

<p>Challenges</p> <ul style="list-style-type: none"> • Stunting rates remain high even though there has been school feeding efforts. • No appropriate budget allocated for ECCD programs from the government. • Lack of access to preschool, particularly children living in urban area, disadvantaged children, and children with disabilities. • Difficulties in implementing holistic ECCD with each ministry planning its own plans and programs. 	<div style="text-align: center;">  <p>Timor-Leste Country Profile: Early Childhood Care and Development (ECCD)</p> </div>
	<p>General information about ECCD in Timor-Leste^{i ii}</p> <p>There's a current focus on Early Childhood Education (ECE) in Timor-Leste even though an ECCD policy is not yet readily available. The Ministry of State Coordination and Social Affairs (MECAS) as a government agency coordinates all ECD agencies to provide ECCD services for ages 0-8.</p> <p>Presently, there is not any national early learning development standards (ELDS) even though UNICEF had just introduced it. An ECE preschool curriculum developed by the Ministry of Education is available for children aged 3-5 years.</p> <p>Significant improvements in immunization progress have been observed with increases in vaccination rates by more than 50% to its current rate of 85%. However, Timor-Leste has one of the highest stunting rates in Asia with increases in stunting rates from 1999.</p>
<p>Priorities</p> <ul style="list-style-type: none"> • Finalize and attain approval of the ECCD policy. • Increase net enrolment rate for preschool, particularly children in rural area, disadvantaged children and children with special needs. • Strengthen technical network among development partners to support community preschool on the ground. • Strengthen preschool teacher training. 	<p>Key policy</p> <ul style="list-style-type: none"> • Preschool or early childhood education policy for children age 3-5. • Draft ECCD policy (supported by UNICEF but yet to be endorsed and approved).

	<p>Ministry in charge</p> <p>Ministry of Education and Culture</p>																											
<p>For more information, please contact: ARNEC National Representative, Timor-Leste</p> <p>Ms. Abelina Da Costa ✉ abelinadacosta2013@gmail.com 🌐 www.arnec.net/country-pages/</p>																												
<p>Key data: A life cycle approach for ECCD</p> <p>Demographics</p> <table border="1" data-bbox="206 572 1039 1061"> <thead> <tr> <th>Indicator</th> <th>Data</th> <th>Source (year)</th> </tr> </thead> <tbody> <tr> <td>Total population (thousands)</td> <td>1,268.67</td> <td>World Bank Open Data (2016ⁱⁱⁱ)</td> </tr> <tr> <td>Rural population (%)</td> <td>67</td> <td>ARNEC Regional ECD Data Portal (2015^{iv})</td> </tr> <tr> <td>Under-5 population (thousands)</td> <td>206</td> <td>UNICEF SWOC (2016^v)</td> </tr> <tr> <td>Population below the global poverty line of US \$ 1.90/day (%)</td> <td>47</td> <td>ARNEC Regional ECD Dashboard (2007)</td> </tr> <tr> <td>Population growth rate (annual %)</td> <td>2</td> <td>UNICEF SWOC (2016)</td> </tr> <tr> <td>Total fertility rate (births per women)</td> <td>5.5</td> <td>UNICEF SWOC (2016)</td> </tr> </tbody> </table> <p>Prenatal</p> <table border="1" data-bbox="206 1185 1039 1297"> <thead> <tr> <th>Indicator</th> <th>Data</th> <th>Source (year)</th> </tr> </thead> <tbody> <tr> <td>Annual number of births (thousands)</td> <td>44</td> <td>UNICEF SWOC (2016)</td> </tr> </tbody> </table>	Indicator	Data	Source (year)	Total population (thousands)	1,268.67	World Bank Open Data (2016 ⁱⁱⁱ)	Rural population (%)	67	ARNEC Regional ECD Data Portal (2015 ^{iv})	Under-5 population (thousands)	206	UNICEF SWOC (2016 ^v)	Population below the global poverty line of US \$ 1.90/day (%)	47	ARNEC Regional ECD Dashboard (2007)	Population growth rate (annual %)	2	UNICEF SWOC (2016)	Total fertility rate (births per women)	5.5	UNICEF SWOC (2016)	Indicator	Data	Source (year)	Annual number of births (thousands)	44	UNICEF SWOC (2016)	<p>Noteworthy practices^{vii}</p> <ol style="list-style-type: none"> <p>Capacity building of early childhood teachers</p> <p><i>Noteworthy aspects:</i> ECCE unit established delivered the first nationwide Professional Development Capacity Program for Preschool Teachers.</p> <p><i>Achievements:</i> Strengthened teaching quality of 204 government preschool teachers and 499 private preschool teachers, facilitators and mentors across four districts; this established network of professionals further increase sustainability in the implementation of enhanced teaching and learning techniques.</p> <p>Curriculum development for 3-4 year olds</p> <p><i>Noteworthy aspects:</i> Nationwide University Brunei Darussalam project to collect data on Brunei priorities for young children involving various levels of community members.</p> <p><i>Achievements:</i> ECCE curriculum framework covering 5 developmental domains implemented in January 2009 based on MOE's curriculum guidelines of the new 21st Century National Education System (SPN21).</p>
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Birth registration (%)	55.2	ARNEC Regional ECD Data Portal (2010)
Maternal mortality ratio (per 100,000 live births)	570	UNICEF SWOC (2016)

Birth to 5 years

Indicator	Data	Source (year)
Infant mortality rate (deaths per 1,000 live births)	42	UNICEF SWOC (2016)
Exclusive breastfeeding under-6 months (%)	62	UNICEF SWOC (2016)
Under-5 stunting prevalence (moderate and severe) (%)	50	UNICEF SWOC (2016)
Under-5 mortality rate (deaths per 1,000 live births)	50	UNICEF SWOC (2016)
DTP3 national immunization coverage (%)	85	UNICEF SWOC (2016)
Violent discipline (Children aged 1-14 exposed to violent disciplinary methods during the last month) (%)	N/A	N/A

School readiness

Indicator	Data	Source (year)
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Early Childhood Development Index or ECDI (%)	N/A	N/A	
Father's support for learning (%)	N/A	N/A	
Availability of children's books (%)	N/A	N/A	
Gross enrollment ratio or GER in pre-primary (%)	18.87	UIS (2015 ^{vi})	
Gender parity index of GER; F/M (%)	1.07	UIS (2015)	
Children entering Grade 1 with ECD experience (%)	N/A	N/A	
Gender parity index of children with ECD experience; F/M (%)	N/A	N/A	
Grade 1 repetition rate (%)	25.92	UIS (2014)	

Testimonies

“All children have a same right to high-quality education, care and development.”

“Timor-Leste’s future is in the hands of children. As a young nation Timor-Leste recognises the importance of education and culture for sustainable develop and for building prosperous future. Education and culture are also at the heart of building a tolerant where everyone has opportunity to be educated.” -- Mr. Joao Cancio, Former Minister of Education and Culture.

ⁱ ARNEC. [Asia Pacific Regional ECD data portal: Enabling environments](#).

ⁱⁱ UNESCO. (2016). [New Horizons: A review of early childhood care and education in Asia and the Pacific](#)

ⁱⁱⁱ World Bank Group. (2016). [World Bank Open Data](#). (Accessed 15 January 2018)

^{iv} ARNEC. [Asia Pacific Regional ECD data portal](#). (Accessed 15 January 2018).

^v UNICEF. (2016). [The State of the World’s Children 2017 Statistical Table](#).

^{vi} UNESCO Institute for Statistics (UIS). (2018). [Education dataset](#). (Accessed 15 January 2018).

^{vii} SEAMEO INNTECH. [Regional consultation forum on early learning frameworks, policies and programmes: A completion report](#)