CIA, 2012). Administratively, the country is divided into 13 districts, 65 sub-districts, 442 suco/villages, and 2225 aldeia/hamlets. About 30% (47,723 households) of the population live in urban areas and 70% (136,929 households) live in rural areas, of these 16% are female-headed households. Population density in 2011 was around 77.3 per square kilometer (UN Data). Population distribution is as follows: 41.4% are aged between 0-14 years, 53.9% between 15-64 and 4.7% are 65+ years.

Ethnicity: The Timorese are known collectively as Maubere, an originally derogatory name turned into a name of pride by the resistance movement. Timorese consist of a number of distinct ethnic groups:
- Melanesian-Papuan
  - **Bunak (50,000) in the central interior of Timor island**
  - **Fataluku (30,000) at eastern tip of island near Lospalos**
  - **Makasae, towards eastern end of island**
- Malayo-Polynesian
  - **Tetun (or Tetum) (100,000), primarily living in the north coast and around Dili**
  - **Mambae (80,000), living in the mountains of central East Timor**
  - **Tukudede (63,170), who are living in the area around Maubara and Liquisa**
  - **Galoli (50,000) living between the tribes of Mambae and Makasae**
  - **Kemak (50,000) in north-central Timor island**
  - **Baikeno (20,000), living in the area around Pantemakassar.**
- Chinese minority - small

Languages: Tetum (official), Portuguese (official), Bahasa Indonesia, English.
There are about 16 indigenous languages, of which Tetum, Galole, Mambae, and Kemak are spoken by significant numbers of people.

Religions: Figures vary but more than 90% of the population are Roman Catholic, with small minorities of Protestant/Evangelicals, Muslims, Hindu, and Others

EDUCATION SECTOR OVERVIEW

Structure of the Education System: Briefly describe divisions, grade levels (eg. pre-school/ECCD (incl. K), lower primary (1,2,3), upper primary (4,5,6), lower secondary (7,8,9), upper secondary (10,11,12)). Description types of schools and proportion of these (private, public, religious, formal, non-formal etc.). Which grades/levels/forms are compulsory? Which are free? What fees or costs do families pay?

Basic Education is free for pre-school students through to high school (age 4-18). At 6 years of age, all children will have access to basic education. School is compulsory children aged 6-12. ECCE and high school are not compulsory; parents however pay for school uniforms. After completing 9 years of schooling, it is hoped that they will excel in both official languages (Tetum and Portuguese) and learn English as their first foreign language. They will also develop the basis for sound literacy and numeracy skills, base competences and the core values of national identity, Timorese history and culture. The reform of basic education will incorporate the following four pillars of learning: learning to know, learning to do, learning to live together and with others, and learning to be.

Number of Schools, Students and Teachers: disaggregated by type (with sub-national numbers in appendices).

There are more than 400,000 school aged children in school in Timor Leste attending more than 800 schools (See Annex 1).

School Enrolment and Completion Rates and Literacy: disaggregated by level, gender; students with disabilities

Percentage of population and enrolment by age group:

District	# of school	Male	Female	Total Students
Region I				
Baucau	187	20171	18960	39131
Lautem	86	11340	10686	22026
Manatuto	74	7569	7073	14642
Viqueque	107	12764	11863	24627
Region II				
Aileu	85	7989	7518	15507
Dili	122	37782	36607	74389
Liquica	69	10257	9354	19611
Region III				
Ainaro	91	10982	10223	21205
Covalima	103	11132	10852	21984
Manufahi	86	8469	8192	16661
Region IV				
Bobonaro	148	14888	14619	29507
Ermera	135	19690	18473	38163

Region V				
Oequse	75	9973	9734	19707
Sub Total	**1368**	**183.006**	**174154**	
Grand Total		**357160**		

As of 2006, 10%–30% of primary-school age children did not attend school.[1]

The percentage of persons 15 and over who are literate (can speak, read and write in Tetun, Portuguese, Bahasa Indonesia and English Language according to the age in urban and rural are shown in Appendix 2. The adult literacy rate in 2010 was 58%, up from 38% in 2001.[2]

In 2005, 82% for primary and 46% for secondary schools attended Portuguese medium schools. Whereas Bahasa Indonesian formerly played a considerable role in education, being used by 74% of all secondary school students as a medium of instruction, by 2005 it was used only in Baucau, Manatuto, and Dili, in the capital district.[3]

> **School Year:** *Beginning / end of school year and major breaks; normative number of school days per year; number of student/teacher contact hours per school day;*

The number of days per school in 2012 was 230 days and can be divided into three periods:
1st Period Jan-April (77 Days)
2nd Period May-August (76 Days)
3rd period September - December (77) Days.

The present curriculum is organized around a four hour day, broken down into two shifts: 08h00-12h00 and 12h30 to 16h30. During the four hour day there is a 10-15 minute break for students.

> **Organization of Education Sector:** *organogram; policy/management at what levels; any school-based management; drr focal points at what levels; focal points for 1. safe school facilities 2. school disaster management 3. drr education; key policies or standards for school safety in general*

The Ministry of Education is comprised of one Minister and three Vice Ministers (responsible for Pre-school and Basic School, Secondary School and University & Science). (For details please see organograms in Appendix 3). In coordination with the District Superintendent, the District Director is responsible for the overall management and coordination of the schools. The Superintendent manages the inspectors (one inspector is assigned to one sub-district) and the role of the inspector is to monitor the implementation of the Education programs/activities.

The Ministry of Education and Culture (MoEC) will establish a school-based management tool that will aim to improve the quality and efficiency of education. Unfortunately due to lack of financial resources, the development of meaningful management systems and professional development opportunities for teachers has been limited.

Pilot Parent-Teacher-Association (PTA) initiatives (supported by UNICEF) are laying a foundation for good practice. Involving communities in schools across a range of financial and management issues will be very important in Timor-Leste (i) as a contribution to nation building; (ii) as a means of social mobilization; (iii) as a means of enhancing the accountability of schools to stakeholders, at least in the medium term, and accompanied by an adequate information system to enable communities and schools to evaluate their progress. Parental involvement has also been shown to be an independent variable associated with raising learning achievement.

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[1] http://content.undp.org/go/newsroom/march-2006/timor-leste-hdr20060309.en?g11n.enc=ISO-8859-1
2 http://nfsa.gov.au/blog/2013/04/24/connection-timor-leste/
[3] http://en.wikipedia.org/wiki/East_Timor#Education

Key Policies:
The National Disaster Management Policy mentions that disaster preparedness, prevention and response should be part of the general education curriculum; however, all direct mentions of DRR in the school curriculum only mention the integration of DRR as something that should happen.

DRR Focal Points:
DRR focal points are part of the National Disaster Management Directorate, with the Ministry of Education only having one EiE focal point. This focal point has a large portfolio that includes social security in the education sector.
Safe school facilities guidelines and frameworks are being developed by UNICEF and Plan International at present.

Education Management Information Systems: current capacity (digital, spatial data on digital map; type of data, community-accessibility if any; public networks for crowd-sourced geo-spatial data; including any maintenance or school needs data; vulnerability or capacity data; including ability to include damage assessment data;

EMIS is comprised of 13 staff members that are assigned as operators for data entry. The data is limited to number of students and schools by district. The MoE plans to expand the scope of its EMIS by 2013.

School population: Integration or segregation girls and boys, minority language groups, and children with disabilities; Any structural inequities in distribution of education resources (including urban and rural and conflict-affected vs. non-affected areas).

No data available on this, there are government plans to implement inclusive education in 2013.

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HAZARDS AND RISKS OVERVIEW (2 pages maximum)

Timor-Leste is regularly affected by disasters. The majority are small-scale localized events such as floods and landslides, so the national and district-level disaster management authorities have largely coordinated and led the humanitarian response; participation from humanitarian groups and agencies located in affected areas has been ad hoc. There is as yet still very little support from the government regarding integrating disaster risk reduction at the national level.

In 2010, NDMD supported by UNDP, did a comprehensive hazard assessment with the following findings:

Flood: Of 12 districts located in the 7 vulnerable river basins included in the study, Liquiçá district has the highest percentage (2.6%) of flood inundation area that has a flood depth of over 2 meters. This area makes up 14.3 km2 of the area of the district. In Ainaro district, the inundation areas with flood depths less than 0.5 m account for 95.7 km2 (or 1.1%) of the total 870 km2.

Landslide: Landslide areas are typically located in mountainous regions with relatively soft rock masses that surround harder fragments.

Landslides	Medium	High	Very high
Earthquake-induced	50% of country	29% (long eastern and northern coasts).	1%
Rainfall-induced	33% (evenly distributed)	23%	2%
		esp. Western TL: Bobonaro, Ermera, and Ainaro districts	

Coastal erosion: The study found that the stretches of coast highly susceptible to erosion are concentrated mostly in the south. The entire coastline of some districts such as Aileu, Manufahi and Viqueque are highly susceptible to coastal erosion.

Strong winds: Districts that are susceptible to high wind speeds (75 to 85 km/hr) and winds for the 100 year return period are Ainaro, Covalima and Bobonaro. Additionally, Dili, Ermera and Aileu are at risk of sustaining 65 to 75 km/hr winds.

Drought: The drought hazard assessment utilized the Standard Precipitation Index (SPI) to quantify the precipitation deficit for multiple time scales and investigate the temporal and spatial variation of drought and its severity. A study of the temporal variation of drought found that moderate *drought frequently occurs in all the seasons*. Severe and extreme droughts are less common. The drought occurrence probability study found that the chances of moderate and severe droughts during the dry season are higher than the wet and main rainy season while the probability of extreme drought is highest in the main rainy season. Areas that are most susceptible vary by season.

Forest Fire: The majority of forest area in Timor-Leste is highly susceptible to forest fires. Large portions of districts such as Aileu, Ainaro, Baucau, Ermera, Liquiçá, and Viqueque are at high risk while smaller portions of some districts such as Dili, Liquiçá and Manatuto have an even greater risk.

Earthquake: Most of the eastern part of the country shows an earthquake hazard level of Modified Mercalli Intensity (MMI) VII, while most of the western districts were identified as MMI VI. Areas of highest

hazard (MMI VIII) are those situated along the southern coast of the island, for example, in Covalima, Lautem, and Manufahi districts.

Tsunami: The areas of the coastline of Timor-Leste that are susceptible to the highest tsunami waves are at the eastern end of Timor Island, including the districts of Lautem, Baucau, Viqueque, Manatuto and Dili, and the island of Atauro.

This assessment is the first phase of a project designed to develop Timor-Leste's national disaster risk management system which will be used to identify programming gaps and opportunities that will enable government, humanitarian and development agencies to formulate disaster risk reduction plans and strategies. This should be followed-up with the vulnerability and risk assessment phase in order to have a comprehensive picture of the disaster risk situation. This should be multi-sectoral and be used to raise awareness of the public and the government of potential disasters in RDTL.

> *Historical impacts of disasters and conflict on schools and related child-protection: specific and general, including near-misses; impact of recurrent as well as low frequency/high impact events; dynamics or issues related to host community/refugee populations or internally displaced persons.*

From 1980-2010 the following natural hazards were recorded:

No of events:	8
No of people killed:	27
Average killed per year:	1
No of people affected:	13,571
Average affected per year:	438
Economic Damage (US$ X 1,000):	0
Economic Damage per year (US$ X 1,000):	0

Source: PreventionWeb.

The Top 10 Reported Natural Hazards:

Affected People

Disaster	Date	Affected	(no. of people)
Storm	2006	8,730	ı
Flood	2001	2,508	ı
Flood	2007	947	ı
Flood	2003	600	ı
Flood	2003	450	ı
Epidemic	2005	336	ı
Flood	2007	0	ı
Drought	2007	0	ı

Killed People

Disaster	Date	Killed	(no. of people)
Epidemic	2005	22	ı
Flood	2003	3	ı

Flood	2001	1	
Flood	2007	1	
Flood	2003	0	
Storm	2006	0	
Flood	2007	0	
Drought	2007	0	

Economic Damages

Disaster	Date	Cost	(US$ X 1,000)
Flood	2001	0	
Flood	2003	0	
Flood	2003	0	
Epidemic	2005	0	
Storm	2006	0	
Flood	2007	0	
Flood	2007	0	
Drought	2007	0	

Source: PreventionWeb

Conflict: After almost 500 years as a Portuguese colony, followed by 24 years of Indonesian occupation followed by the UN taking over administrative management for two years, Timor-Leste finally gained independence in May 2002 as the Democratic Republic of Timor-Leste. The country has experienced years of conflict that have not only crippled the country both economically and politically but demolished the country's infrastructure and over 95% of schools (The World Bank, 2013). This fragile sector was further crippled during the crisis of 2006 where schools were again on the frontline and destroyed. Lack of infrastructure has not been the only challenge facing Timor-Leste's education as the majority of teachers evacuated the country leaving very few trained teachers (The World Bank, 2013, UNESCO, 2009). In addition, textbooks and the curriculum were no longer relevant to the country context so had to be completely revisited, reviewed and re-drafted. Whilst the country has witnessed a period of relative calm since that time, the disruption to the education system has been vast and whilst the country has made significant progress in the education sector, numerous challenges still remain.

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DISASTER RISK MANAGEMENT OVERVIEW (2 pages maximum)

> **Political** : *What are the disaster management structures at national, province/district and community levels? How involved is government at each level? What is the political will?*

The country declared independence from Portugal in 1975. A year later it was occupied by Indonesia before finally becoming independent in 2002. As much of the country's infrastructures were destroyed and political and economic institutions removed, Timor-Leste has in essence had to rebuild all aspects of its country. In 2013, Timor-Leste is still very much building this new state but has also shown an eagerness to take part in international dialogue, policies and frameworks.

In a recent official statement by H.E. Jacinto Rigoberto Gomes De Deus, Vice Minister of Social Solidarity, Ministry of Social Solidarity (MSS), Timor-Leste, at the fourth session of the Global Platform for Disaster Risk Reduction, May 2013, he outlines the progress that Timor-Leste has made in addressing disaster risks and thus demonstrates the strong political will to further engaging in the DRR dialogue. In recent years the country has "developed a National Disaster Risk Management Policy and National Adaptation Programme of Action (NAPA) on climate change." They have established "a national directorate system for disaster response and recovery throughout the country, developed and exercised contingency plans for floods and droughts, adopted mechanisms for post disaster damage and needs assessment, and built systems and infrastructure, such as warehouses, for the distribution of food and non-food items and shelter rehabilitation materials to ensure effective emergency response." They have "developed and expanded capabilities for monitoring weather, food security and disaster damage and loss." The country has also just finalised a comprehensive national hazard assessment and mapping through a multi-stakeholder consultation. This will provide the basis for informing decision makers of the Fifth Constitutional Government in the development of new Policy, Act and investments for disaster risk management across all sectors and levels of government. (UNISDR, Official Statement, Timor Leste, 2013).

There is an understanding at the national level that Timor Leste still has a long way to go to becoming a resilient nation and that training programs and capacity building exercises for individuals at the national, regional, district, local and community level is imperative. As such, disaster risk reduction initiatives will need to be comprehensively integrated at every level in order to ensure sustainability.

As a consequence, there is a necessity to respond to four main objectives related to disaster risk management as follows:

- **Develop and maintain legislation on disaster risk reduction concurrently to assure its integration into development policies, plans, and projects, in the study phase as well as in the implementation phase;**
- **develop and maintain early warning systems, monitoring, coordination, and operational preparation plans and response for the national territory concurrently attending to structural development limitations at the national level;**
- **improve management of the DRM sector in all institutional and operation levels concurrently, to take into account the low professional capacity of staff;**
- **achieve sustainability in public finance to respond to a great need for resources.**

To move forward within a framework of limited resources, MSS propose that in the medium term, the following priorities of the National Development Plan and Five Year Development Program of the Ministry relating to DRM be attended to:
- **Promote the study and identification of risks zones;**
- **expansion of mechanisms of early warning in the country relating to potential national disasters, and development of human, technical and scientific, and physical resources of the Ministry;**
- **develop and maintain national meteorological and seismographic monitoring and early warning services;**

- **improve management capacity and intervention conditions from Suco to districts level.**

Economic: Is government and/or are donors supporting DRM? If so, how?

A number of international donors have or are supporting the government of Timor-Leste across the development of their Disaster Risk Management program:

I. **United Nations Development Program (UNDP) DRM Program aims to (2011-2013):**

1. Educate key decision makers within the Government on the risks of natural disasters and extreme weather events and their links to development within the context of climate change;
2. Ensure disaster risk reduction efforts are included in the policies, plans and budgets of the five development ministries;
3. Strengthen the National Disaster Operations Center and the District Disaster Operations Centers abilities to both prepare for and respond to disasters effectively and systematically;
4. Ensure vulnerable communities are able to participate in disaster risk reduction and local climate change adaptation.

Partners: Ministry of Social Solidarity, particularly the National Disaster Management Directorate; Ministry of Defense and Security; Ministry of Infrastructure; National Directorate of Meteorology and Geophysics; National Warning Centers and local government bodies.

II. **United Nations Educational Scientific and Cultural Organisation (UNESCO) Development Assistance Programme (2009-2013) seeks support the government of Timor-Leste to achieve national goals and priorities as well as international agreed development goals, including MDGs. In particular, UNESCO will support efforts to consolidate peace and stability in the country. The United Nations Development Assistance Framework (UNDAF) seeks to support the three following areas:**

1. Democratization and social cohesion;
2. poverty reduction and sustainable Livelihoods;
3. basic social services with the consolidation of peace and stability.

This overall framework acknowledges the need to strengthen DRM processes and continues to support education programmes, education management information systems (EMIS), school facilities and improving literacy.

III. **The UNESCO Focusing Resources on Effective School Health (FRESH) programme (2003-2004).**

The programme aims to improve the learning environment by making schools healthier, safer and more child-friendly, especially in areas where general living conditions are poor. Activities included the rehabilitation and construction of school buildings and sanitation facilities; physical check-ups for children by health workers; seminars on preventive health care for parents and children; and the production of learning materials in the Tetum language. The project was a collaboration with the Salesian Media Centre.

The financing of the education sector does not yet reflect a strategic approach to addressing the sector's challenges. Absent overall sector policy, external funding is often not integrated into a unified budget, aligned with Government priorities. The Primary Education Coordination Committee will facilitate this

coordination. It will also ensure that externally financed inputs are integrated into expenditure plans and tracked during implementation.

Social / Cultural: *What are the cultural practices in the country/region with respect to disaster risk reduction? Are local schools and communities involved and/or interested? If so, how? What are the current entry points?*

Up until recently, the government has largely focused on emergency response and only a small proportion of the budget has been directed towards DRR activities (IRIN, 2013). There is obviously a need to create a policy or legal framework and develop a strategic plan for DRR to allow the ministries and the NDMD to focus more on disaster preparedness at the district level (IRIN). As the NDMD noted, in June 1,850 people were affected by floods in 5 of the 13 districts. There is certainly an interest at the community level to better understand how to prepare, mitigate and respond to natural hazards, but as over 70% of the population live in rural areas, capacity building exercises have been slow to reach all the communities. And whilst there have been a number of small localised efforts to better prepare communities and schools, these remain tentative.

Technological: *What kind of early warning systems are in use with schools and local communities and how effective are these? What types of communication technology are available to support these systems? Any sub-national support mechanisms available to schools?*

Despite Timor-Leste's location between the Eurasian and Australian plates making it highly vulnerable for earthquakes and tsunamis, there is still no national tsunami early warning system. However, in October 2012, Timor-Leste participated in a test Indian Ocean Tsunami Warning and Mitigation System. This exercise was organised under the auspices of UNESCO's Intergovernmental Oceanographic Commission.

Background:
UNESCO-IOC established the Jakarta Tsunami Information Centre (JTIC) to coordinate the provision and use of community awareness tools and materials in Indonesia. New tools and materials were developed and materials from other institutions, for example from the IOC's International Tsunami Information Centre (ITIC) in Hawaii, were adapted and translated for use in training and awareness activities in communities in tsunami-prone areas in Indonesia. Currently, JTIC is expanding its services as a depository centre not only for Indonesia but also for Thailand, the Philippines, and Timor-Leste, including support for translation.

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DRR IN EDUCATION OVERVIEW

> ***Integration and coordination mechanisms***: *What mechanisms, efforts, and partnerships support disaster risk reduction in the education sector? How is progress monitored and evaluated? Briefly describe any coordination and collaboration mechanisms. (Eg. DRR/CSS working groups, task forces, clusters and other mechanisms). Briefly describe how costing and financing of the three pillars of comprehensive school safety are approached.*

The excerpts below are from a recent evaluation that was carried out by Save the Children Australia in Timor Leste (2013):

Increased capacity of children to identify, plan for and reduce the risks they face in natural disasters:
All the Child Clubs demonstrated increased knowledge of risks and hazards, as well as risk reduction methods. They talked about earthquakes, flooding, trees close to houses, big winds, tsunami, burning off and landslides. The risk reduction methods noted included clearing rubbish to avoid flooding, cutting trees near houses and not cutting trees in landslide prone areas. They also talked about the importance of not panicking during a disaster and finding empty space on flat land to evacuate to. Both the district level Child Clubs had talked to their families about what they had learned and there had been some changes, although this wasn't universal. This included clearing the house and gutters of rubbish and debris that could cause flooding and a decrease in the cutting of trees in landslide prone areas. It was also noted that where these changes had occurred it was largely at the household level, not the community level. The sub-district level Child Club had only discussed what they had learned with some classmates, not their parents/family, although they noted that they did ask their family to take care when burning off. The responses from the Manufahi Child Club parents also mirrored this. The majority of children, but not all, had spoken to them and their family about what they had learned on DRR. Some had taken action on this, including cutting down trees near the house, while others had not made any changes.

The Manufahi Child Club also provided training on DRR to student groups and the community in Carbulau. Both groups demonstrated an increased knowledge of risks and hazards, as well as risk reduction methods. They talked about landslides, winds, flooding, the risk of having trees too close to the house and the risk of building a house close to the river. The students also talked about sharing this information with their parents and friends who had not attended. As a result, many parents had cut trees close to the house, cleaned rubbish around the house and gutters and paid attention to old houses following a disaster as it could be at risk of falling down.

The Community members in Mausega had received two training sessions on DRR from SCTL. They demonstrated an increased understanding of DRR, talking about big winds and landslides and the importance of not cutting down trees in landslide prone areas and planting trees to mitigate against landslides. There are also posters in every household on DRR. With SCTL assistance, the community had also learned how to make a Bamboo Gabion box. To apply what they had learned they wanted to plant trees in landslide prone areas and build a community safe house, but did not have the resources to do this. They hoped that other INGOs would work with them to further their DRR plans.

Another method used by SCTL to disseminate information on DRR was to provide training and materials to teachers who would then provide it to students. The Hutseo students demonstrated an increased knowledge of risks and hazards, talking about landslides, planning trees and not cutting trees in landslide prone areas, big wind, big rain, earthquake and fire. They had discussions with each other when learning this which helped their understanding. They talked to parents and siblings about what they had learned. Parents have stopped cutting trees when farming in landslide prone areas. They also pay attention to the fire when it is burning off. They have DRR posters hanging up in class and their homes. Teachers in the Carbulau community group had also attended DRR training and had integrated this into environmental studies and natural science subjects. It is perhaps important that this integration of DRR into school subjects is fed up to the district level, as the District Administrator for Manufahi noted that there is more work to do with District Education on integrating DRR into school curriculum.

Government and non-government agencies are better prepared to manage an EiE response through strengthened systems and institutional capacity
The MoE EiE Focal Point noted that he had participated in both INEE training and cluster coordination training. He believes that his knowledge and the ability of MoE to do an EiE response have improved. He can also now see gaps in the Education Cluster Contingency Plan and will work on updating it. Unfortunately though, despite the advocacy efforts of the Cluster, a version of the Contingency Plan is yet to be approved by MoE. The UNICEF Focal Point notes that NGOs can only do so much, and that it is at the policy level that there needs to be significant change for EiE and DRR to be given adequate focus. He also notes that for the EiE Focal Point, this is an additional task that is on top of his normal portfolio of school social responsibility. In this way, it seems that the Focal Point is likely overburdened.

The EiE Working Group has met four times and education matters are discussed. The Government shares information with cluster members and all members provide an update on preparedness activities. The UNICEF Focal Point also notes that they discuss the contingency plan, as well as the forthcoming actions and activities that will be undertaken, for example trainings, and what the role and responsibilities of the Working Group members are. The MoE Focal Point noted that some members, both NGO and Government, are not as active as others and he believes this is because they are not sure about the structure and content of the Working Group. UNICEF on the other hand, noted that all NGOs and Government, including the EiE Focal Point, MSS and NDMD, actively participate in the meeting. There are also other NGOs outside the core membership, for example Handicap International, who participate.

The MoE Focal Point noted that he and SCTL have had good cooperation and he has learned a lot from SC about implementing an EiE response. UNICEF similarly felt that SCTL had been strong in conducting trainings and workshops, which had led to the development – and now review – of the Contingency Plan. For the future though, the MoE Focal Point notes that more capacity building is still required at the district level to improve understanding of DRR and INEE and how to apply these principles in an emergency. This was echoed by the Manufahi District Administrator who noted that it would be positive if another INGO was to work with the district to continue the work that SCTL had been involved in. Furthermore, the MoE Focal Point noted he still needs support in conducting the assessment process and coordinating the response. He also noted that to utilise the increased EiE capacity, they need more materials or budget to be able to respond. The UNICEF Focal Point felt that MoE needed to further define their structure, job descriptions and responsibilities. He also noted that if training continued to be provided knowledge and capacity would continue to increase, as well as the Government's understanding of its responsibilities.

Another important activity under EiE was the two district level Child Clubs handing over EiE materials to the DDMC. Both Child Clubs talked about being happy to hand over these materials because it will help children during disaster. As part of this, the DDMC in each district invited the Child Club to be on the DDMC. The District Administrator in Manufahi noted that this was in recognition of the important role the Child Club played in supporting DRR prevention and implementation in schools and the community. Although the Ainaro Child Club is yet to attend a meeting, the Manufahi Child Club has and were asked their opinions and spoke at the meeting about how children are affected by disasters and their rights during them. They felt that the other government representatives at the meeting were listening to what they were saying. The Manufahi Child Club is unsure of their role in DDMC on an ongoing basis and it is unclear when they will participate in another meeting.

School disaster management:
The Education in Emergencies (EiE) Capacity Building Project in Timor Leste is an initiative that aims to ensure that the Education Sector has the capacity to respond to the education needs of children affected by emergencies across the country. This involves working with local partner NGOs, the National Disaster Management Directorate (NDMD) and Ministry of Education to ensure emergency preparedness plans for the Education Sector are developed, coordination mechanisms at national and sub-national level are improved, that appropriate stockpiles of materials are procured and maintained, and that adequate support is available to initiate and run the Education in Emergencies Coordination Cluster should the need arise. A highlight for this project included children handing over the prepositioned EiE supplies to the District Disaster Management Committees (DDMC) in Ainaro and Same, and the children were subsequently invited to sit as DDMC members.

School facilities:
Key partners in school construction are: World Bank, Portugal, Brazil, UNICEF and Plan International. Engineering standards are to ensure the quality of construction, however it is not known to what extent disaster resilience is a part of these standards. UNICEF and Plan International are developing safe school facilities guidelines and frameworks for application in the Ministry of Education.

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PILLAR 1: SCHOOL FACILITIES: POLICIES, PRACTICES & PROGRAMS (2-3 pages maximum)

> ***New school construction:*** *What existing policies, programs and norms govern safe school site selection, disaster-resilient school design and safer school construction? Who pays for schools? Who has what role in building them? How is school construction monitored? What are current status, quality, and needs? Are almost all new schools built to be disaster-resilient?*

There is very little money within communities to hire professional tradespeople and so volunteers from the community use their own ingenuity and labour for all construction projects ranging from houses, community buildings, furniture, and water and sanitation (WASH) projects including drainage, pipelines, toilets, irrigation and pumps. Most of the participants in these projects have had no formal training however there is a strong desire to learn new skills and improve on the current construction techniques.

The development of child friendly spaces (CFS) is also a large part of Plan-TL's work with other local NGO's such as Esperanca with the aim of creating a place for children to play and learn before commencing primary school. The CFS's are constructed by local community volunteers and members of the community give their time to teach the children. Plan-TL are interested in exploring new designs for the CFS's that utilise local building materials whilst being durable.

For all construction and infrastructure projects there is a need for them to be sustainable and durable enough to withstand flash floods, monsoonal rains, earthquakes and strong winds.

See more at: http://www.ewb.org.au/explore/initiatives/ewbchallenge/ptl/ptl-design-areas/ptl-infrastructure-construction#sthash.Puz9KhB9.dpuf

The Ministry of Education is supported by the World Bank for construction of standard basic schools across the country. To ensure the construction quality World Bank in cooperation with the MoE established a joint monitoring team to regularly monitor the project. Sites are selected to be safe from landslides.

The Government will attempt to provide adequate primary schools to ensure that each primary school aged child has an accessible school in or close to their community. In line with its physical facilities policies, MoEC will finance or facilitate the construction of additional small schools to serve communities without access to a primary school or children that must walk excessive distances to reach a primary school. MoEC will also provide new or rehabilitated schools or classrooms where classroom capacity of 50 students per classroom is exceeded and where double - 4 - shifts of a minimum of four hours per shift are not feasible. In addition, MoEC will finance school expansion where facilities do not meet MoEC''s minimum space standards.

Two policies have influenced the analysis of classroom need:
(i) primary classes should not exceed 50 students; and
(ii) double shifts of four hours each is an acceptable option to the provision of new schools/classrooms.

Construction standards and guidelines are being developed by UNICEF and Plan International which will be handed over to MoE.

Many schools still do not have adequate space. Most are located in the urban areas that have witnessed unprecedented population increases in the last three years. In this period the population of Bobonaro, for example, has increased by more than 60 percent while Dili district has grown by 40 percent.

> ***School retrofit, rehabilitation and replacement:*** *What existing policies programs and norms govern school retrofit, rehabilitation and replacement? What are the current status, quality and needs for school retrofit, rehabilitation and replacement:*

No information available, but with the development of safe school facilities guidelines being developed by UNICEF and Plan International it is hoped that these areas will be addressed.

> ***Non-structural mitigation:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation. What are current status, quality, and needs?*

No information available, but with the development of safe school facilities guidelines being developed by UNICEF and Plan International it is hoped that these areas will be addressed.

> ***Safe access:*** *What policies and norms govern measures taken for fire, earthquake and flood non-structural mitigation, and what is needed?*

No information available, but with the development of safe school facilities guidelines being developed by UNICEF and Plan International it is hoped that these areas will be addressed.

> ***School maintenance, water and power:*** *What policies and norms govern school maintenance, how is it funded, and who does it? How adequate are school classroom and water and sanitation facilities in general? Do schools have adequate water and power?*

A school grants program will be introduced (already piloted) that clearly earmarks grant funds for fee relief, the purchase of school materials for students and for minor maintenance – if maintenance is not required in any given year, the money allocated to maintenance for that year may be used to either expand the school's cost relief program and/or to purchase learning materials for children in the next school year. The extent of cost relief expected and a list of eligible items that may be purchased from grant resources will be specified by the Ministry. MoEC will require that PTAs are engaged in the management and monitoring of school grants. Each schools' PTA will be required to register a school grant committee with the district education director (PTA and grant committee membership will follow national guidelines) and guidelines for the use of grants will be issued. District education directors will be responsible for school grant program management at the district level and for compliance with national policy.[4]

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[4] School classroom and water and sanitation and power facilities are not at all adequate in Timor-Leste especially in the rural areas; these has been mentioned by the civil society organizations at various forums to MoE.

PILLAR 2: SCHOOL DISASTER MANAGEMENT (SDM) & EDUCATIONAL CONTINUITY: POLICIES, PRACTICES & PROGRAMS (2-3 pages maximum)

> ***School-based risk assessment and planning for risk reduction and educational continuity:*** *Briefly describe policies, practices and programs at sub-national, and school level for school-site level. Is SDM part of school-based management? To what extent do these involve children?*

No information available at present.

> ***Physical and environmental risk reduction in schools:*** *To what extent are schools involved in physical and environmental risk reduction? (eg. implementation of early warning system, rainwater harvesting, non-structural mitigation, flood mitigation, cyclone mitigation, re-forestation, safeguarding materials, school gardens, solid waste management.)*

The MoE in cooperation with the National Disaster Management Directorate (NDMD) trained 43 School Teachers on Tsunami Teacher training supported by UNESCO, they were facilitated the same training in their respective region/district with the support from National (MoE/NDMD).

> ***Response-preparedness in schools:*** *To what extent are standard operating procedures provided and practiced for building and area evacuation, lockdown, shelter-in-place, and family reunification? What is the scope and quality of guidance for school drills, and how often are drills generally held? Do administrators and teachers have skills for organisation of post-disaster response?*

At present there is no program for response-preparedness in schools. Plan International is in the planning stage of a development initiative that focuses on DRR in schools. This will be in a pilot stage in the first period, with options to expand once approaches can be replicated.

> ***Administrator and teacher capacity for school disaster management:*** *What type of education and training is available to teachers and administrators as far as school disaster management and what proportion have access to this? Are education personnel expected to be disaster service workers? Do they undertake their own household disaster preparedness?*

Save the Children has conducted capacity building trainings for teachers and school administrators in Education in Emergencies and Minimum Standards. Save the Children has conducted a training of trainers addressing the INEE minimum standards which can replicated at the district level.

Plan is implementing Safe school which focus on school disaster management in 8 target schools. The activities include DRR awareness raising development of School Disaster Preparedness Plan (DPP), the development of early warning systems for Flood and evacuation planning, Simulation/drill, IEC materials development, retrofit school facilities, first aid training, establishment and the training of emergency rescue teams. All these activities benefited by education department specially school children's, teacher and PTAs. There are currently no household disaster preparedness plans at this stage.

> ***Education in emergencies capacity:*** *Do tools exist for rapid damage and needs assessment for the education sector? Who is familiar with and can implement these tools? Do contingency plans exist for alternative sites, methods, and days of instruction to assure educational continuity? Are schools expected to be temporary shelters/collective centers? If so what are the limits on this, and what kind of support do schools get to cope with this? Are temporary learning facilities available, and if so, to what extent? Are alternative methods of learning available for disasters and emergencies? Is training available for psychosocial support?*

The Education Rapid Needs Assessment form has been standardized to be used by NDMD but has not been approved the Ministry of Education. The Humanitarian Partnership Agreement is recruiting a coordinator to be based at NDMD to assist them with the application of this form. The Education Sector will use and assess this form at the Education Sector Contingency Plan review later this year. The education sector has received training in using schools as safe centres as part of Save the Children's Inter-agency Network for Education in Emergencies (INEE) Minimum Standards training and in the Front Line Responder Training. Identification of schools as safe centres and contingency planning for this will need to be addressed in the development of the Education Cluster action plan.

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PILLAR 3: CLIMATE-SMART DISASTER RISK REDUCTION EDUCATION: POLICIES, PRACTICES & PROGRAMS (1 page)

> *Formal education:* *Briefly describe any laws, policies or practice, and current status, quality and needs in relation to DRR/CCA in curriculum. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education?*

DRR integration into curriculum is under development with support from UNICEF and UNESCO. The DRR subject will be integrated into the environmental sciences.

> *Informal education:* *Briefly describe any laws, policies or practices and current status, quality and needs in relation to DRR/CCA informal education. How about child rights, child protection, school health and nutrition, road safety, water safety, and peace education.*

Coordinated basic health checks take place at the school level. In school year 2005/06 the MoEC launched a limited school feeding project with technical and financial support from the WFP initially in five districts, identified as the most vulnerable. PTAs will have the responsibility for program implementation, in coordination with the school administration. MoEC will make sure that adequate health services are provided at the school level, in cooperation with the Ministry of Health, so that learning and school participation can be ensured.

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