



**Country: Timor-Leste**  
**Project Initiation Plan**

**Project Title: “ICT Skills and Knowledge for Youth in Timor-Leste (iSKY-TL)”**

**Expected UNSDCF/CPD Outcome(s):**

Overall, the project is envisaged to contribute to the following United National Sustainable Development Cooperation Framework (UNSDCF) outcome and sub-outcomes, including the relevant output indicators within the sub-outcomes:

**UNSDCF Outcome 2:** By 2025, institutions and people throughout Timor-Leste in all their diversity, especially women and youth, benefit from sustainable economic opportunities and decent work to reduce poverty.

**Indicator 2.3.1.** Percentage of youth (15-24) not in education, employment, or training (Sustainable Development Goals – SDG (Sustainable Development Goals) indicator 8.6.1)

**Expected Country Programme Development (CPD) Output(s):**

The project is contributing to **CPD outcome 2:** Economic opportunities and decent work for all.

**CPD Output 1.1.** Young men and women have improved access to sustainable economic opportunities.

**Indicator 1.1.1:** Number of young men and women benefiting from entrepreneurship and employability skills and services.

**Initiation Plan Start/End Dates:** 10 Aug 2021/ 31 Dec 2022

**Implementing Partner:** UNDP

<b>Brief Description</b>	
<p>In addressing educational challenges in Timor-Leste, the systemic integration of ICT has been identified as an opportunity for expanding access to learning opportunities across the country, creating a more effective learning environment, and improving the quality of teaching and learning. ICT skills also helps students to have improved access to sustainable economic opportunities.</p> <p>Since 2019, UNDP, with the financial support of the UN-India Development Partnership Fund, has successfully implemented a pilot ICT education project in Oe-cusse (“Leveraging ICT to Improve Education and Skills in Timor-Leste”) which ended in June 2021. Thanks to the project, students, and teachers of 23 schools in Oe-cusse have access to in-house computer labs, robotic labs, and mobile computer labs, and are able to use basic computer applications, write CVs, and design web pages.</p> <p>Based on this success, the Ministry of Education, Youth and Sports (MOEYS) and UNDP are working together to explore opportunities to scale up this project nationwide so that more students and teachers can benefit. The proposed project aims to contribute to the improvement of ICT education in general secondary and technical vocational schools in Timor-Leste by providing students and teachers with the required infrastructure and human capacities.</p>	
<p>Programme Period: Aug 2021- Dec 2022</p>	<p>Total resources required \$550,000</p> <p>Total allocated resources: \$550,000</p>

Atlas Project Number: 00131238	UNDP	\$50,000
Atlas Output 1 ID: 00124351	Government	\$500,000
Atlas Output 2 ID: 00124352		
Atlas Output 3 ID: 00124353		
Gender Marker: GEN1		

Agreed by UNDP:



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**Ms. Munkhtuya Altangerel**  
Resident Representative  
UNDP

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## I. PURPOSE AND EXPECTED OUTPUT

Since its independence in 2002, Timor-Leste has made significant strides towards securing lasting peace and stability. Despite many achievements, there are some remaining challenges to further sustainable development. One of these challenges is education, particularly information and communication technologies (ICT) education at secondary and vocational schools.

Under the leadership of the Ministry of Education, Youth and Sports (MOEYS), Timor-Leste has expressed a strong commitment towards education. The 2002 Constitution of the Republic of Timor-Leste states that (i) *"The State will do everything within its means to help education, health and vocational training for youth"* and (ii) *"The State recognizes and guarantees the right to education for all citizens"*. Through the Basic Law of Education in 2008, the State guarantees the right to education to all citizens. It is responsible for promoting the democratization of education, ensuring the right to fair and effective equal opportunities in school access and achievements.

The Timor-Leste Strategic Development Plan 2011-2030 also recognizes education and training as key elements/components to improving the life opportunities of Timorese people and achieving the country's economic development goals. It also recognizes education as a major means to reduce poverty and achieve successful development. Education is a fundamental right and is one of the most critical foundations for development.

The VIII Constitutional Government, under the MOEYS, set the priorities to improve the quality of education through infrastructure facilities development as below:

- Ensuring schools are fully equipped and ready to serve as an appropriate learning place, with laboratory and library facilities, with a safe and respectful environment.
- Utilizing ICT as an instrument to promote modern and quality education.

In addressing educational challenges in Timor-Leste, the systemic integration of ICT has been identified as an opportunity for expanding access to learning opportunities across the country, as well as improving the quality of teaching and learning.

Educational ICT tools can help create a more effective learning environment; however, the availability of ICT education tools, trained teachers, and teaching/learning materials is very limited. There are only 11 secondary schools in the country that have ICT labs to teach basic ICT education. Among the vocational schools in the country, only 3 have ICT labs and teach basic ICT skills.

The ICT curriculum is limited to teaching, but given the absence of computers in the schools, students are taught the theoretical aspects without ever touching the computers and multimedia equipment. Teachers are key in ensuring that students get the requisite lessons that keep their minds ignited for seeking knowledge, but teachers are not trained sufficiently to teach computer education and other subjects using technology.

Since 2019, the United Nations Development Programme (UNDP), with the financial support of the UN-India Development Partnership Fund, has successfully implemented a pilot ICT education project in Oe-cusse (*"Leveraging ICT to Improve Education and Skills in Timor-Leste"*) which ended in June 2021. Thanks to the project, students, and teachers of 16 schools in Oe-cusse now have access to in-house computer labs, robotic labs, and mobile computer labs, and can use basic computer applications, write CVs, and design web pages. UNDP and the technical team of the Ministry of Education, Youth, and Sports developed the training and the instructional materials for teachers and students based on their ability level. The current ICT curriculum for general secondary education was also assessed and recommendations made for curriculum reform. The MOEYS is taking steps to reform the curriculum for general secondary education.

Based on this success, the MOEYS and UNDP are working together to explore opportunities to scale up this project nationwide to benefit more students and teachers. The proposed project aims to improve general

secondary and technical vocational education by providing students and teachers in Timor-Leste with the required infrastructure, and human capacities for ICT education.

Against this backdrop, the project aims to improve access to ICT education in secondary and vocational schools to make the male and female youth students better prepared with skills for the job market.

The project's objectives are aligned with the Sustainable Development Goal 4 – Quality Education, Goal 5 – Gender Equality, Goal 8 – Decent Work and Economic Growth, the Timor-Leste National Strategy on Sustainable Development 2015-2030, and the UNSDCF's Outcome 2 that focuses on sustainable economic opportunities and decent work to reduce poverty for people in Timor-Leste, especially women and youth.

The project is planned to be implemented nationally for five years (2021-2025). To kick-off the project and to demonstrate its commitment, the MOEYS and UNDP contributed a project initiation cost for a comprehensive baseline assessment and market survey, refurbishment of existing ICT labs in a few selected schools, and install a new ICT lab. During the PIP period, the project will develop a full-fledged project document for the year 2022 - 2025.

The project's expected outputs (during the PIP) include:

**Output 1. MOEYS is better prepared to improve ICT education infrastructure and ecosystem in Timor-Leste.**

The project will carry out a baseline assessment of ICT education in Timor-Leste. The assessment will identify the gaps in the current ICT education of both skills and infrastructure aspects. A team of international and national ICT experts will conduct site visits to the existing ICT labs across the country as well as carry out surveys and interviews with teachers and students. An additional survey will be conducted for the vocational school ICT education to assess the domestic/international market to assess and identify the correct ICT skills to increase employability. These assessments will be the basis for a comprehensive strategic plan developed during the full phase project period after the successful implementation of the PIP.

**Output 2. Selected secondary and vocational schools are supported to pilot ICT education.**

To support Timor-Leste's Strategic Development Plan for education 2011-2030 and economic development goals, the project aims to improve the life opportunities of Timorese people by addressing and improving ICT infrastructure and learning facilities in secondary and vocational schools. This output seeks to support both the hardware and software required to empower and equip youth for the needs and demands of the labour market. To respond to the growing need for TVET teachers, trainers, and students to understand the application of digital technologies, such as artificial intelligence, and Internet of Things (IoT) technologies, the project will initiate hands-on training programmes during the PIP period which will be scaled up via the full project later.

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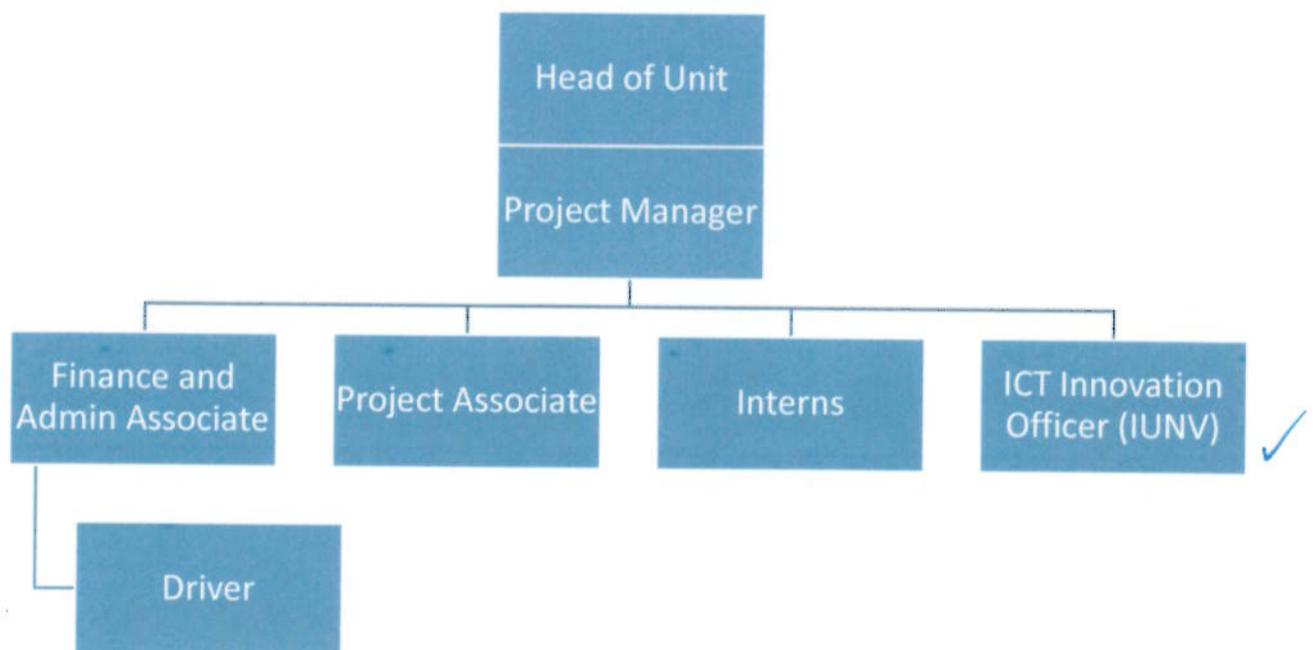
## II. MANAGEMENT ARRANGEMENTS

The project will have a Project Management Board (PMB). The PMB will provide strategic guidance and oversight to the project. The PMB will be represented by the Ministry of Education, Youth and Sports (MOEYS), UNDP and relevant Ministry's representatives and other Development Partners. The PMB will be co-chaired by MOEYS and UNDP. The project will be directly implemented by the UNDP project team with close coordination with MOEYS. The main tasks of the PMB will be to review and approve the annual work plans and budgets, as well as to approve any course corrections needed to this PIP based on the findings of

the assessment, monitoring reports, budget changes, and risk mitigation measures that could be necessary during implementation.

The UNDP Country Office will maintain communications with all relevant partners on quality assurance matters and prepare for – and follow-up on – the project board meetings and its decisions. UNDP will hire an international Project Manager to be responsible for the day-to-day management of project implementation, ensuring that project coordination and quality assurance are maintained.

Serving as the secretariat, the Project Manager will inform the Project Board about the progress of the project implementation regularly and present the annual work plan, the results, risks, and critical issues of the project implementation for the Board guidance and decisions. To support the implementation of this project, UNDP will hire additional staff, including National ICT Project Associate, Administration and Finance Associate, ICT Innovation Officer (IUNV Youth), IT technician interns, Driver, and other experts to support the project as needed.



This PIP (Project Initiation Plan) is for a period of 17 months from August 2021 - December 2022 as the initial budget will be used to develop a full-fledged project document for a five-year project based on the comprehensive baseline assessment and market survey. If needed, the PIP can be extended up to 18 months.

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### III. MONITORING

The project will develop an M&E (Monitoring & Evaluation) plan, monitoring tools, and gather data regularly to monitor the project's progress against its targets. The monitoring practices will help identify and manage any risks and capture good practices and lessons. As per UNDP's practices, the project progress will be reported regularly as agreed with the government counterparts (MOEYS).

#### IV. WORK PLAN

Period: August 2021 – Dec 2022

The PIP Workplan only includes the activities for which initial funding (\$550,000) has been committed.

EXPECTED OUTPUTS <i>And baseline, indicators including annual targets</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME						RESPONSIBLE PARTY	PLANNED BUDGET		
		2021		2022					Funding Source	Budget Description	Amount
		Q 3	Q 4	Q 1	Q 2	Q 3	Q 4				
<b>Output 1:</b>  <b>MOEYS is better prepared to improve ICT education infrastructure and ecosystem in Timor-Leste.</b>  <i>Baseline date: 2021</i> <i>Target date: 2022</i>  <b>Indicator 1:</b> Number of assessments completed  <i>Baseline: 0</i> <i>Target: 2</i>	<b>Activity 1.1</b> A comprehensive assessment of ICT infrastructure and ecosystem in Timor-Leste for secondary and vocational education		X	X				UNDP/MoEYS	MoEYS	Procurement of consultants (one international and two national) to conduct the assessment with support from MOEYS's technical team. The assessment will cover (103 General secondary and 58 Technical Vocational) schools across 12 of the country's municipalities.	50,150.00
	<b>Activity 1.2</b> Conduct a survey of the labour market to align the technical vocational schools' current ICT curriculum to respond to the needs of a digital era.				X			UNDP	MoEYS	Procuring an international consultant to conduct the market survey. The purpose of this survey is to assess the labour market potentials and the current situation of TVET for supporting learners or graduates' quick transition to the labour market.	20,000.00
	<b>Activity 1.3</b> Develop the project document during the PIP period based on the baseline assessment and the market survey.				X	X		UNDP	MoEYS	Procure an international consultant to lead the development of the Project Document. The Project Manager, and other project team members will support the development of the project document.	10,000.00



<b>Output 3:</b> ICT capacity of teachers and students (50% girls) is improved by developing hands-on and innovative training materials and providing practical trainings  <i>Baseline date: 2021</i> <i>Target date: 2022</i>  <b>Indicator 3.a</b> # of students (secondary, technical, and vocational) and teachers participating in ICT training programs (disaggregated by sex, age, and disability) <i>Baseline: No</i> <i>Target: 250</i>	<b>Activity 2.3</b> Conduct basic ICT training program for teachers (TOT) and young students using ICT education manuals developed by UNDP					X	X	UNDP/MoEYS	MoEYS	Using the UNDP ICT training manuals developed for Oe-cusse to conduct trainings for teachers and students. Procurement of trainer(s) (approx. 2) to do the trainings and training facility costs.	12,500.00	
	<b>Activity 2.4</b> Develop an advanced ICT training program for TVET (Technical Vocational Education and Training) teachers and students in accordance with the employment needs of the markets			X	X	X	X		UNDP/MoEYS	MoEYS/	One International Youth Volunteer (ICT innovation officer) to develop advanced ICT education training manuals (IoT and computer integration) for students and teachers, support for the market survey, follow up the ICT lab installation, conduct TOT to teachers in TVET and provide IoT training.	52,995.46
	<b>Activity 2.5</b> Host an exhibition and competition to showcase the students' innovative application/experimentation of their ICT skills and develop a report on the experience of the pilot schools							X	UNDP/MoEYS	MoEYS/	Host an exhibition/competition, which includes the cost for venue, refreshments, etc.  The project team will develop the report on the experience of this pilot project.	15,500.00
<b>Total Output:2</b>											<b>271,088.98</b>	
<b>Management cost</b>	Management (Staff salaries)	X	X	X	X	X	X	UNDP	MoEYS/ UNDP	Manager/Coordinator, Driver, Admin & Finance, Project officer, and Interns	135,642.04	

<b>Operational cost</b>		UNDP	MoEYS		21,642.04
E.g., Communication/Fuel/Maintenance/Travel/Phone/Internet Miscellaneous	and				
<b>Sub Total</b>					<b>508,552.94</b>
	DPC (3%)	UNDP	MoEYS		15,256.59
	GMS (5%)	UNDP	MoEYS		26,190.48
<b>Total</b>					<b>550,000.00</b>