



Midline Evaluation

**Lafaek Learning Media Project in
Timor-Leste**

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ACRONYMS

CBA	Curriculum-Based Assessment
CITL	CARE International Timor-Leste
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GPA	Gender and Power Analysis
HDDS	Household Dietary Diversity Score
KII	Key Informant Interviews
LLM	Lafaek Learning Media
MAF	Ministry of Agriculture and Fisheries
MFAT	Ministry of Foreign Affairs and Trade New Zealand
MoEYS	Ministry of Education, Youth, and Sports
MoH	Ministry of Health
PTA	Parent Teacher Association
SFP	School Feeding Program
TVET	Technical and Vocational Education and Training
VSLA	Village Savings and Loan Association
WEE	Women's Economic Empowerment

EXECUTIVE SUMMARY

Established in Timor-Leste in 2001, the Lafaek Learning Media (LLM) project has distributed magazines to schools and households countrywide in order to improve literacy, numeracy, critical thinking, healthy environments, social cohesion, and to promote women's leadership. The project was designed to respond to the limited availability of local language, grade-appropriate learning materials in schools and households of Timor-Leste, and to enable parents to have access to relevant and appropriate informational materials on child rights, childcare, gender equity, health, economic development, environmental care, and participation in local governance. The LLM project is implemented by CARE International in Timor-Leste (CITL) and is part of CARE's long-term program focusing on women and girls in rural and disadvantaged areas, seeking to improve their wellbeing and voice. This program seeks to address the underlying causes of poverty through a combination of direct programming and partnerships with the civil society and government.

The Lafaek project has operated without interruption for 20 years (first distribution in 2001) addressing issues relating to education, women's voice, women's economic empowerment, and sexual and reproductive health. The Lafaek project began with a single children's magazine (Lafaek ba Labarik) and has since expanded to include several new magazines including Lafaek Ki'ik, Lafaek Prima, Lafaek ba Manorin, and Lafaek ba Komunitade.

Previous studies of the Lafaek project have found that exposure to Lafaek content and its popularity and use is high among teachers and students. Lafaek has become especially important for many schools and communities, as it is often the only resource available in Tetum for households or to support classroom learning. The reach, popularity, and use of the Lafaek magazine in Timor-Leste is well-understood. However, we know less about how exposure to the magazine impacts key project outcomes for learners, teachers, parents, and the wider community. This midline evaluation was designed to understand the impact of the Lafaek learning materials on schools, students, teachers, and households.

METHODOLOGY

This section provides an overview of the research design of the LLM midline evaluation. The evaluation uses a mixed-methods design, triangulating information from different sources and utilizing both quantitative and qualitative methods to enhance the reliability and comprehensiveness of findings. All methods are gender-sensitive and socially inclusive, ensuring that women, men, girls, and boys are able to provide data in a safe, open, and reliable context, and that perspectives from all age and gender groups are adequately represented in data analysis. This evaluation first establishes how Lafaek is used, by whom, and for what purposes. That information then is used to develop indicators of exposure to the magazine. Using those indicators, relationships between exposure and key project outcomes – for example in literacy, teaching practices, health and hygiene, and nutrition - are examined to try and determine where and to what extent Lafaek is having an impact.

Six instruments are included in this study, in addition to the desk review of project documents and past reports: (1) the Early Grade Reading Assessment (EGRA), which assesses the literacy outcomes of students in grades 2, 3, and 4; (2) a classroom observation to identify teaching practices of second grade teachers; (3) a school survey to assess school resources, teacher and student enrollment and attendance; (4) a household survey, which provides data on household composition, savings and loan information, student attendance, gender and power dynamics, and health and nutrition knowledge; (5) qualitative interviews and focus group discussions with parents, youth, teachers, and school directors/coordinators and interviews with selected external stakeholders; and (6) a Lafaek Facebook user survey. These instruments were administered in all municipalities except Viqueque.

EDUCATIONAL OUTCOMES

Exposure

The analysis shows that Lafaek is the main (and often only) reading material available to students and households. Among households who had reading materials available for their children, 85.9% relied completely on Lafaek magazine. Furthermore, interviews with Lafaek project staff, teachers, parents, and students indicate that Lafaek is often the only Tetum language reading material available in schools or in the home. This heavy reliance on Lafaek as the sole reading material available to most students and households in Timor-Leste is perhaps the most significant finding of this (and other) evaluations of the Lafaek program and is worth keeping in mind when evaluating other impacts of the program.

In addition to being the only reading materials available to many households, readership among students and households is high. In nearly all of the households surveyed (93.3%), respondents indicated that the school provides copies of the Lafaek Magazine to students of pre-school and grades 1-6 to take home and only 1% of respondents indicated that the magazine is not offered to children of any grade. While nearly all of the teachers and students indicated that Lafaek Prima or Lafaek Kiik is used in their classrooms (meaning that nearly all of the students surveyed are exposed to Lafaek content at some point), more than three-quarters (78.2%) also read Lafaek at home. Readership among parents (43.2%) and non-school-aged youth (33.0%) are all also high, with substantial engagement with Lafaek content reported in the home. Furthermore, more than half (57.8%) of the households surveyed report reading Lafaek “often” or “very often” These results suggest Lafaek is a major part of the lives of most people in Timor-Leste and that the potential for positive impacts to learning outcomes is high. In fact, given the difficulties of detecting and measuring impact in the absence of a control group (as is the case in this study), the impact is likely larger than what is captured here.

Not only do most households have the opportunity to interact with Lafaek, and do so often, they are also interacting with Lafaek in a number of different ways. Heads of household were asked about 16 potential categories of use of the Lafaek Magazine. Only 11.0% of respondents indicated that they did not use Lafaek for any of those purposes. Households are primarily using Lafaek to help their children learn generally (68.5%), learn to read or count (32.3%), read stories (21.8%), play games (9.4%) and to learn about health and hygiene (8.4%). Parents indicate a variety of intended uses of Lafaek. However, these are likely a reflection of their primary uses of Lafaek, as when asked to recall specific things they have learned from Lafaek, the range of topics that they have meaningfully interacted with grows even wider. When asked directly if they play the games in Lafaek with their children, 42.2% of parents say that they do. Among those that recalled playing games, 61.3% indicated that they played literacy games while 52.2% played numeracy games and 70.6% of heads of household surveyed said they did so “often” or “very often”. Furthermore, when asked what they had personally learned from Lafaek, parents recalled learning about health and hygiene practices (31.3%), crafts (26.7%), finance (17.7%), reading (15.1%), childcare (11.2%), and family relationships (9.9%). Analysis of the qualitative data further supports this finding. During FGDs, parents were asked to recall instances of what they learned from Lafaek with respect to health (hygiene practices and nutrition), Tetum language, Timorese culture, starting businesses, savings and financial practices, agricultural practices, the environment, creativity and crafting and social issues (such as gender equality and child’s rights). Despite relatively few respondents indicating that they use Lafaek to learn about these topics (all less than 10% in the survey), nearly all of the FGDs were replete with specific, tangible examples of things they had learned with respect to each of those categories.

Predictors of use

In addition to characterizing the patterns of use of Lafaek, we also examined the predictors of its use. While readership among all municipalities is high, a student from Bobonaro is 7.4% less likely to read the magazine than a student from other municipalities ($p=0.016$). Proxies for household well-being

and socio-economic status were also examined to see if they predicted the likelihood that a student would read Lafaek. Students who had eaten the day of the survey were 8.7% more likely to report reading Lafaek than students who had not ($p=0.009$) and students from households where nobody had gone a day with having something to eat during the past 30 days were 5.7% more likely to report reading Lafaek ($p=0.049$).

Inclusivity

Between 2007 and 2020, more than 6,500,000 combined copies of Lafaek Prima, Lafaek Ki'ik, Lafaek Manorin, and Lafaek Kommunitade have been distributed. In 2020 alone, 321,000 community magazines (Lafaek Kommunitade) were distributed. In the same year, 750,000 school magazines (420,000 copies of Prima and 330,150 copies of Ki'ik) and 38,550 Teacher's magazines (Lafaek Manorin) were distributed to more than 1,500 schools. Distribution of the magazine through schools maximizes the likelihood that the students have access to it, preventing students from being excluded based on their ability to retrieve the magazine or bypass gatekeepers. There were no major differences between boys and girls having access to the magazine (in fact, girls are slightly more likely to report reading the magazine) and students who were identified as having a disability were only slightly less likely (82.4%) than those without (89.0%) to read the magazine.

The biggest issue with inclusivity is with regards to language barriers. Nearly half (42.4%) of all respondents who receive the community magazine reported challenges to reading the magazine at the household level. Among those who indicated that there are challenges to reading the magazine, primary challenges are that a member (or members) of the household can't speak Tetum (17.9%), the Tetum being used is too difficult (5.8%), or the entire household is illiterate (12.8%). These results are in line with the 2015 Timor-Leste population census that found 34.5% of households are illiterate or not attending schools. When looking at the data by municipality, we find that these language challenges go hand in hand. In other words, if a municipality reports on of these challenges (household members do not speak Tetum; the Tetum is too difficult; and the household is illiterate) they are likely to report all three of these challenges at similar rates. The municipalities where respondents are most likely to report facing one or all of these challenges are Bobonaro (respondents from Bobonaro were most likely to report one member or the entire household being illiterate), Manatuto, Ermera, Ainaro, and Aileu. While these challenges are important to mention here, it should also be noted that they are already well documented among the Lafaek team, who has taken proactive measures to help mitigate these challenges. For example, during magazine distribution, students are encouraged to read the magazines to their illiterate parents. This is supported in the qualitative data where parents discuss their children reading them stories or them working through the text together. Furthermore, during FGDs, participants in both parent and youth discussions regularly mentioned the pictures, graphics, and/or illustrations as an important mechanism for people who cannot read the Tetum to still be able to meaningfully interact with the content and use them as a springboard for improving their Tetum language skills.

Lafaek social media

A Facebook survey was administered to ascertain the potential of the Lafaek digital content - particularly with respect to engagement with the Lafaek social media platforms. This data was gathered to capture information on urban populations (as the sample for this report is predominantly from rural areas).

Respondents were asked to give their primary sources of information related to health, hygiene, nutrition, and gender equality. Facebook was the most popular source among this sample with 75.6% users citing it as their primary source. Television (65.3%), YouTube (56.7%), and other websites (37.6%) were also commonly cited. Print media sources were less likely to be a primary source of information on these topics, for this sample, with magazines being cited by 35% of the respondents and Newspaper by 32.3%.

Overall, respondents indicated that they interacted frequently with the Lafaek Facebook page, with 44.3% indicating they visit every day and 35.9% indicating they visit once or twice a week. Respondents in the 10-30 age group were more likely to visit the page almost every day (46.2% vs 36.1% for those in the 31-50 age group). Overall, 95.6% of users indicated that they interacted with the Lafaek Facebook page at least a few times a month.

Monitoring activities by the CARE Lafaek team show that the Lafaek Facebook page had 131,592 followers as of July 15th, 2020 and at that time, it was the fourth most liked and followed page in Timor-Leste. As the number of Lafaek's Facebook followers continues to grow (142,754 followers as of Aug 31st, 2021) and opportunities for internet access in Timor-Leste increase, the potential for Lafaek to reach a wider audience through digital content provides an interesting opportunity for providing low-cost alternatives to the print magazine.

Respondents were also asked to rate the quality of information provided by the Lafaek Facebook page on a scale of: Excellent, Above Average, Average, Below Average, Unsatisfactory, or Don't know. Satisfaction was very high with 81.1% of respondents indicating that the information received was either excellent (42.6%) or above average (38.4%). Less than 3% of the respondents indicated that it was below average (1.9%) or unsatisfactory (0.5%). Furthermore, almost all respondents (98.1%) indicated that they would recommend the Lafaek Facebook page to their family and friends (similarly, 99.5% would recommend the magazines).

When taken together, the frequent use of and the high satisfaction with the Lafaek Facebook content paints a positive picture of the potential for Lafaek social media and digital content to reach a wider audience. While a lack of access to the internet is a major impediment to most households in Timor-Leste in terms of being able to engage with Lafaek content online, as the digital landscape changes in Timor-Leste, a transition to or a focus on the development of digital media may allow for the program to have a wider reach at a much lower cost.

Literacy

One of the primary purposes of this evaluation was to gain a better understanding of Lafaek's contribution to improved learning outcomes, teacher practices, and caregiver support for early learning. While there were some limitations to our ability to detect the likely impact of Lafaek given the research design (our inability to use a quasi-experimental design), it is clear that Lafaek is having a positive impact on learning outcomes in Timor-Leste.

The impact on overall literacy scores was one of the strongest findings to emerge from the quantitative analysis. Overall literacy scores and subtask scores were strongly predicted by a student having Lafaek in their home, the student saying that they read Lafaek, and the student being able to recall word games or stories from the magazine (an indicator of past engagement with Lafaek). However, indicators of exposure that were mediated through another person (for example, a teacher or caregiver reading to the student), did not predict literacy scores. One interpretation of this result is that the key to Lafaek's impact on literacy is that it ensures that every student has a physical copy of the magazine that is their own, and that they can interact with on a personal level and in their own way. However, given the reduced time spent at school due to COVID-19, it is possible that this reduced impact of mediated interactions may not hold under normal school conditions.

Among individual subtasks, the largest effects of the use of Lafaek were observed in passage fluency. In the passage fluency portion of the assessment, students were asked to read a 61-word passage and were scored based on the number of words they were capable of reading correctly in one minute. Students in the medium dose group are expected to get 10.38 more words correct than students in the low dose group ($p=0.000$) while students in the high dose group (those with the highest exposure to Lafaek between home and school) are expected to get 11.9 more words correct ($p=0.000$). The effect of students saying that they read Lafaek is also shown to have a large impact with students in this group expected to get 8 more words correct ($p=0.023$).

The quantitative analysis showed a modest, but detectable effect of students' personal engagement with the magazine (the student reading Lafaek, the student recalling a story from Lafaek, and the household receiving Lafaek) on overall reading comprehension scores and on individual subtasks. However, its impact is likely far greater than these results suggest. Given that Lafaek is the primary/only Tetum language reading material for many of the students, teachers, and households in Timor-Leste, without Lafaek, many students may not have access to any materials to practice and develop their literacy skills. Furthermore, the qualitative data overwhelming showed that not only are students reading Lafaek (87.8% of students surveyed reported reading Lafaek), but members of their household are as well (the community magazine and the student magazine). It is clear that Lafaek is playing an important role for caregivers helping their child learn how to read: 68.5% of heads of household say they use Lafaek to help their children learn; 32.3% say they use it specifically to help their child learn to read/count; and 21.8% say they use it to read stories to their child. In addition, parents use Lafaek as a spring board to engage with their child in literacy skill development through playing literacy games (which are very popular), creating learning interactions between the parent and their child (for example, when the child asks their parents about a picture from a magazine a story they read), and providing parents (many of who are illiterate themselves) the scaffolding required to be help their child learn. For example, there were several instances in the interviews where a parent said that, even though they themselves cannot read, the pictures in the magazine allowed them to help their child learn by naming pictures of animals or being able to talk to their child about the images they saw.

Lafaek and Mitigating the Impacts of COVID-19 on Learning

Due to the COVID-19 pandemic, schools closed on March 23, 2020, and most schools did not reopen again until July. As a result, the government instituted a remote learning program called "School Goes Home". Once schools did reopen, many schools opted for reducing the time spent in school by half (dividing the number of students in the school by two and having them come in two shifts) or having them go to school every other day for the full 5 hours. In the household survey, we collected some information on how schools were impacted by the COVID-19 shutdown and if students studied while the school was closed.

While schools were closed, 80.9% of caregivers indicated that their child studied from home. Lafaek magazine was the most commonly used study material while schools were closed (67.6%), suggesting that Lafaek magazine may have been an important tool for helping students minimize how far they fell behind.

Lafaek was also shown to have a positive effect on students who used it to study when schools were shut down during COVID. Students who used Lafaek to study while schools were shut down showed increased overall literacy scores; a regression model of EGRA scores with students who used Lafaek to study when school was closed predicted a 5% increase in the overall EGRA score of 2nd grade students compared to students who used any other material to study.

Qualitative interviews with parents support these quantitative findings. Parents generally indicated that their students generally studied from home (Unsurprisingly, parents also indicated that their children didn't study as much as they would like or were often distracted) and many parents indicated that the Lafaek magazine was the only learning resource they had available for their child. Even though parents, teachers, and school administrators were all in agreement that learning suffered a great deal as a result of school closures, Lafaek served an important role in providing some opportunity for continued learning while schools were closed.

Improved Teacher Knowledge and Practices

Nearly all of the teachers included in the sample report using the Lafaek Teacher's magazine. Teachers report that it is one of the most important tools they have access to. In fact, of the 185 grade two teachers surveyed during the midline evaluation, only 11 (6.0%) indicated that they did not use the Lafaek Teacher's magazine. Teachers primarily report using the magazine as a means of learning about content (with more than half of all teachers saying they use the teacher's magazine to learn about how to teach Reading, Tetum, and Mathematics). During FGDs, teachers expressed that the teacher magazine plays an important role in their ability to get up to speed on the topics they are covering in class, develop (in many cases copy) lessons for teaching about those topics, and for some of the more difficult topics (such as math and science), they indicate that the teacher magazine is absolutely essential to their ability to teach those topics. Although the teacher's magazines are popular among teachers and almost universally used, teachers do have problems being able to fully utilize the magazine's benefits. Among teachers surveyed, 12.4% indicated that the Tetum is too difficult and 7.0% indicate that they lack the materials to put the information they are learning about into practice. These concerns emerged during some of the FGDs as well, most notably in relation to teaching science. Some of the teachers expressed frustration that the magazine would include a really interesting lesson for teaching some aspect of science, only to realize they did not have the materials needed to conduct the lesson in their classroom.

About one-third (30.5%) of the teachers surveyed indicated that they used Lafaek to learn about classroom management. However, further evidence of improved classroom management skills is minimal. In FGDs, several teachers make general statements about learning classroom management techniques from Lafaek. A few teachers used singing to students (as a means of refocusing their attention) as an example. However, most teachers, when asked to provide examples of how they have used Lafaek, few bring up classroom management specifically. Most reiterate that it is used to learn about content and to develop lessons. It should be noted that the absence of details of specific classroom management techniques does not necessarily mean that teachers are not using the magazine to develop these skills. Rather, evidence for other uses by teachers is far stronger. At the same time, there is some evidence that teachers resorting to corporal punishment and using harsh language as a means of managing their class, rather than sound classroom management strategies.

To be clear, most teachers and school coordinators acknowledge that using corporal punishment and harsh tones is not only wrong, but detrimental to learning. However, there were examples of teachers in qualitative interviews who discussed hitting students, twisting their ears, or yelling at them, with some describing these as necessary. During classroom observations, the use of corporal punishment was observed in 12.4% of the observations (boys (52.2% were only slightly more likely than girls (47.8%) to experience it) and the use of harsh or angry tones by the teacher in 42.2% of the observations. The teacher's reported use of the magazine to learn about classroom management was not a significant predictor of a teacher's likelihood to use corporal punishment. While it is clear that teacher attitudes toward corporal punishment are trending toward its disfavor, it is likely that the use of corporal punishment is likely an ongoing issue in a meaningful number of schools and classrooms.

During classroom observations, enumerators collected data on teaching strategies used, which were then developed into an index of classroom activity. The single most significant finding of the analysis of this index was that teachers who reported using Lafaek as a means of learning about classroom management were 7% less likely to be observed having students repeating after them ($p=0.015$).

Since all of the classes being observed were second grade Tetum classes, we examined the relationship between teachers' use of Lafaek (specifically for Tetum language instruction) and classroom management to see if they predict classroom activity. There was a marginally significant relationship ($p=0.073$) between a teacher using the magazine to learn about teaching Tetum and classroom activity (the model predicts that these teachers will use on average .5 more active strategies per lesson).

FAMILY WELL-BEING

In addition to having positive impacts on educational outcomes and teaching practices, Lafaek is having positive impacts on the well-being of families. While the analysis has focused on health, nutrition, hygiene, and economic outcomes, it should be noted here that one of the most positive aspects of the Lafaek program is that it provides opportunities for households to learn and engage with one another in a variety of ways. This maximizes opportunities for all family members to benefit from the magazine. One of the most striking findings from the reading of the FGDs is the variety of things people recalled learning from the magazines. While the analysis here focuses on a number of specific categories of specific interest to the evaluation, the fact that Lafaek is being used as a resource for such a wide range of topics is one of its biggest strengths.

Another positive aspect that emerged from the qualitative data (that may be hard to tease out from all the findings in the body of the report) is that Lafaek has helped to support bringing parents and children together. Examples of this are abound: parents shared stories of being able to help their child learn because the illustrations in the magazine gave them the something they could interact with (even if they do not speak Tetum); a mother described bonding with her daughter over the cake recipe that they read about in one of the editions; a CARE staff member recalled how, after one of the Lafaek characters changed their haircut, youth all over the country were changing their hairstyle to match.

Health and Nutrition

Using Lafaek to learn about health and hygiene was a strong predictor of a caregiver's knowledge related to maternal healthcare practices (this was one of the most robust findings to emerge from the quantitative analysis). Caregivers who reported using Lafaek to learn about health and hygiene are predicted to be able to identify and additional 2.6 maternal health practices relative to caregivers who do not (0.00).

Lafaek was not a predictor of improved household dietary diversity score. As is the case with many of the project outcomes of interest, lack of knowledge was not necessarily the primary determinant of household dietary diversity. While many respondents to the qualitative interviews were able to recount all kinds of information about healthy foods, the importance of eating breakfast, how to grow various crops, and the importance of eating proteins and vegetables, this knowledge did not help them increase the presence of these food in their diets. It should be noted that the survey was conducted during the "hungry-season" which takes place immediately prior to the maize and rice harvests and this food insecurity was compounded by the COVID-19 pandemic. Thus, it is possible that our inability to detect positive impacts of Lafaek on Household Dietary Diversity Score (HDDs) could be due to the timing of the evaluation.

Hygiene

. Parents who use Lafaek specifically to learn about health and hygiene and those who report playing games related to health and hygiene are both predicted to know one more COVID-19 prevention strategy and utilize one additional COVID-19 prevention behavior ($p < 0.006$ for all comparisons). Similarly, households that reported receiving the community magazine were 13% more likely to have a handwashing station in their home ($p=0.003$) while those that use Lafaek to learn about health and hygiene are 16% more likely to have a handwashing station in their home ($p=0.012$).

During qualitative interviews, respondents recalled learning about the importance of washing with soap and water, washing before meals, the link between handwashing and preventing COVID-19 and other disease, and the importance of washing produce prior to consumption. However, many respondents indicated that despite their understanding of hygiene best-practices, a lack of access to water made it difficult to act on that knowledge.

Economic Outcomes

Household where the parents read the Lafaek magazine were 13% more likely to have savings compared to those who did not. However, we did not collect qualitative data that would allow us to expand upon these findings.

GENDER EQUALITY

In order to examine the potential role that Lafaek has on changing attitudes and practices related to gender equality, we looked at patterns of use of Lafaek to see if they predicted equal participation of men and women in household decision making and in attitudes toward domestic violence. We were not able to detect an impact of the Lafaek magazine on these two factors in the quantitative analysis. In the qualitative data set, there are many instances of both men and women affirming beliefs about the equality of men and women. There was a broad recognition that men should play an equal role in helping with household duties and chores and that women are just as capable of working outside the home and participating equally in household decisions. However, many of the respondents affirmed ideas about men and women having different roles and responsibilities and emphasizing differences between men and women. That respondents were able to recall learning about gender equality and being exposed to these kinds of messages is a good sign that Lafaek is contributing positively to promoting equality. However, these kinds of attitudes and practices are a result of a variety of factors and attributing the specific impact of Lafaek is difficult.

SOCIAL COHESION

As the primary/only Tetum language reading material for many of students, teachers, and households in Timor-Leste, the Lafaek program has helped to develop a common set of messages, stories, and characters that are shared among nearly every school aged child and many households in the country. While this contribution may be difficult to quantify, the fact that the student magazine has a larger reach among students than any other source of media (particularly among rural students), the impact of Lafaek in terms of providing a shared narrative and common set of narrative tools is likely to be substantial in terms of nation-building and creating a sense of social cohesion and unification.

ADVOCACY

From its inception, Lafaek was designed to facilitate the transition between Tetum (and the then language of instruction, Portuguese. For many students and teachers not familiar with Portuguese, Lafaek provided access to a reading material in a language they could understand, as well as to content in natural and social sciences and guidance on classroom practices in Tetum. The Lafaek team contributed to the development of the new curriculum as well as to the multilingual education policy, and to the design and implementation of the Multilingual Education Pilot Project.

The Lafaek program has also contributed to nation building efforts by providing a set of common messages, stories, and characters that are shared among nearly every school aged child and many households in the country. While this contribution may be difficult to quantify, the fact that the student magazine has a larger reach among students than any other source of media (particularly among rural students), the impact of Lafaek in terms of providing a shared narrative and common set of narrative tools is likely to be substantial in terms of nation-building and creating a sense of social cohesion and unification.

SUSTAINABILITY

CARE is making great strides toward long-term sustainability have raised more than \$1,300,000 to date through its sponsorship strategy and by 2024, is project to raise just shy of \$400,000 annually in

sponsorships (30%-40% of its annual costs). Additionally, the Lafaek Facebook page is currently the fourth most visited page in Timor-Leste and has more than 140,000 followers and its posts are seen by more than 18,400 people on average. CARE is currently pursuing promising strategies to reach more people, broaden their impact, and recruit additional sponsors by continuing to expand its digital presence.

RECOMMENDATIONS

1. Expand efforts to make content available in additional languages.

Nearly half of the respondents to the survey (42.4%) report having difficulty using the community magazine because they do not speak Tetum, the Tetum is too difficult to understand, or the entire household is illiterate. While it may be cost prohibitive to print additional versions of the entire magazine in languages other than Tetum, other (relatively) low-cost options may be worth exploring. Digital content is essentially free to distribute and including small inserts (one or two pages) with key messages or a “spotlight” story may be an affordable way to increase engagement of non-Tetum speakers beyond the illustrations and pictures.

2. Offer additional guidance to teachers and parents on how to encourage students to engage with the magazine in personal ways.

The strongest predictors to emerge from this analysis were all associated with the child reading Lafaek Ki'ik and Prima magazines themselves (as opposed to listening to stories or playing games). In order for Lafaek to maximize its impact, it needs to maximize the opportunities for children to have meaningful, personal engagement with the content. By informing parents and teachers of the unique benefits of the child engaging with Lafaek content outside the context of classroom activities or in the context of family time (such as listening to stories) and providing strategies for encouraging the child to do so, Lafaek may be able to increase the impact of the magazine on literacy.

3. Try distributing Lafaek Komunidade to preschool and grade 1 students in remote locations.

One cost effective way of increasing the reach of the community magazine is to use the existing distribution channels to provide the community magazine through the schools as well. While there are currently concerns about making students that age responsible for bringing the magazine home, there may be ways around this such as targeting distribution around school drop-off/pick-up times.

4. Expand/emphasize content on effective classroom management techniques.

Given the evidence of the use of corporal punishment (by a subset of teachers) and harsh tones observed during classroom observations, placing an emphasis on supporting teachers to develop their classroom management techniques is important. While continuing to change attitudes toward the use of corporal punishment may also be effective, ineffective classroom management practices are often the source of student behavioral issues. By emphasizing the importance of and providing more strategies for using effective classroom management techniques, Lafaek may be able to decrease the risks of students being subjected to corporal punishment while also helping teachers to learn techniques that can translate into more effective instruction. Since teachers are already turning to Lafaek to develop lessons plans, perhaps making management strategies an explicit part of the lesson plans may help encourage teachers to use them more often

5. Support teachers in understanding the link between classroom management, lesson planning, and an active classroom.

Creating an active learning environment requires careful planning and unique and effective classroom management techniques¹. While the Lafaek teacher's magazine offers content aimed at helping teachers to learn about all three of these facets of teaching (active classroom strategies, lesson planning, and classroom management), teachers indicate that they predominantly use the Lafaek teacher magazine to learn about the subject matter they teach and activities that they can use in their classroom. Relatively few teachers point to using the teacher's magazine for learning about classroom management. Expanding Lafaek content and training to help teachers recognize how classroom management, lesson planning, and active classrooms are intertwined, may increase engagement with the teacher magazine to learn more about classroom management and planning strategies.

6. Focus the content of Lafaek Manorin to include more discrete lessons plans that utilize low-cost, readily accessible materials.

Teachers seem to really value content that is directly translatable to their lessons, especially when they can be executed within the material and experiential limitations they have. Offering teachers example lessons that are feasible given their material constraints will maximize the benefit of the teacher's magazine.

7. Continue to lobby the MoEYS to include the Lafaek Program in their annual budget and continue to monitor their progress toward a new budget.

Capturing financial support from the Timorese Government may be a helpful step toward achieving long-term sustainability of the program. While waiting for the government to adopt its new budget (when new line items can be added), continue to lobby the MoEYS for inclusion of Lafaek in the new budget.

8. Encourage the MoEYS to advocate to other education development partners to use Lafaek as a vehicle for delivering their content.

Given that the MoEYS oversees other education programs in Timor-Leste, encouraging the MoEYS to advocate for the inclusion of Lafaek in other education initiatives in the country may help to secure future funding and sponsorship opportunities.

9. Continue investing in expanding Lafaek's reach through digital content.

The potential for generating sponsorship dollars at a lower cost is going to continue to increase over time and investments into this aspect of the program now may pay large dividends later.

10. Invest in increasing the capacity of the Lafaek Team to monitor and respond to online trends.

Related to the previous recommendation: In order to capitalize on the digital potential, the project team should develop in-house capacities for monitoring, analyzing, and disseminating information on engagement, reach, and the audience of digital platforms.

11. Make it easy for potential sponsors to integrate their timelines into the publishing schedule of Lafaek.

Make the publishing schedule and calls for submissions readily available and widely disseminated among potential partner organizations. Some partner organizations expressed that they

¹ For a good description of the link between classroom management, planning, and engaging adolescents in active learning see: McCoy BL., (2012). Classroom Management to Support Emerging Adolescents in Active Middle School Classrooms. Journal of Education and Learning. Vol. 6 pp. 201-206

would be more likely to sponsor Lafaek if they could more easily have access to information about upcoming deadlines and publication schedules.

INTRODUCTION

TIMOR-LESTE OVERVIEW

After more than three centuries of colonial rule by Portugal followed by decades of occupation by Indonesia, Timor-Leste gained independence in 2002, making it the world's second-youngest sovereign state. The transition to independence was marked by widespread violence committed by militias supported by the Indonesian military, which killed around 1,300 Timorese, displaced around 500,000,² and destroyed approximately 70% of the country's infrastructure.³ Timor-Leste has made considerable progress since independence, building stability and democratic institutions and rebuilding infrastructure. However, the country continues to face many challenges: Around 42% of Timor-Leste's population of 1.3 million live below the national poverty line,⁴ and the country's score on the Human Capital Index, which measures key indicators of health and education, is below the average for both the East Asia and Pacific region and for other lower-middle income countries.⁵ Demographically, Timor-Leste has a young population: Over 50% of its population is younger than 24, and 20% of the population is between the ages of 15 and 24.⁶ This poses a substantial challenge—and opportunity—for the country to ensure that youth have sufficient access to education and job opportunities.

Timor-Leste has established itself as a stable democracy since gaining independence, holding free and fair elections with high voter participation since 2007. The country has also made substantial progress towards upholding the rule of law, enacting and overseeing a nationwide legal framework, and protecting human rights. However, governing institutions remain weak, and more progress is needed to strengthen the judiciary, improve access to justice and the efficacy of local governance, support gender equality, establish a strong and independent media, and continue to uphold human rights.⁷ Governance and state-building have, in general, been highly centralized since independence,⁸ but the constitution of Timor-Leste includes explicit provisions for administrative decentralization in order to “avoid bureaucratization, bring services closer to the population and ensure the participation of those interested in their effective management.” As a result, Timor-Leste has adopted a variety of policies in recent years to decentralize governance to the country's 13 municipalities, which are further subdivided into administrative posts. However, institutional capacity at the subnational (and national) level remains low, and the main source of improved government services still comes from national-level investment.⁹

The COVID-19 pandemic has severely affected Timor-Leste's economy, with GDP expected to contract by 6.8% in 2020, the largest fall since independence. This large decline in economic activity would represent the country's third recession in four years. The economic impacts of COVID-19 in Timor-Leste come primarily from indirect costs due to public health measures and voluntary changes in behavior that have lowered both demand for and supply of goods and services, as well as from

² “Timor-Leste: Background and U.S. Relations,” *Congressional Research Service*, June 27, 2019, <https://fas.org/sgp/crs/row/IF10320.pdf>.

³ Nicole Stout, “Infrastructure in Timor-Leste Growing According to Strategic Plan,” *The Borgen Project*, February 23, 2018, <https://borgenproject.org/infrastructure-in-timor-leste>.

⁴ As of 2014; the poverty rate declined from 50% in 2007. “The World Bank in Timor-Leste,” *World Bank*, April 28, 2020, <https://www.worldbank.org/en/country/timor-leste/overview>.

⁵ “Timor-Leste,” *World Bank Human Capital Index 2020*, October 2020, <https://www.worldbank.org/en/publication/human-capital>.

⁶ Jessica Gardner, *Timor-Leste Population and Housing Census 2015: Thematic Report Volume 14: Analytical Report on Youth* (Dili, Timor-Leste: Timor-Leste General Directorate of Statistics and United Nation Population Fund, 2018).

⁷ “Timor-Leste: Democratic Governance,” *United Nations Development Program*, accessed January 27, 2020.

⁸ M. Anne Brown, “State Formation and Political Community in Timor-Leste – The Centrality of the Local,” *RCCS Annual Review 7*, no. 7 (2015).

⁹ Terry Russell, “Decentralization and rural development in Timor-Leste,” *East Asia Forum*, April 3, 2015, <https://www.eastasiaforum.org/2015/04/03/decentralisation-and-rural-development-in-timor-leste>.

external conditions such as the decline in the prices of petroleum, rather than from direct costs due to mortality and illness-driven absences from work, which have been relatively low to date.¹⁰ The dependence of the Timorese economy on oil and gas exports makes the country particularly vulnerable to fluctuations in gas prices, such as those that occurred during the pandemic: The oil and gas sector contributes 36% of the country's total GDP, more than 90% of government revenue, and 98% of exports. Revenue from oil and gas is deposited into the country's Petroleum Fund, from which a limited amount of money can be withdrawn annually to fund government projects, such as investment in infrastructure and human capital.¹¹

COVID-19 IMPACT AND RESPONSE

The first case of COVID-19 in Timor-Leste was reported on March 21, 2020, and the government declared a state of emergency on March 28, enacting public health measures—including restrictions on international travel, school closures, restrictions on gatherings, and hygiene measures—to reduce the spread of the virus.¹² These measures, and the speed with which they were enacted, helped reduce transmission of COVID-19, giving Timor-Leste one of the lowest COVID-19 incidence rates in the world until March 2021, at around 77 cases per million inhabitants (compared to a world average of around 14,000 cases per million population).¹³

While initially successful at preventing the spread of COVID, data from small-scale surveys suggests that public health measures and voluntary changes in behavior that led to reductions in economic activity had a substantial impact on personal incomes, employment, food security, education, and use of health services. As a result, the World Bank estimates that the pandemic increased the poverty rate in Timor-Leste by 5 to 7 percentage points. Poverty is expected to increase more in rural areas and areas that rely on the tourism or petroleum sectors for employment.¹⁴

To address the impact of COVID-19 on poverty, the government of Timor-Leste has spent more than \$120 million to finance preventative health expenditures and economic relief measures through a COVID-19 fund created in April 2020. Most of this money was spent on cash transfers to households, such as a two-month \$100 cash transfer to households in which every member earned less than \$500 per month. The government also provided wage subsidies for firms and electricity and water credits for public utility customers and purchased a three-month emergency supply of rice to shore up food stocks. Surveys suggest that the economic measures had a positive impact, and that the cash transfer program was generally successful in bolstering household incomes; however, these measures also faced implementation constraints which reduced their impact and efficacy, such as a lack of comprehensive administrative records.¹⁵

A complete economic recovery will depend on national and worldwide management or elimination of the virus through vaccination. On February 15, 2021, the government of Timor-Leste approved a national vaccination plan against COVID-19. As part of this vaccination plan, Timor-Leste has joined the COVAX facility, which promises free access to the COVID-19 vaccine for 20% of the Timorese population. The process for acquisition of vaccines for the remaining 80% of the population is still under discussion. Vaccination is planned to occur in three phases: The first will include essential workers, people residing near the land border with Indonesia, and those with preexisting conditions; the second will cover the elderly and critical but non-essential workers, such as teachers and market workers; and the third will cover the remainder of the population.¹⁶ However, this plan relies on timely

¹⁰ World Bank, *October 2020 Timor-Leste Economic Report: Towards a Sustained Recovery* (Washington, D.C.: World Bank, 2020).

¹¹ "Timor-Leste," *Extractive Industries Transparency Initiative*, February 10, 2021, <https://eiti.org/timorleste>.

¹² World Bank, *October 2020 Timor-Leste Economic Report*.

¹³ "COVID-19 Coronavirus Pandemic," *Worldometer*, February 23, 2021, <https://www.worldometers.info/coronavirus>.

¹⁴ World Bank, *October 2020 Timor-Leste Economic Report*.

¹⁵ *Ibid.*

¹⁶ "Government approves national vaccination plan against COVID-19," *Government of Timor-Leste*, February 15, 2021, <http://timor-leste.gov.tl/?p=26919&lang=en&n=1>.

and sufficient distribution of vaccines through COVAX, but the facility has, to date, struggled to purchase and distribute vaccinations as high-income countries have focused on securing their own vaccine supplies rather than contributing to COVAX as planned.

EDUCATION

The education system in Timor-Leste consists of four levels: pre-school, primary education, secondary education, and higher education (university and polytechnic). Primary and secondary schooling comprise “basic education,” which is universal, free, and compulsory according to the National Education Strategic Plan. Basic education is divided into three cycles: grades 1-4, grades 5-6, and grades 7-9. The school system includes basic schools, which provide education for all three cycles and filial schools, which provide education for only the first cycle and second cycles, and in some cases grades 1-4 only. Filial schools are generally located in remote and rural areas and are directly associated with a nearby central basic school. Each cluster of central and filial schools is managed by a school director; a school council, consisting of representatives of schools, parents, and local authorities; and an academic council, consisting of teaching staff representatives of all schools. The school council is responsible for the achievement of educational targets and development of strategic education plans, and for encouraging the establishment of parent-teacher associations in all schools. The academic council is responsible for strengthening curriculums, providing pedagogical support and training, and improving teacher performance and professionalization.¹⁷

The government has made a strong commitment to education, pushing for universal enrollment in basic education and committing around 10% of the annual national budget to expenditure related to education.¹⁸ Government expenditure on education has included investments in infrastructure, which increased the number of preschools, primary schools, and secondary schools from 943 in 2002 to 1,715 in 2017;¹⁹ teacher training; curriculum design; and operational decentralization, in order to improve support for remote and rural areas. In accordance with this investment, participation in education has increased in recent years, with the number of out-of-school adolescents declining from more than 20,000 in 2010 to around 9,500 in 2019.²⁰

PRIORITIES FOR EDUCATION SYSTEM

The 2002 Constitution of Timor-Leste established that the state “will do everything within its means to help education, health, and vocational training for youth” and states that “the state recognizes and guarantees the right to education for all citizens.”²¹ In line with this commitment, Timor-Leste’s National Education Strategic Plan 2011-2030 established three key priorities for education: achieving universal completion of basic education by 2030, eliminating illiteracy (particularly among youth ages 15-24), and achieving gender parity by 2015 (including by increasing the number of female teachers and administrators). Pursuit of these priorities is guided by seven general goals: quality, equity, access, social and economic relevance, co-participation (in which families participate in education management and decision-making), social partnership, and flexibility.²²

EDUCATION OUTCOMES

Despite improvements to enrollment and infrastructure, education outcomes remain relatively poor for most of the country. Student learning, as measured through standardized tests including the Early

¹⁷ Timor-Leste Ministry of Education, *National Education Strategic Plan 2011-2030* (Dili, Timor-Leste: Ministry of Education, 2011).

¹⁸ World Bank, *Timor-Leste Basic Education Strengthening and Transformation* (Washington, D.C.: World Bank, 2020).

¹⁹ “Número de escolas e de alunos em Timor-Leste quase duplicou nos últimos 15 anos – PM,” *Diário de Notícias*, May 15, 2017, <https://www.dn.pt/lusa/numero-de-escolas-e-de-alunos-em-timor-leste-quase-duplicou-nos-ultimos-15-anos---pm-8476453.html>.

²⁰ “Timor-Leste: Education and Literacy,” *UNESCO Institute for Statistics*, accessed February 23, 2020, <http://uis.unesco.org/en/country/tl>.

²¹ World Bank, *Timor-Leste Basic Education*.

²² Timor-Leste Ministry of Education, *National Education Strategic Plan*.

Grade Reading Assessment (EGRA) and a curriculum-based assessment, is low. Results from the EGRA administered in 2017 showed that 15.5% of grade 1 students were not able to identify a single letter and 54.5% were not able to read a single word. Among grade 1 students who were able to read, the mean reading fluency score was only 6 words per minute, and the mean reading comprehension score was only 14.4%.²³ Notably, this is an improvement from the results of an EGRA administered in 2011, in which 27% of grade 1 students were not able to identify a single letter and 64% were not able to read a single word. The 2011 EGRA showed improvement at higher grade levels—as would be expected—but with still low overall results: 12% of grade 2 students and 8% of grade 3 students could not identify a single letter, 28% of grade 2 students and 7% of grade 3 students could not read a single word, and the average reading comprehension scores for students who scored above zero were 41% in grade 2 and 67% in grade 3.²⁴ Similarly, the curriculum-based assessment (CBA) showed that less than 50% of students in grades 1 and 2 achieved the competencies outlined in the curriculum, including competencies in both literacy and math.²⁵

In accordance with these poor educational outcomes, repetition rates are high for students in primary school, at an average of 12.5% for all grades. Repetition rates are highest for grade 1 students, at 24%, and lowest for grade 6 students, at 5%.²⁶ Additionally, in 2018, on average, around 5% of students dropped out of each of grades 1 through 5, grade 7, and grade 8, suggesting further challenges to student retention. Dropout rates were highest in Liquiçá, Bobonaro, Covalima, and Aileu municipalities, and lowest in Dili and Lautem municipalities.²⁷

Teacher training and the quality of instruction remain central issues for education outcomes in Timor-Leste. There are between 11,000 and 12,000 teachers working in the country; most of these teachers have university degrees or an equivalent qualification, but some have only secondary education. Teacher certifications range from full teacher training qualifications to emergency waivers qualifying an individual to serve as a teacher.²⁸ As a result, some Timorese teachers have weak pedagogical skills and require further professional development, and teachers are often insufficiently prepared to teach in challenging contexts. Further challenges come from the linguistic diversity of Timor-Leste: 32 languages were identified within the country in the 2015 census, and students whose mother tongue is not Tetum—the language of instruction in the first four years of basic education, before instruction transitions to Portuguese in upper grades—are at a disadvantage. In general, teachers are often unprepared to facilitate the transition of non-Tetum speaking students to a classroom where Tetum is the language of instruction. Particularly in rural areas with low population densities and small school sizes, teachers may also be required to teach multigrade classes, presenting a further challenge.²⁹

In addition to instruction challenges, many students face low levels of access to learning resources and insufficient infrastructure. While initiatives by the Ministry of Education, Youth, and Sports (MEYS) have substantially improved access to teaching and learning materials, including textbooks and workbooks in line with the current curriculum, there is evidence that available resources are often not used by students or teachers, either because teachers prefer not to teach using the current curriculum or because it is believed that students will damage the materials. Furthermore, while many schools have libraries or book corners, these often lack age-appropriate reading materials.³⁰ In secondary

²³ Tazeen Fasih, Stephen L. Walter, Karla J. Smith, Pedro Ximenes, and Adelaide Camões, *Using EGRA for an Early Evaluation of Two Innovations in Basic Education in Timor-Leste* (Washington, D.C.: World Bank, 2019).

²⁴ Steph de Silva and Luc Gacougnolle, *The Timor-Leste 2011 EGRA: Tetum Pilot Results* (Washington, D.C.: World Bank, 2011).

²⁵ World Bank, *Timor-Leste Basic Education*.

²⁶ Ibid.

²⁷ Timor-Leste Ministry of Education, “Statistical Data: Drop-Out Rate by Grade,” accessed February 23, 2020, <http://www.moe.gov.tl/pt/emis/dados-estatistico>.

²⁸ Fasih et al., *Using EGRA for an Early Evaluation*.

²⁹ World Bank, *Timor-Leste Basic Education*.

³⁰ Ibid.

school, average class sizes are also generally high, ranging from 49 students per class in Bobonaro to 87 students per class in Dili.³¹

There are major disparities in education outcomes across rural and urban areas and different municipalities. Additionally, girls consistently outscore boys on standardized tests including the EGRA and CBAs for both math and language learning and have lower dropout and repetition rates than boys.³² Other key factors affecting reading fluency and comprehension at the student level include the availability of printed materials at home, whether a student reads with family members, whether Tetum is spoken at home, and the frequency of student absences. At the school level, school feeding programs and in-service training for teachers were also found to have a positive effect on learning outcomes.³³

IMPACT OF COVID-19 ON EDUCATION SYSTEM

After confirming its first positive case of COVID-19 on March 21, 2020, the government of Timor-Leste closed schools on March 23 and attempted to quickly implement a remote learning program called “School Goes Home” (*Eskola Ba Uma*). Results from a small-scale survey suggests that this remote learning program was not widely successful, with only 47% of respondents reporting satisfaction with the program.³⁴ On May 29, the MEYS established a consultative commission to coordinate the education response to COVID-19, and the government issued guidelines for reopening schools on June 6, but most schools did not complete the requirements for reopening until July. As a result, most students were out of school from March until July, participating only in home learning programs.³⁵

Upon reopening, schools were instructed by the MEYS to divide any classes with more than 25 students into shifts, with students either attending school for 2.5 hours per day (instead of five) or attending school every other day for the full five hours. A survey conducted by the CARE HATUTAN project prior to the midline evaluation found that 30% of grade 1 classes and 27% of grade 2 classes were operating in shifts. The survey also found that most schools were only providing students in shifts with two hours of instruction per day. Correspondingly, the survey found that among 170 basic education schools receiving a full package of government assistance to deal with COVID-19, in 65% of schools, students had only received half or less of normal class hours. In addition, teacher training courses for contract teachers also resumed after the end of lockdown, taking teachers out of school on Thursdays, Fridays, and Saturdays and further reducing contact hours. In response to this issue, the MEYS instructed schools to hold remedial classes on Saturdays; the CARE survey found that 23% of schools were conducting remedial classes as of October 2020.³⁶

In the face of school closings, no measures were taken to compensate for the disruption of the school feeding program. A food security assessment conducted in May found that household food security had been impacted by COVID-19, with 81% of households reporting that COVID restrictions had affected their food and income sources and more than 40% of households reporting engaging in coping strategies, such as limiting the amount of food that they eat.³⁷ Once schools reopened, there were also substantial challenges to resuming the SFP. Due to COVID-19 and unrelated political tensions, the national budget was not approved until October, delaying the release of SFP funds to schools. As a result, the SFP was not operational in most municipalities for most of the year. Survey data from the CARE HATUTAN team suggests that as of October 2020, most schools had not yet

³¹ Timor-Leste Ministry of Education, “Statistical Data: Average Class Size,” accessed February 23, 2020, <http://www.moe.gov.tl/pt/emis/dados-estatistico>.

³² Fasih et al., *Using EGRA for an Early Evaluation*.

³³ de Silva and Gacougnolle, *The Timor-Leste 2011 EGRA*.

³⁴ World Bank, *October 2020 Timor-Leste Economic Report*.

³⁵ CARE, *Timor-Leste HATUTAN Project, Semi-Annual Report FY2020 (April – September 2020)* (Atlanta: CARE, 2020).

³⁶ Ibid.

³⁷ Food and Agriculture Organization of the United Nations (FAO), *National agrifood systems and COVID-19 in Timor-Leste Effects, policy responses, and long-term implications* (Rome: FAO, 2020).

received funds to purchase food for student meals since reopening; furthermore, only 16% of the schools provided meals during the day of the survey visit. The lack of school meals, the COVID-induced lockdown, and financial hardships faced by households have contributed to low student attendance rates. However, schools where the school feeding program continued had significantly higher attendance rates than those not providing meals.³⁸

HEALTH, NUTRITION, AND SANITATION

Timor-Leste has made substantial progress towards improving health outcomes and building its healthcare system since independence, when over 75% of health facilities were damaged and many health professionals left the country. Life expectancy has increased by around 10 years, to 70.³⁹ Infant mortality has declined from 60 deaths per 1,000 live births in 2003 to 30 deaths per 1,000 live births in 2016; under-five mortality similarly declined by 2016 to about half the 2003 rate, and maternal mortality declined by more than half over a similar time period, to 218 deaths per 100,000 live births. Nearly half of children aged 12-23 months have received all basic vaccinations,⁴⁰ and in 2018, Timor-Leste was declared free of measles. The country is also on track to eliminate malaria after aggressive use of indoor residual spraying and insecticide-treated mosquito nets for more than a decade.⁴¹ These improvements have been underpinned by a steadily increasing number of doctors and other health care professionals in the country and by increasing government health expenditure as a percent of GDP.

However, coverage of essential health services is uneven, and health service utilization is low. Rural and poor households receive, on average, poorer quality healthcare than urban or wealthier households.⁴² Additionally, Timor-Leste has one of the highest tuberculosis incidence rates in the world, and the incidence of non-communicable diseases has risen; these diseases now account for 62% of all deaths in the country.⁴³

Malnutrition also remains a severe problem in the country. The 2016 Timor-Leste Demographic and Health Survey found that 46% of children under 5 were stunted, or too short for their age, an indication of chronic undernutrition; 24% of children under age 5 were wasted, or too thin for their height, an indication of acute malnutrition; and 40% of children under age 5 were underweight. While rates of stunting declined between 2009 and 2016, rates of wasting actually increased slightly in this time period, pointing to malnutrition as a persistent problem. Malnutrition rates are also high among adults; adult malnutrition is particularly problematic when occurring among women, as children of malnourished women are more likely to also be malnourished. In 2016, 27% of women were underweight, and 23% of women aged 15-49 were anemic.⁴⁴ In general, rates of malnutrition and undernutrition are higher in rural areas than urban areas.⁴⁵

Several factors contribute to high rates of malnutrition in Timor-Leste. Only half of children age 0-6 months are exclusively breastfed and only 35% are exclusively breastfed at age 4-5 months.⁴⁶ Lack of dietary diversity and food insecurity mean that only 13% of children age 6-23 months eat a minimum acceptable diet (which includes at least four food groups and between two to four meals a day,

³⁸ CARE, *Timor-Leste HATUTAN Project*.

³⁹ Sophie Cousins, "Health in Timor-Leste: 20 years of change," *The Lancet World Report* 394 (2019): 2217-8.

⁴⁰ General Directorate of Statistics, Ministry of Planning and Finance and Ministry of Health, *Timor-Leste Demographic and Health Survey 2016* (Dili, Timor-Leste: General Directorate of Statistics, Ministry of Planning and Finance and Ministry of Health, 2016).

⁴¹ Cousins, "Health in Timor-Leste"

⁴² World Bank, *Timor-Leste COVID-19 Emergency Support Project: Project Information Document* (Washington, D.C.: World Bank, 2020).

⁴³ Cousins, "Health in Timor-Leste"

⁴⁴ General Directorate of Statistics, Ministry of Planning and Finance and Ministry of Health, *Timor-Leste Demographic and Health Survey 2016*.

⁴⁵ USAID, "Timor-Leste: Nutrition Profile," *USAID*, March 2018, <https://www.usaid.gov/sites/default/files/documents/1864/Timor-Leste-Nutrition-Profile-Mar2018-508.pdf>.

⁴⁶ *Ibid.*

depending on age and whether the child is breastfed).⁴⁷ High levels of food insecurity exacerbate this situation: 36% of the population of Timor-Leste is chronically food insecure and an additional 39% are mildly food insecure in part due to low levels of agricultural productivity and high rates of poverty that limit households' abilities to purchase high-quality food.⁴⁸

Low levels of access to improved sanitation and poor hygiene practices exacerbate health and nutrition challenges. As of 2016, 79% of households in Timor-Leste had access to an improved source of drinking water (such as piped water, public taps, or boreholes); urban households were substantially more likely to have access to an improved source than rural households. Only 50% of households had access to an improved sanitation facility, again with a substantial urban-rural gap in access rates. Handwashing practices are also generally weak: Among the 90% of households observed to have a place for washing hands during the 2016 Demographic and Health Survey, only 28% of these households had both soap and water at the handwashing area.⁴⁹ Access to safe drinking water and improved sanitation facilities, in addition to good hygiene practices, prevents diarrheal disease, a major cause of child mortality and malnutrition, as well as other diseases borne through contaminated water.

Preliminary assessments suggest that the COVID-19 pandemic has had a major impact on food security in Timor-Leste. Eighty one percent of households reported that COVID restrictions had affected their food and income sources, and 70% of households reported having reduced meal sizes or skipped a meal in the past 30 days because they did not have enough money for food.⁵⁰ The pandemic's effects on food insecurity are likely to have long-term, wide-reaching effects on health outcomes, particularly due to a potential increase in levels of anemia and malnutrition in mothers and children.

GENDER AND POWER

Timor-Leste has, in general, high levels of gender inequality, with strong patriarchal cultural norms that enforce gender inequality. Cultural practices that perpetuate gender inequality include polygamy, the payment of bride prices, and customary rules regarding property rights, inheritance, and succession to traditional offices. Although its prevalence has declined over time, early marriage is also a persistent gender issue, as women who marry early tend to have less education and bear more children; a relatively high proportion of women are married by age 20, while the average age of marriage for men is much higher.⁵¹

Gender norms mean that men are more likely to work outside of the home, and generally have higher incomes, more employment opportunities, and fewer barriers to paid work than women. Correspondingly, social norms dictate that women and girl are responsible for unpaid work in the house, for bearing and raising children, and for caring for the elderly, while men are responsible for providing financial support for the household through agricultural or paid work. As a result of these and other gender dynamics, on average, men have higher levels of literacy, education, and employment than women.⁵²

Timor-Leste has successfully increased girls' enrollment in primary and secondary schools, with girls' enrollment rates now exceeding boys' at lower primary school levels. However, girls have lower completion rates than boys and may face gender-related barriers to education, such as sexual

⁴⁷ General Directorate of Statistics, Ministry of Planning and Finance and Ministry of Health, *Timor-Leste Demographic and Health Survey 2016*.

⁴⁸ Integrated Food Security Phase Classification (IPC), *Timor-Leste: Chronic Food Insecurity Situation 2018-2023* (Rome: IPC, 2018).

⁴⁹ General Directorate of Statistics, Ministry of Planning and Finance and Ministry of Health, *Timor-Leste Demographic and Health Survey 2016*.

⁵⁰ FAO, *National agrifood systems*.

⁵¹ Asian Development Bank (ADB), Government of Timor-Leste, and UN Women, *Timor-Leste Country Gender Assessment* (Mandaluyong City, Philippines: ADB, 2014).

⁵² Athena Nguyen, Alison Darcy, and Louise Kelly, "CARE Rapid Gender Analysis: COVID-19 Timor-Leste," CARE, April 27, 2020.

harassment, violence in schools, early pregnancies, and lack of adequate sanitation facilities.⁵³ Women are also less likely to attend and complete tertiary studies and technical and vocational education and training (TVET) than men. Additionally, there are relatively few women working as teachers⁵⁴ or working in the Ministry of Education, particularly in decision-making positions, which poses a significant challenge to improving challenging gender dynamics within the education system.⁵⁵

Overall, women's participation in national government is relatively high: 38% of parliamentary seats are held by women, the highest rate in the Asia-Pacific region. However, local governance remains male-dominated, and only 5% of suco (village) chiefs are women. Women are also rarely involved in community decision-making, in part due to social norms in which women are expected to be subordinate to men and not express their opinions.⁵⁶

The COVID-19 pandemic is likely to exacerbate many of these negative gender and power dynamics. Because women are generally the primary caregivers for family members and, furthermore, are often frontline responders in the healthcare system, they are at increased risk of infection from COVID. Women may have to spend more time on domestic duties and child rearing due to school closures, and may have to reduce their food consumption due to heightened levels of food insecurity and gender dynamics in which women generally eat after men. Furthermore, women's maternal, sexual, and reproductive health needs may get sidelined as the healthcare system pivots to focus on the COVID-19 crisis.⁵⁷ Before the COVID-19 crisis, 60% of women already reported experiencing at least one challenge in accessing healthcare.⁵⁸

GENDER-BASED VIOLENCE AND VIOLENCE AGAINST CHILDREN

Timor-Leste has one of the highest rates of gender-based violence in the world. The 2016 Timor-Leste Demographic and Health Survey found that nearly three-quarters of women and over 50% of men believe that a husband is justified in beating his wife in at least some cases. The survey also found that 33% of women age 15-49 had experienced physical violence since the age of 15, 29% of women had experienced physical violence in the last year, and 5% of women had ever experienced sexual violence. The most common perpetrator of physical violence among women who were or had been married was their current husband; 40% of women who had ever been married had experienced spousal violence (physical, sexual, or emotional). Only 20% of women who had experienced physical or sexual violence sought help to stop the violence, with an additional 6% telling someone, but not seeking help. Women most commonly went to family members for help to stop the violence.⁵⁹ Women generally report reluctance going to the police for help due to fear of repercussions, low levels of trust in the police, pressure from family members, lack of confidence, and self-blame.⁶⁰

Children also face violence (physical and otherwise) both at home and at school. While little data exists on violence against children, a 2019 study found that 87% of children have experienced physical or emotional violence at home, and an estimated 75% of boys and 67% of girls had experienced physical punishment by a teacher.⁶¹ A study on causes of school dropouts found that 35% of girls in grades 4-6 feel unsafe traveling to and from school, and 26% do not feel safe at school. Some girls also reported that boys harass girls in schools. In 2011, the Ministry of Education implemented a zero-tolerance

⁵³ Ibid.

⁵⁴ 41% of the basic education teachers are female, according to 2020 EMIS data.

⁵⁵ ADB, Government of Timor-Leste, and UN Women, *Timor-Leste Country Gender Assessment*.

⁵⁶ Nguyen, Darcy, and Kelly, "CARE Rapid Gender Analysis."

⁵⁷ Ibid.

⁵⁸ General Directorate of Statistics, Ministry of Planning and Finance and Ministry of Health, *Timor-Leste Demographic and Health Survey 2016*.

⁵⁹ Ibid.

⁶⁰ ADB, Government of Timor-Leste, and UN Women, *Timor-Leste Country Gender Assessment*.

⁶¹ "Unseen, Unsafe; The Underinvestment in Ending Violence Against Children in the Pacific and Timor-Leste," *World Vision*, August 15, 2019, <https://www.wvi.org/newsroom/timor-leste/unseen-unsafe-underinvestment-ending-violence-against-children-pacific-and>.

policy towards sexual violence, corporal punishment, and other forms of violence in schools. However, more effort is needed to successfully implement this policy across Timor-Leste.⁶²

Timor-Leste has several laws and policies enacted to penalize gender-based violence and violence against children and encourage reporting by survivors, including a law against domestic violence,⁶³ a child and family welfare system to protect children, and a National Commission on the Rights of the Child.⁶⁴ However, in many cases, community leaders and elders are responsible for dispensing justice rather than police or the judicial system. This system is problematic in cases when customary justice does not provide sufficient safeguards for women's and children's rights.⁶⁵ More work remains to be done to harmonize the customary and formal justice systems to ensure that women's and children's rights are upheld, and to implement laws and policies currently in place.

Worldwide, the COVID-19 pandemic has been associated with increased rates of gender-based violence and violence against children. Studies find that economic stressors, low levels of social support, unemployment, substance abuse, and poor mental health were associated with increased rates of spousal violence, and that parenting stress, job losses, and lack of support were associated with increased rates of violence against children.⁶⁶ Correspondingly, it is likely that the COVID-19 pandemic may be associated with worsening rates of gender-based violence and violence against children in Timor-Leste.

LAFAEK PROGRAM OVERVIEW

Established in Timor-Leste in 2001, the Lafaek project (called Lafaek Learning Media/LLM in its current phase) has distributed magazines to school and households countrywide in order to improve literacy, numeracy, critical thinking, healthy environments, and promoting women's leadership. The project was designed to respond to the limited availability of local language, grade-appropriate learning materials in schools and households of Timor-Leste, and to enable parents to have access to relevant and appropriate learning materials on child rights, childcare gender equity, health, economic development, environmental care, and participation in local governance. The LLM project is implemented by CARE International in Timor-Leste (CITL), in partnership with the MoEYS and funding from New Zealand Aid program, and is part of CARE's long-term program "Focusing on women and girls in rural and disadvantaged areas". This program seeks to address the underlying causes of poverty through a combination of direct programming and partnerships with the civil society and government.

⁶² ADB, Government of Timor-Leste, and UN Women, *Timor-Leste Country Gender Assessment*.

⁶³ Ibid.

⁶⁴ Nguyen, Darcy, and Kelly, "CARE Rapid Gender Analysis."

⁶⁵ ADB, Government of Timor-Leste, and UN Women, *Timor-Leste Country Gender Assessment*.

⁶⁶ Amber Peterman and Megan O'Donnell, "COVID-19 and Violence against Women and Children: A Third Research Round Up for the 16 Days of Activism," *Center for Global Development*, December 7, 2020, <https://www.cgdev.org/publication/covid-19-and-violence-against-women-and-children-third-research-round-16-days-activism>.

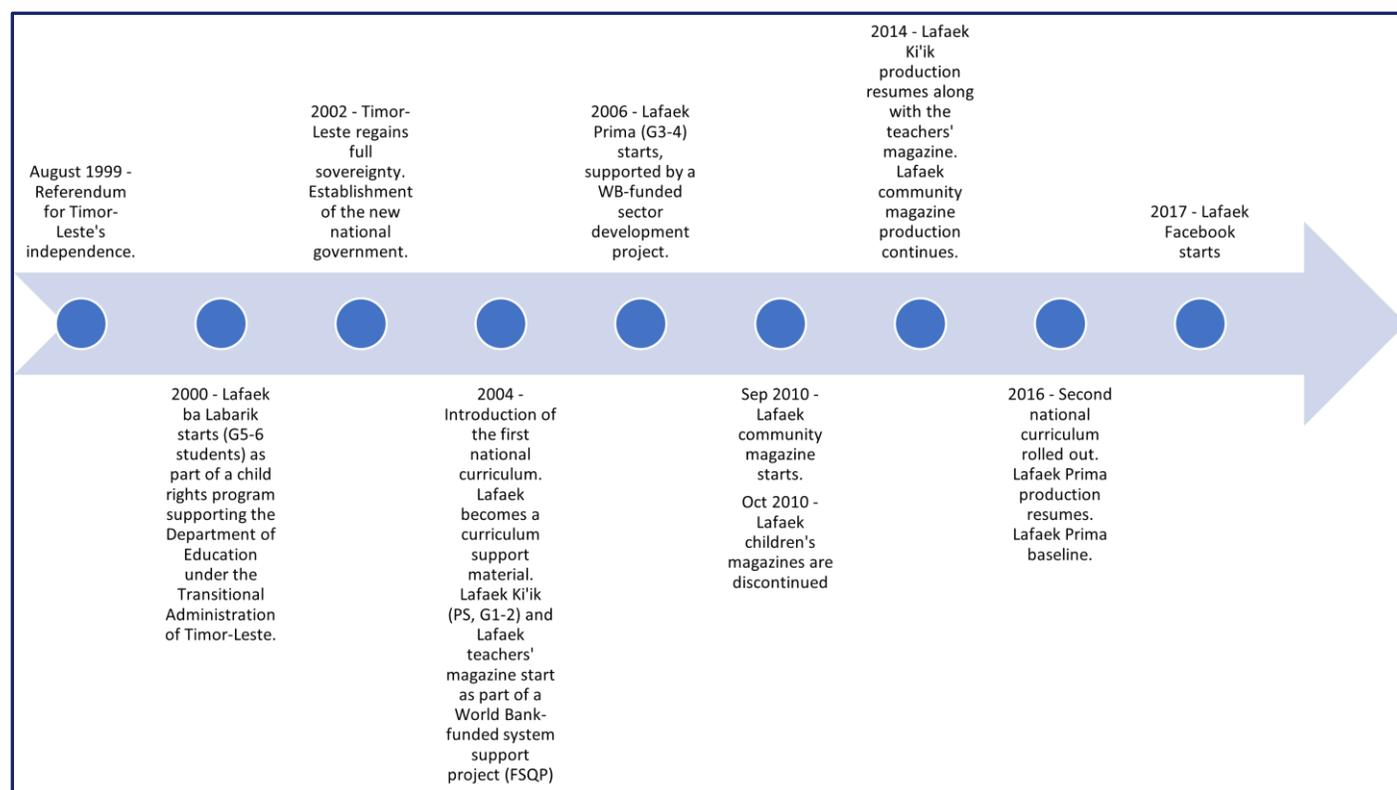


Figure 1: Timeline of major events in the Lafaek program since 1999

The Lafaek project has operated without interruption for 20 years addressing issues relating to education, women’s voice, women’s economic empowerment, and sexual and reproductive health. The Lafaek project began with a single children’s magazine (*Lafaek ba Labarik*) and has since expanded to include several new magazines

Table 1: Overview of the Lafaek Magazines

Lafaek Magazines	Years Distributed	Target Audience
Lafaek ba Labarik	2000- 2010	Grades 5-9
Lafaek Ki'ik	2004 -2010, 2014-present	Pre-School, Grades 1- 2
Lafaek Prima	2004-2010, 2016-present	Grades 3-4 (2016 – Present) Grades 5-6 (2020 – Present)
Lafaek ba Manorin	2004-2010, 2014-present	Teachers
Lafaek ba Komunitade	2011-present	2011-2014 (households in 4 municipalities) 2015-present Distribution to grade2-9 students for household level

Previous studies of the Lafaek project have found that exposure to Lafaek content and its popularity and use is high among teachers and students. Lafaek has become especially important for many communities as it is often the only resource available in Tetum for households or to support classroom learning. While the reach, popularity, and use of the Lafaek magazine in Timor-Leste are well-

understood, what is less understood is what impacts the exposure is having on key project outcomes for learners, teachers, and the wider community.

METHODOLOGY

This section provides an overview of the research design of the Lafaek midline evaluation. The evaluation uses a mixed-methods design triangulating information from different sources and both quantitative and qualitative methods to enhance the reliability and comprehensiveness of findings. All methods are gender-sensitive and socially inclusive, ensuring that women, men, girls, and boys are able to provide data in a safe, open, and reliable context, and that perspectives from all age and gender groups are adequately represented in data analysis. This includes conducting gender-specific focus group discussions (FGDs) with mothers and fathers, using appropriate approaches for the engagement of child respondents, and using an analysis framework that allows for the assessment of differential impacts based on gender as well as the extent to which the Lafaek program addresses gender-, disability-, and other subgroup-specific barriers and cultural constraints to its project objectives.

The evaluation uses data collected from a sample of rural and remote schools in 12 of the 13 municipalities (all except Viqueque) of Timor-Leste including: grade 2-4 students and households of grade 2 students. Since the primary goal of this study is to try to attribute impact, most this study's results are drawing associations between indicators of Lafaek use or exposure to Lafaek and key outcomes related to literacy, teaching practices, health, hygiene, nutrition, and other outcomes of interest.

RESEARCH OBJECTIVES

The midline study was designed to understand the impact of the Lafaek learning materials on schools, students, teachers, and households. The findings will contribute to the future direction of the ongoing LLM activities and serve as a stepping-stone for future analyses of its impact. This study seeks to:

1. Assess the results, trends, and impact of Lafaek Magazines for students, teachers, parents, and the broader community including unexpected or unplanned impacts.
2. Assess the extent to which Lafaek remains relevant to the educational context of Timor-Leste. This should include consideration of the relevance of print media vs. online content, and what other resources are available nationally (e.g., new platforms for free e-books in Tetum) to identify opportunities to increase impact and enhance the implementation and management of the project.
3. Evaluate constraints/challenges/issues affecting progress and provide recommendations to address them.
4. Assess the mainstreaming of cross cutting issues including gender equality and women's empowerment, disability inclusion, and environmental management.
5. Further inform the Lafaek business plan and results measurements table (2019-2022) to orient strategies and activities towards the sustainability of results in the project.

Overall, the midline study attempts to determine impact and provide a learning agenda for program activities that aim to affect:

- 1) **Educational Outcomes** including improved literacy, numeracy, teaching knowledge and practices, and caregiver support,
- 2) **Family Wellbeing** including improved social and economic wellbeing, improved practices and knowledge to support family health, nutrition, and livelihoods, and food and nutrition security that is responsive to climate change,

- 3) **Social Issues** including women's economic empowerment,
- 4) **Girls' leadership, life skills, women's voice, Women's Economic Empowerment (WEE), and power relations** including equal opportunities for girls and boys to develop skills necessary for household decision making and life skills,
- 5) **Social Cohesion** including Lafaek's contribution to broader social cohesion such as promoting cultural identity and addressing marginalization,
- 6) **Sustainability** including the extent to which the Lafaek program met the needs, objectives, and priorities of sponsorship partners in a way that is aligned with key stakeholder priorities in an effective and cost-efficient manner,
- 7) **CARE's 2020 goals** of building better resilience to the effects of climate change and variability, equal participation in household financial decision-making, and a reduction in vulnerability to shocks.

DATA COLLECTION TOOLS

Overall, quantitative tools included a learning assessment administered to 4,660 students⁶⁷, classroom observations conducted in 185 schools, school surveys conducted in 186 schools, and household surveys conducted in 1,607 households. A deeper look at the demographics of the achieved sample can be found in the "Demographics of the Achieved Sample" section below. Qualitative tools included focus group discussions conducted with mothers, fathers, youth and teachers and key informant interviews conducted with school directors and coordinators, representatives from the MoEYs, and CARE management, sponsors, and past and current members of the Lafaek project team. To maximize efficiency and value for money, this evaluation was conducted jointly with the evaluation of the HATUTAN program, leveraging its large sample size for learning assessments, comprehensive household and school-level tools, and rigorous methodological approach.

EARLY GRADE LEARNING ASSESSMENT

The Early Grade Learning Assessment (EGRA) used in this evaluation was administered in Tetum-Prasa, the language of instruction in grade two. At the HATUTAN program's baseline, native speakers of the main local languages in target areas were consulted to identify letters and sounds which are uncommon or nonexistent in their native languages, but which are found in Tetum. Additionally, Tetum speakers were consulted to identify more than 80 common words that would be universally relevant to Timorese children regardless of their location of residence. The choice of these generally familiar words for use in the assessment was validated through consultation with speakers of other major languages in target areas (Tetum-Terik, Mambae, Tokodede, Kemak, Galolen, and Bunak). The list of words was then refined to exclude words that included uncommon sounds in one or more other major language and words that could have an ambiguous meaning in another language. In addition to the consultation with native language speakers in target areas, the Ministry of Education shared the HATUTAN EGRA tool with advisors who had worked on previous reading assessments in Timor-Leste, whose combined feedback was incorporated into the tool in order to make the assessment comparable to previous EGRA tests conducted in Timor-Leste. The tool used and the adaptations made followed the standards established by the 2016 EGRA toolkit.⁶⁸

The EGRA consists of five sections: letter name knowledge, invented word reading, familiar word reading, passage reading, and reading comprehension (including two levels of increasing difficulty). For the letter name knowledge, invented/familiar word reading, and passage reading sections, students were given one minute to read as many letters/words as possible; they were then given a score based on the number of letters/words they were able to correctly read. For the two reading

⁶⁷ The total number of learning assessment administered was slightly higher than the number reported here; however, due to data issues in which student IDs were not correctly recorded, a small number of learning assessments were dropped from the analysis.

⁶⁸ <https://www.edu-links.org/sites/default/files/media/file/EGRA%20Toolkit%20Second%20Edition.pdf>

comprehension tests, students were provided with short passages and then asked to answer five comprehension questions for each passage; there was no time limit, and students were given a score based on the number of correct answers to the reading comprehension questions. Students received instructions for each task in their mother tongue, although the tasks themselves were conducted in Tetum, in order to preclude the possibility of poor results due to misunderstanding of instructions, rather than due to poor reading skills.

Tasks on letter recognition, invented word reading, and familiar word reading have a progressive increase in the level of difficulty of the letter/word. Subsequent section groupings (letter knowledge, invented and familiar word reading, passage reading, and reading comprehension) also generally have a progressive increase in the level of difficulty; as such, students who were unable to read any letters were not asked to attempt to answer any subsequent sections, and students who were unable to read any words were not asked to attempt the passage reading or reading comprehension sections.

Raw scores were calculated for each section based on the number of correct responses. The raw score was divided by the total possible score to produce a percent correct score for each section. Each section's percent correct score was then weighted equally to calculate an overall literacy score.

Table 2:EGRA sections and scoring

Section	Items	Total Possible
Letter name knowledge	100 letters	100
Reading invented words	60 words	60
Reading familiar words	60 words	60
Passage reading	61 words	61
Reading comprehension	10 questions (two groupings of 5 questions)	10

A reliability analysis was conducted using Cronbach's alpha in order to determine the extent to which the five sections of the test measured the target outcome (literacy) consistently, and thus whether they can be used to create an overall literacy score. The EGRA was found to have a high reliability score of 0.85 for all tests conducted at baseline and midline, which indicated that the sections are consistent measures of literacy and justifies the construction of an overall literacy score.

Given the multilingual context of Timor-Leste and the range of teaching practices in the country, enumerators were instructed to accept any correct response to letter identification regardless of the language in which the letter was identified (Tetum, Portuguese, or other local language). Similarly, enumerators were instructed to accept different accents in word and passage reading sections. Enumerators were trained in the recognition of different letter names across languages and local accents in order to ensure that these instructions were applied in the field.

In addition to the five EGRA sections described above, students were also administered a pictorial working memory tests in the assessment. The working memory test was included as a proxy for attentiveness. After completing the five EGRA sections, students were presented with a set of 19 images representing common objects and animals. The enumerator showed the child each image individually, mentioned the name of the object/animal in the image, and instructed the child to remember the image for later. The child was then asked to recall as many images as possible without looking at the images. This test was based on standard working memory tests used in clinical psychology and was adapted for administration in the field.

CLASSROOM OBSERVATION

Team leaders conducted classroom observations in second grade Tetum language classes in 185 schools. The classroom observation tool was developed based on existing tools used by CARE, and included items on teacher background, reading practices in class, child-centered teaching practices, student participation, student access to materials, gendered practices, use of physical and verbal

violence against students, and use of formative assessments. During the classroom observation, data collectors observed whether a set of teaching practices occurred during class, including copying from the board, reading to students, engaging students in classroom activities, and using games. In addition, data collectors observed teacher behavior towards girls and boys, including whether they encouraged, asked questions to, used angry voices with, or used corporal punishment towards girls and boys.

Data collected in the classroom observation was used to measure teachers' use of engaging teaching practices, traditional teaching practices, and negative teaching practices. Thirteen engaging practices (two of which observed the same behavior but were disaggregated by gender in the data), two traditional practices, and two negative practices were observed. Given the large number of engaging practices, we analyze whether an index measuring the use of engaging teaching practices is reliable. We find that the Cronbach's alpha of all thirteen items is 0.76, an indication of an acceptable level of internal reliability. We also conduct a reliability analysis and calculate the corrected item-total correlation for each of the 13 items, another indication of whether an item can reliably be included in the overall index; a value of at least 0.40-0.50 is recommended for indexes that measure a narrow range of characteristics.⁶⁹ We find that many engaging teaching practices do not have a corrected item-total correlation of at least 0.4; some, such as whether the teacher reads to students or uses the reading corner, are as low as 0.15. As such, while we do compare changes in the total number of engaging teaching practices used, we also analyze the prevalence with which specific teaching practices are used across groups, rather than focusing on an index score.

Table 3: Engaging teaching practices

Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Removed
Students participate in reading activities with others	0.307	0.758
Students read by themselves	0.297	0.758
Teacher uses games or exercises	0.452	0.742
Teacher calls on inactive students to engage them in activities	0.518	0.735
Teacher asks the students' opinion	0.415	0.746
Teacher asks open questions	0.256	0.762
Teacher reads to the students	0.149	0.772
Students work together in groups	0.295	0.759
Teacher uses the reading corner for literacy activities	0.151	0.770
Teacher encourages male students	0.520	0.735
Teacher encourages female students	0.517	0.735
Teacher asks questions to male students	0.581	0.728
Teacher asks questions to female students	0.567	0.729

SCHOOL SURVEY

The school survey was administered with school directors or coordinators in 186 schools to collect data on the number of teachers employed, teacher attendance, teacher training and qualifications, student enrollment and attendance, PTA activity, COVID-19 related restrictions, and school infrastructure, including water, electricity, toilets, kitchens, and storage space.

⁶⁹ See L. A. Clark and D. Watson, "Constructing validity: Basic issues in objective scale development," *Psychological Assessment* 7 (1995): 309-19.

Student enrollment and dropout data was copied from school records. Student attendance and teacher attendance was collected through head counts; student attendance was additionally recorded for cross-checks by copying data from school records.

HOUSEHOLD SURVEY

The household survey was conducted with families of second grade students included in the EGRA. The questions, asked to the head of household and caregiver, covered a wide variety of topics. The head of household was asked to answer questions about the number of people living in the household and its composition.

The primary purpose of the household survey was to gather information on the patterns of use of the Lafaek magazine at the household level. Questions about who used the magazine, how they used the magazine, and what content they read/learned about when using the magazine were asked. These questions were used to establish metrics of exposure that could be used for drawing inferences on the impact of the Lafaek magazine.

The household survey included a module on savings and VSLA use and participation for households who reported having savings, and a module on breastfeeding and child nutrition for households with a child under the age of 2. The module on savings and VSLAs included questions on the use of savings and VSLA loans, the frequency and benefits of VSLA participation, and decision-making about the use of VSLA loans. The module on breastfeeding and child nutrition included questions about the frequency of breastfeeding, whether the child was breastfed exclusively, other foods or drinks given to the child, and reasons for giving the child foods or drinks other than breastmilk.

The household survey also included questions on dietary diversity, for which overall dietary diversity scores were calculated for women caregivers of childbearing age (15-49) and for children between the ages of 6 months and 23 months. Caregivers reported the foods that they and their child consumed during the prior day, which were coded according to seven food group categories. Scores were calculated based on the number of food groups each caregiver/child ate the previous day, from a minimum of 0 to a maximum of 7 for children and a maximum of 9 for caregivers.

Table 4: Dietary diversity food groups

Food Group	Food Item	Respondent
Grains, roots, and tuber	Maize, rice, bread, cereals/porridge, noodles, rice, mash/residue, or other foods made from grains such as maize or wheat	Caregiver and child
	White potatoes, white yams, white sweet potato, cassava, or any other foods made from roots	Caregiver and child
	Thin porridge	Child
Legumes and nuts	Any foods made from beans, peas, lentils, peanuts	Caregiver and child
	Any foods made from nuts and seeds such as pumpkin, sunflower seeds	Caregiver and child
Dairy products	Milk or food prepared with milk (not including condensed milk)	Caregiver and child
	Infant formula	Child
	Milk such as tinned, powdered, or fresh animal	Child
Eggs	Eggs	Caregiver and child
Organ meat	Any liver, kidney, heart, blood, or other organ meats from domesticated animals such as cow, pig, goat, chicken, or duck	Caregiver

	Any organs from wild animals, such as game meat, bush rats, birds, wild pigeons, guinea fowl, deer, wild boar	Caregiver and child <i>Note: Counted as “flesh food” for children</i>
Flesh foods	Any meat such as beef, pork, lamb, goat, chicken, or duck	Caregiver and child
	Any flesh from wild animals, such as game meat, bush rats, wild birds, deer, wild boar, wild goat	Caregiver and child
	Fresh or dried fish, shellfish, or seafood	Caregiver and child
	Grubs, snails, or insects	Caregiver
Vitamin A-rich dark leafy greens	Dark green leafy vegetables such as spinach, kangkung, lettuce, mustard greens, pumpkin leaves, cassava leaves, or potato leaves	Caregiver and child <i>Note: Counted as “Vitamin A-rich fruits and vegetables” for child</i>
Other vitamin A-rich vegetables and fruits	Pumpkin, carrots, squash, orange fleshed sweet potatoes or any other dark yellow or orange fleshed roots, tubers, and vegetables	Caregiver and child <i>Note: Counted as “Vitamin A-rich fruits and vegetables” for child</i>
	Ripe mangoes, ripe papaya, melon, passionfruit, or other fruits that are dark yellow or orange inside	Caregiver and child <i>Note: Counted as “Vitamin A-rich fruits and vegetables” for child</i>
	Foods made with red palm oil	Caregiver
Other fruits and vegetables	Any other vegetables, like cucumbers, tomatoes, cabbage, eggplant, etc.	Caregiver and child
	Any other fruits like watermelon, tamarind, jackfruit, etc.	Caregiver and child
	Any indigenous/wild fruits	Caregiver and child

FGDS AND KIIS

Focus group discussions were conducted with parents and youth (mothers, fathers and youth separately) and teachers. Key informant interviews were conducted with school directors and coordinators. KIIs were also conducted with teachers in cases where there was only one teacher available at a school. The table below provides a breakdown of the qualitative sample.

Table 5: Qualitative Sample

Qualitative Data Collection Category	Respondent Types
Focus Group Discussions (FGDs) 39 total FGDs	Mothers x 11
	Fathers x 8
	Teachers x 8
	School Directors/Coordinators x 12
Key Informant Interviews (KIIs) 13 total KIIs	Representative of the MoEYS in Timor-Leste
	Timor-Leste General Director of Pre & Primary School
	Mercy Corps Health and Nutrition Manager - Hatutan
	Chief of Party Hatutan
	Managing Director of CARE Social Ventures
	Project Manager for Lafaek
	Deputy Project Manager for Production
	Assistant Country Director of Programs in Timor - Leste
CARE Timor-Leste Country Director	

	CARE Gender Manager
	CARE Education Technical Advisor
	Former CARE Timor-Leste Country Director
	Social and Behavior Change Specialist, Tomak

FGDs with parents were designed to provide in-depth information on the use of the Lafaek magazine at home; perceptions about its content; student learning practices using the Lafaek magazine; potential challenges in the use of the student magazine; student absenteeism or tardiness (including causes, patterns, and potential solutions); perceptions of student learning and the factors affecting learning; school feeding practices; perceptions of school management; work-sharing practices at the household and the impact of any gendered divisions of work on health, hygiene, and nutrition; traditional practices on nutrition and childcare; breastfeeding; healthcare seeking behaviors; savings practices and decision-making related to the use of savings; occurrence of and attitudes towards violence and GBV; and perceptions of the use of physical and verbal violence against students.

FGDs (or KIIs) with teachers included questions on the use of Lafaek magazine for subject teaching and classroom management; perceptions about Lafaek content; potential challenges in the use of the magazine, attendance, learning, and classroom management.

KIIs with school directors and coordinators included questions on the use of the Lafaek magazine by teachers and directors; perceptions about Lafaek content; perceived management responsibilities; previous training and perceptions of training; PTA engagement and perceptions of its value; student and teacher attendance; effective teaching strategies for student literacy and major challenges to teaching literacy; classroom management and student participation; and school feeding practices, management, and challenges. Additionally, female directors and coordinators were asked to answer questions about potential gender-specific challenges faced when undertaking their duties.

Finally, KIIs with members from CARE’s Lafaek program staff, CARE management, representatives from the MoEYS, and external NGO Lafaek sponsors were conducted in order to gain a broader understanding of the contribution of the Lafaek magazine to CARE’s nation building advocacy efforts as well as understanding the key drivers and barriers to the long-term sustainability of the program.

LAFAEK FACEBOOK SURVEY

Users of the Lafaek Facebook page were invited to participate in a survey in order to understand how they interact with the Lafaek magazine, the impact of COVID -19 on their household and education, and their attitudes and practices with respect to gender equality, financial decision-making, and health and hygiene. While this survey is not representative, it represents a small sub-set of the most motivated users of the Lafaek Facebook page, it does help to provide some additional information from community members in more urban areas. The table below present a breakdown of the Facebook Survey sample.

Table 6: Facebook Survey Demographics

Facebook Sample Breakdown		
Overview	N	%
Total Respondents	591	100%
Male	267	45.2%
Female	323	54.6%
Did not disclose	1	0.2%
Age	N	%

Age 10-30	483	81.7%
Age 31-50	108	18.3%
Age 50+	0	0%
Employment		
	N	%
Unemployed	364	61.6%
Part-time employment	90	15.2%
Full time employment	137	23.2%

DATA COLLECTION

ENUMERATOR SELECTION AND TRAINING

Upon receiving applications for enumerator positions (including team leaders and data collectors), CARE preselected applicants based on previous data collection experience and skills in local languages. The preselected group took a practical test and those meeting the cut-off point on the test were then interviewed. After the interview process, final enumerators selections were made.

Team leaders were trained for 11 days, including five days of joint training with data collectors. Training topics included an introduction to the program, child protection, prevention of sexual harassment and abuse, research ethics and informed consent for adults and children, confidentiality and data security, using electronic data collection forms, working with children, a review of the quantitative tools, and data quality control practices. Training also included a mock practice session, field practice, and a final test. Team leaders received additional modules on team management and reporting, the work plan, data quality control, and qualitative data collection, as well as a more extensive field practice. Data collectors received six days of training, including an introduction to the program, child protection, prevention of sexual harassment and abuse, research ethics and informed consent for adults and children, confidentiality and data security, using electronic data collection forms, working with children, a review of the quantitative tools, data quality control practices, and mock surveys and interviews. Two assessments and a final field practice observation were conducted to finalize the selection of enumerators and team leaders; only those who had reached minimum cut-off scores in assessments and demonstrated proficiency in the administration of the reading assessments according to the protocol were contracted for data collection.

Before the training, all data collectors received a detailed explanation of CARE's policies on child protection, sexual harassment, and abuse. Data collectors were provided with copies of these policies and were required to sign their agreement with both policies.

FIELDWORK OVERVIEW

Data collection began on February 8, 2021, and ended on March 29, 2021. Teams were distributed to various locations based on their linguistic skills. Teams spent an average of one and a half days at each school collecting data with students, teachers, school coordinators/directors, and families. They used electronic data collection tools to allow for real-time data verification and cleaning.

Two weeks into the fieldwork, data collection was suspended in Bobonaro after a number of illegal border crossing incidents resulted in COVID-19 cases being identified in the municipality. The government restricted movement in and out of two municipalities (Bobonaro and Covalima) and three teams were instructed to stay in place in Maliana, Bobonaro's municipal capital and in Suai, Covalima's municipal capital, to reduce risk for themselves and schools. All schools were closed in Covalima, and some schools were closed in Bobonaro while the Ministry of Health conducted mass screening across all three municipalities. After imported COVID cases were identified in Covalima, the entire municipality

was placed under lockdown. Data collection in schools in Covalima and Bobonaro was affected by these restrictions; however, a sufficient sample of schools and households was still obtained in these areas to allow for statistically robust comparisons. Collection of qualitative data was affected in Baucau and Dili due to lockdowns and movement restrictions.

Provision of qualitative data was delayed due to COVID-19 lockdowns, which restricted data collectors' abilities to download files into computers in municipal offices and send them to Dili for transcription. Additionally, Timor-Leste was hit by a major cyclone in early April, which resulted in most of the capital being underwater, widespread destruction of infrastructure across the country, and loss of power. This tragic event resulted in a major delay in translation of qualitative data.

DATA QUALITY CONTROL

Tools were translated into Tetum by Tetum-speaking CARE staff. The EGRA was originally developed in Tetum and was back translated into English for quality control purposes. All translations were checked by an independent translator.

All tools were reviewed by a working group formed by representatives of the MoEYS, MOH, MAF, and development partners. Comments and requests for additional items/removal of items were incorporated into the tools.

For quantitative data, several quality checks were scripted into the survey tools to reduce the data-entry related errors and ensure only eligible respondents would be interviewed, such as choice filters, age restrictions, constraints for the numeric values and calculations for the learning assessment scores.

During the fieldwork, teams were provided with several tracking tools, such as individual tracking sheets and tracking sheets for each community/school, containing the identifier and demographic information for the target respondents. Research processes were monitored in the field by the CARE team and remotely by the Consilient team in order to ensure that protocols were being followed, address any data quality issues in a timely manner, and enable team leaders to rapidly clarify any procedural questions. A quality control tracking tool was specifically developed in Stata and used on the daily basis to track the number of submitted surveys, results by school/community and enumerator, and any changes/information related to the quantitative data collection. Quality control checks of the submitted data were conducted on a daily basis, and checked for issues such as implausible EGRA results, possible cases of EGRA misadministration by enumerators, contradictory attendance and enrollment records, and logical and coherent text-based responses, among other possible issues. All inconsistencies and mistakes were discussed with the teams in the field, and if necessary, corrected in the data.

DATA MANAGEMENT AND CLEANING

For the quantitative data, to ensure secure data management, the evaluation team used an online data management platform (ONA), and all teams were required to submit the surveys to the ONA servers once they were completed. The submitted data were downloaded on a daily basis for regular quality control and data cleaning.

Daily data cleaning focused on general inconsistencies, duplicate observations, variables in which numeric answers were hand-entered (rather than selected from a list), school attendance and enrollment variables, and learning assessment scores. While household survey and EGRA data were reviewed daily, the review and cleaning of the data from other surveys were done bi-weekly. On a weekly/bi-weekly basis, depending on the specific survey data, a more in-depth data cleaning was conducted by the Consilient team. All the variables were separately examined and cross-tabulated to identify any possible inconsistencies in the data.

SAMPLING

DEMOGRAPHICS OF ACHIEVED SAMPLE

In this section, we describe the demographic composition of the midline samples. We further analyze demographic differences between midline and baseline samples, in the “Methodological Analysis” section below.

Students Assessed with EGRA

A total of 4,651 students in grades-2-4 were given the EGRA assessment during the midline study. This sample included grade 2 students who were administered the EGRA for the first time during the midline study, as well as student currently enrolled in grades 3 and 4 who had been recontacted from the baseline study. The sample was nearly evenly split among males (50.8%) and females (49.2%). More than two-thirds of the sample spoke Tetum as their native language (72.2%).

Table 7: Demographics of the overall student sample assessed at midline.

Student Demographics	
Total Students Assessed	4,651
Male	50.8%
Female	49.2%
Average Age (years)	8.5
Native Tetum Speaker	72.2%

During the midline study, a random selection of students currently in the second grade, and a selection of students who were sampled in 2019 who are now currently in the 3rd or 4th grade were sampled. About half (56.2%) of the sample includes these newly contacted 2nd grade students with the other 43.8% were made up of students who are now in the 3rd (8.4%) or 4th grade (35.1%). A remaining 18 students (0.03%) were classified as “other” or out of school and are dropped from subsequent analysis.

Table 8: Demographics of student sample by grade

Grade	Students Assessed	Male	Female	Mean Age	Native Tetum Speaker
2 nd Grade	2613	51.3%	48.7%	7.7	71.0%
3 rd Grade ⁷⁰	389	64.8%	35.2%	9.4	68.6%
4 th Grade	1631	47.8%	52.2%	9.6	75.1%
Other	17	17.6%	82.4%	11.0	76.5%
Out of School	1	100%	0%	7.0	100%
Total	4651	50.8%	49.2%	8.5	72.2%

⁷⁰ The sample included randomly selected grade 2 students and students who had attended grade 2 in 2019, currently in grades 3 (repeaters) or 4. The sample was designed to allow for cross-sectional (grade 2) and longitudinal (grades 3-4) comparisons at the midline study of the HATUTAN project, and leveraged for the present study.

Tetum-Prasa is the most commonly spoken language among students, with 67.2% reporting that Tetum-Prasa is their mother tongue. Mambae (28.0%), Kemak (17.4%), and Tokodede (7.0%) are the next most common languages spoken among the sample⁷¹

Table 9: Mother tongue of students in the sample

Mother tongue	Percentage of students who speak the language natively
n	4651
Galolen (Manutatu)	2.7%
Kemak (Atsabe-Ermera)	17.4%
Mambae (Ermera)	28.0%
Bunak (Bobonaro)	5.0%
Cairui (Manatutu)	0.4%
Mdiki (Baucau)	0.1%
Makassae (Baucau and Lautem)	0.0%
Tetum-Prasa (Dili)	67.2%
Tetum-Terik (Covalima, Manufahi, Manatutu)	6.2%
Tokodede (Liquisa)	7.0%
Other	7.5%

Note: Does not sum to 100% due to ability to select multiple responses

Households

From the cross-sectional cohort of students selected for the EGRA, about seven grade 2 students' households from each school were selected for the household survey, for a total of 1,355 households surveyed at midline. An additional four households were accidentally assessed with students from grades 3-4, and 10 households were unable to be matched with student data from the EGRA. Table 10 below shows that caregivers in sampled households were almost entirely female. The average age of caregivers was around 39 years old.⁷² Tetum was spoken in over two-thirds of households; Mambae was also commonly spoken in both intervention and comparison households and Kemak was commonly spoken in comparison households. In most households, more than one language was spoken.

⁷¹ A rather large portion of students selected other as their native language. Most of these students (70.3%) selected only other as their native language. Among the students who selected multiple languages as their mother tongue, 82% selected Tetum-Prasa as their native language and 15% selected Tetum Terik.

⁷² Unfortunately, at midline, data on head of household gender and age was not collected, so this demographic data cannot be provided.

Table 10: Household demographics at midline

Caregiver Demographics	
Total Caregivers Interviewed	1,359
Male	5.01%
Female	94.99%
Average Age (years)	38.5
Native Tetum Speaker	69.6%

Table 11 below further breaks down the education levels and occupations of heads of household and caregivers. The majority of heads of household and caregivers at midline had low levels of education—either no education or incomplete primary school. Caregivers were less likely to have an education than heads of household. The vast majority of heads of household worked as farmers, either for own consumption or for sale; caregivers also frequently worked as farmers but were more likely to be unemployed than heads of household.

Table 11: Household education and livelihoods

	Head of Household	Caregiver
N	1,359	1,359
Education		
No education	29.8%	37.0%
Incomplete primary	22.4%	18.6%
Complete primary	7.9%	7.6%
Incomplete pre-secondary	7.1%	8.2%
Complete pre-secondary	6.7%	8.1%
Incomplete secondary or technical school	4.2%	4.8%
Complete secondary or technical school	16.6%	4.8%
University	5.0%	1.9%
Livelihoods		
Farmer (own consumption)	42.4%	36.5%
Farmer (sale and own consumption)	24.2%	18.1%
Unemployed	4.3%	16.2%
Other ⁷³	29.1%	29.2%

In the household survey, caregivers were also asked if the student participating in the EGRA had some form of disability (physical or mental/cognitive) using the Washington Group Set of Questions on disability. Table 12 below shows that the reported prevalence of physical disabilities was relatively low; the most common physical disabilities were related to hearing. Cognitive disabilities and mental health issues were reported far more frequently. More than one-third of caregivers reported that

⁷³ Agricultural production and/or sale is the primary livelihood strategy for heads of household and caregivers in the sample. Among heads of household who worked other professions, working as a teacher was the most common (6.3%) followed by business owner (3.34%), tradesmen (3.1%), Civil Servants (3.1%), and salesperson (1.8%) were the most common livelihood strategies. Among caregivers, teacher (3.5%) was the most common non-agricultural livelihood strategy, followed by business owner (4.2%), artisan/craftsman (3.2%), and temporary worker (1.2%).

students have difficulty remembering or concentrating and with self-care in both intervention and comparison areas; the prevalence of these disabilities may be related to nutritional issues. More than one-quarter of caregivers also stated that the child has trouble communicating. A relatively high percent of caregivers also stated that the assessed child has anxiety or depression on a daily, weekly, or monthly basis. However, it should be noted that these reported rates of anxiety were obtained by asking caregivers if their child felt anxious on a daily, weekly, or monthly basis therefore making it difficult to distinguish between a normal level of anxiety and something more severe. With that said, there is reason to suspect that this finding does reflect high levels of anxiety among the sampled students as 7% of caregivers reported that their child felt anxious on a daily basis and 5.3% reported that the feelings of anxiety occurred weekly. It is likely that the COVID-19 pandemic was a large contributor to these high rates of anxiety given that in addition to fears associated with the spread of the virus, disruptions to the normal school schedule and increased isolation, as well as economic burdens imposed by the virus contributed to increased anxiety.

While elevated levels of anxiety are perhaps unsurprising, the high reporting of other cognitive disabilities related to communication and memory as well as difficulties with self-care are a little more difficult to parse. During the administration of the disability survey (using the Washington Group Short-Set of questions⁷⁴), Caregivers were asked if their child had difficulties: remembering things or concentrating (memory), difficulty with self-care such as washing all over or dressing (self-care), or using his/her usual language, does he/she have difficulty communicating, for example understanding or being understood (communication). It is possible that for many caregivers, this sub-set of questions was not viewed through the lens of disability, but instead reflects that they are being asked about young children. For example, in the more the comprehensive child functioning module produced by the Washington Group, questions related to memory, communication, begin with “Compared to children of the same age” or add additional points of clarification about their ability to be understood when they speak within their household compared to without⁷⁵. Future studies may consider using the childhood functioning modules in order to see if these findings hold.

Table 12: Student disabilities at midline

Disability	Percentage of Students
n	1,359
Vision	1.48%
Hearing	4.3%
Mobility	2.1%
Memory	36.5%
Self-care	35.3%
Communication	25.1%
Anxiety⁷⁶	16.2%
Depression	7.2%

METHODOLOGICAL ANALYSIS

In this section, we consider critical methodological issues related to the midline evaluation and investigate their potential impact on the results presented throughout this report. We do not analyze

⁷⁴ For more information on the Washington Group Short Set, see <https://www.washingtongroup-disability.com/question-sets/wg-short-set-on-functioning-wg-ss/>

⁷⁵ For more information on the child function modules see: <https://data.unicef.org/resources/module-child-functioning/>

⁷⁶ Anxiety and depression are calculated as the percent of students reported to feel very anxious or worried/very sad or depressed daily, weekly, or monthly.

every potential methodological pitfall of the evaluation; rather, we focus on those that may be particularly problematic for drawing causal inferences regarding the program's impact.

The sample collected for this study is not a nationwide sample randomly drawn from all basic central schools receiving the magazine in country using a population proportional, stratified sample. Instead, this selected sample is from rural and remote schools in nine municipalities. Therefore, the results represent the impact of Lafaek in rural and remote students (including the most disadvantaged municipalities in country in terms of dropout and malnutrition). As a result, the subsequent analysis may potentially underestimate the impact of the magazine on better-off students and families in urban areas, where literacy levels and mastery of Tetum are higher.

Given that there has been a five-year time lapse between the baseline (2016) and the midline (2021), we were unable to compare the data collected here to the baseline sample as a means of measuring the impact of the Lafaek Learning materials on the outcomes of interest. Between the baseline and midline, some important changes occurred that make doing a direct pre-post comparison unreliable, including a new school curriculum roll-out and the COVID-19 pandemic which had a large impact on student learning during 2020 and 2021.

When trying to measure the impact of a program's activities on beneficiary outcomes, it is ideal to be able to compare beneficiary outcomes to a control group that has not received any of the benefits of the program. However, the Lafaek content is distributed countrywide. This makes establishing a control group impossible and limits our ability to measure impact.

In addition to the aforementioned limitations associated with the overall study design and sample, there are some additional limitations that should be considered when interpreting the findings. These limitations include:

Heterogeneous effects of COVID-19: The COVID-19 pandemic has had a substantial impact on households, schools, and the government in Timor-Leste. The national budget, for example, was not approved until December 2020, resulting in most municipalities not implementing school feeding. Of more concern for research validity, however, are heterogeneous effects of the pandemic. For example, dates of school closing and reopening have varied across municipalities and strategies to enforce social distancing have varied by school, with some schools adopting class shifts on alternate days or weeks. These varying strategies to mitigate the effects of COVID-19 may significantly affect key program outcomes such as literacy and school attendance, making it difficult to determine results driven by program activities as opposed to those driven by responses to COVID-19. Collecting data on the COVID-19 response at the school level may help disentangle these effects.

Accessing schools and respondents: Families in Timor-Leste frequently travel for extended periods of time in order to attend traditional ceremonies, which may make it difficult to contact some respondents for household surveys or to administer the learning assessment. Additionally, field work was conducted during the rainy season; as a result, some schools in remote areas were only accessible by foot or during specific times of day. This increased the time needed for data collection and led teams to prioritize the collection of data in some of the Hatutan intervention schools over Hatutan comparison schools.

Social desirability bias: Some respondents' answers, especially to questions that are potentially sensitive, may not be wholly accurate or truthful. In cases where respondents are asked to self-report on behaviors and practices, there is often a strong desire to respond in a socially desirable manner. For example, parents may recognize that it is socially desirable for children to spend only a limited amount of time on household tasks; as such, rates of child participation in household labor may be underreported. While the design of the instruments and the interview process attempted to account for this by using clear language and creating a comfortable environment for respondents, response bias is unavoidable. In the report, we note instances where this may have occurred, and triangulate responses for validation wherever possible.

Errors or limitations in data: Wherever inconsistent patterns were observed, or data was not properly recorded, the data was removed from the analysis. An example of this occurred with the student age variable, where some second-grade students' ages were unusually high or recorded as 99 ("don't know"). This reduces the sample size for some variables.

Additionally, some variables were recorded correctly at baseline but not at midline, or vice-versa. Data on the gender of the head of household, for example, is missing for some households at baseline and all households at midline. This limitation reduces our ability to compare results over time for some variables, or to disaggregate results. Specific limitations are noted in the relevant analysis sections.

Floor and ceiling effects: Within the EGRA and each of its subtasks, there is a minimum and maximum possible score. If subtasks are too easy for students, most scores will tend to be clustered around the maximum possible score with little variation; similarly, if subtasks are too hard, most scores will be clustered around 0% with little variance. Floor and ceiling effects can dampen our ability to differentiate between intervention and comparison schools, thus reducing our ability to draw conclusions about the potential impact of the program in intervention schools.

PROFILES OF LAFAEK USE IN HOUSEHOLDS AND SCHOOLS

Below we present the key findings and analysis of the data regarding the use and impacts that the Lafaek Learning Media is having on student, teacher, and household outcomes. We first examine the degree to which and the ways that households are interacting with the Lafaek magazine at home and at school and the key predictors of their use in the home and at schools. Using this information, we develop a metric of exposure that will be used to examine the impacts of exposure on outcomes related to student literacy, teaching practices, girl's leadership, life skills, and power relations, social cohesion, and family well-being. Finally, we present what the findings indicate with respect to the long-term sustainability of the program and the outcomes.

HOUSEHOLD PROFILE

In order to understand how Lafaek is being used at the household level, we gathered data from household and student surveys about the availability and use of Lafaek in the home. According to the 2015 census, there are approximately 204,597 households in Timor-Leste⁷⁷, meaning that approximately half of all households receive the community magazine. Like the student magazine, the community magazine is distributed through the schools and given to students to bring home. This means that households that do not have a child enrolled in year 2 to grade 6 (some location up to grade 9) do not receive the community magazine. Furthermore, in urban Dili areas (not including Hera, Atauro, Dare, and Metinaro), Baucau City, and a few very remote schools, the community magazine is not currently being distributed.

During the household survey (of parents of grade 2 students from the Hatutan intervention and comparison schools), respondents were asked to indicate if there were reading materials geared toward children in their homes (either Lafaek or children's books) and if they would show them to the enumerator. Most households (65.1%) were able to show that they had either the Lafaek magazine or children's books available in the home. Among those households with children-centered reading materials available, only 2.8% had only children's books available and 11.3% had both children's books and Lafaek magazine available. Most of the households who had reading materials available for their children relied solely on the Lafaek magazine (85.9%). This result shows that not only is the readership of the Lafaek children's magazine high, that it is also the only reading material available for children in the home for most households. In the household survey, respondents were asked if

⁷⁷ See [Census Publications | STATISTICS TIMOR-LESTE](#)

they, or someone else in the household, reads Lafaek. More than three-quarters of the respondents (76.9%) indicated that at least one person in the house reads Lafaek. Similarly, a vast majority of students (87.8%) indicated that they read Lafaek magazine. While it is clear that most of the students are exposed to Lafaek magazine in some way, there are some important differences in how households are coming into contact with Lafaek.

While exposure to the children’s magazine is high among all students in all locations, exposure to the Lafaek community magazine is lower and more variable among administrative posts. Within the sample, less than half (44.1%) of households reported receiving the Lafaek community magazine in their homes. Among administrative posts in the bottom quartile, households were less than 33.0% likely to receive Lafaek in the home, whereas households in the top quartile were more than 65.0% likely to receive Lafaek in their home.

There are a few things to consider when examining these patterns of exposure to the community magazine. Since this survey was conducted in the context of the Hatutan mid-term review, most of the households surveyed were selected because they have grade 2 students. Since the survey was conducted at the beginning of the school year (prior to the distribution of the first edition of the year) and this was the first year these students would receive the community magazine (since they were starting grade 2), the number of households who have received a copy of the community magazine is likely smaller than what it would be had the survey been conducted later in the year, or had the sample included an older cohort of students.

During analysis of the qualitative data that relates to use of the Lafaek in the household, a few broad trends stand out. First, while less than half of the respondents to the household survey indicated that they received the Lafaek community magazine, there were only a few instances during FGDs with mothers and fathers where they did not either indicate directly that they receive the community magazine or refer to something they had learned from it.

Table 13: Patterns of exposure to the Lafaek Magazine by Administrative Post

Administrative Post	% Households that Receive the Community Magazine	% Students who Report Reading Lafaek	% Children who are Allowed to Bring Lafaek Children’s Magazine Home	% Household Members Who Read Lafaek in Household as Reported by Caregiver			
				children	youth	parent	other relative
Aileu Vila	76.6%	86.6%	100.0%	86.7%	42.2%	40.0%	3.5%
Ainaro	29.4%	79.3%	100.0%	93.3%	40.0%	33.3%	1.7%
Alas	74.5%	97.2%	100.0%	98.2%	9.1%	47.3%	2.8%
Atabae	40.9%	89.1%	100.0%	79.5%	18.2%	43.2%	5.4%
Atsabe	30.0%	74.5%	97.1%	44.1%	29.4%	26.5%	5.1%
Bobonaro	26.4%	83.9%	95.3%	72.1%	24.4%	30.2%	2.8%
Cailaco	32.5%	73.9%	100.0%	72.4%	13.2%	30.3%	5.8%
Ermera	33.9%	93.6%	100.0%	81.1%	43.4%	45.3%	2.3%
Fatuberliu	69.4%	89.6%	100.0%	97.2%	30.6%	72.2%	7.2%
Hato Udo	53.4%	88.8%	98.2%	82.1%	42.9%	51.8%	9.3%
Hatolia	31.5%	89.5%	99.2%	79.0%	46.2%	42.0%	2.9%
Hatu Bullico	21.1%	96.7%	97.3%	73.0%	37.8%	18.9%	7.2%

Laclo	76.9%	76.0%	100.0%	61.5%	53.8%	38.5%	0.0%
Laclubar	47.1%	85.2%	96.8%	67.2%	39.1%	29.7%	7.8%
Laleia	25.0%	94.9%	100.0%	73.3%	0.0%	53.3%	8.5%
Lequidoe	40.6%	98.3%	100.0%	84.4%	46.9%	50.0%	0.0%
Letefoho	64.1%	89.4%	100.0%	89.6%	33.8%	39.0%	1.8%
Maliana	37.5%	95.2%	100.0%	100.0%	0.0%	75.0%	14.3%
Manatuto	28.6%	91.8%	100.0%	84.2%	21.1%	26.3%	5.9%
Maubara	31.4%	90.1%	100.0%	78.3%	50.6%	60.2%	0.8%
Maubisse	23.7%	90.1%	100.0%	63.4%	29.6%	36.6%	1.8%
Railaco	29.2%	94.5%	100.0%	77.3%	50.0%	68.2%	0.0%
Remexio	64.8%	83.1%	98.5%	75.4%	43.5%	43.5%	2.8%
Same	55.6%	74.7%	92.1%	66.7%	33.3%	53.8%	4.8%
Soibada	63.2%	98.3%	100.0%	100.0%	5.3%	57.9%	1.7%
Turiscai	66.7%	95.5%	100.0%	91.7%	8.3%	66.7%	0.0%
Vemasse	58.3%	96.7%	100.0%	83.3%	16.7%	50.0%	8.7%
Zumalai	50.0%	87.8%	98.7%	78.8%	31.3%	50.0%	3.5%
Total	44.1%	87.8%	98.8%	78.2%	33.1%	43.3%	3.8%

When disaggregated by grade and gender, self-reported reading of Lafaek magazine among students remained high. Girls were slightly more likely to report reading Lafaek and the likelihood of the student reading the magazine increased by grade. Students with any kind of disability were less likely to report reading Lafaek magazine (82.4%) compared to students with no disability (89.0%), although overall readership among students with disabilities remained high.

Table 14: Percentage of Students who Report Reading Lafaek by Grade and Disability Status.

Category	% Students who Report Reading Lafaek	
	Male	Female
Grade 2	81.9%	82.6%
Grade 3	88.9%	94.2%
Grade 4	95.0%	96.9%
Any Disability	82.4%	
No Disability	89.0%	

In the household survey, respondents were asked if they, or someone else in the household, reads Lafaek. More than three-quarters of the respondents (76.9%) indicated that at least one person in the house reads Lafaek. Similarly, a vast majority of students (87.8%) indicated that they read Lafaek magazine.

In nearly all households surveyed (93.3%) respondents indicated that the school provides copies of the Lafaek magazine to students of pre-school and grades 1-6 to take home and less than 1% indicated that the school does not offer the magazine to children of any grade. Similarly, nearly all of the students surveyed (98.8%) indicated that the school allows them to bring the Lafaek magazine home. Among the 13 respondents who indicated that the school did not allow their student to bring the magazine home, most (Atsabe, Hato Udo, Hatu Bulico, Remexio, and Zumalai) had only a single instance. However, in Bobonaro (3 respondents), Laclubar (2 respondents), and Same (3

respondents) multiple heads of household indicated that the school did not allow the students to bring the magazine home.

While the opportunity to use Lafaek in the home is nearly ubiquitous, we also explored who uses Lafaek magazine in the home and for what purpose. The primary readers of Lafaek at the household level are children (under the age of 18) (78.2%). Parents (43.2%) and youth (18-25 years) (33.0%) are less frequently engaging with the magazine. Only 3.2% of respondents indicated that nobody in the household read the Lafaek magazine. Furthermore, among respondents who receive the Lafaek magazine at home 87.5% of respondents indicate they or other household members read stories in the Lafaek magazine at least sometimes compared to only 8.4% who indicate that nobody in the household ever reads stories from the magazine.

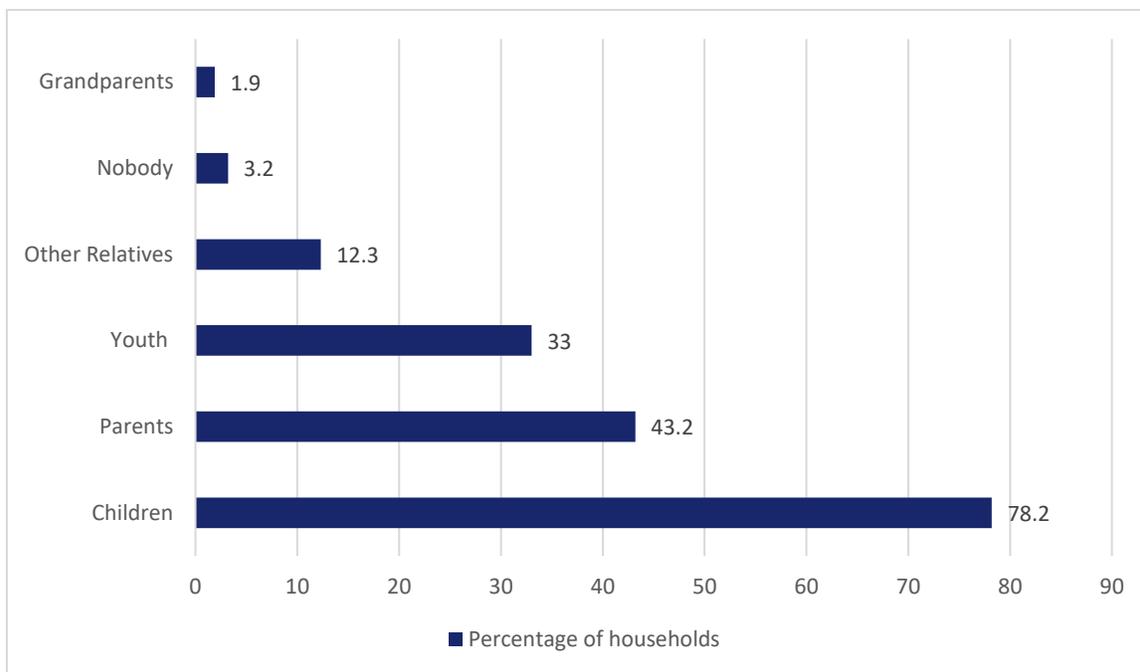


Figure 2: Use of Lafaek magazine by different members of the household.

Focus Group Discussions with parents largely triangulate the above findings about Lafaek being read broadly by students, youth and parents in the household. While respondents often talk about Lafaek in terms of being a study tool for their children or as a means of keeping them occupied, one striking result from the FGDs is the degree to which many households are using the Lafaek materials together. While the following section will focus more on the kinds of things that readers of Lafaek are learning from the magazine, it is worth pointing out here that many of the anecdotes relayed during the FGDs are about parents reading along with their children, practicing a new recipe with their child, or discussing some aspect of the magazine together. While much of the quantitative data presented above and in the following sections discuss the use and impact of the magazine on individuals, it is clear that the Lafaek Magazine are also serving as springboard for interactions among children, youth, and their parents.

“For example, last month, when I was about to make cakes, my child told me “Wait, let me get Lafaek magazine for you, and you can make the cakes based on what is in the magazine like that one”. I asked my child if he/she has a dream to make a cake like those in the magazine? My child said, “Yes, mom I’m ready [or maybe meaning I want

*to]”. This is the experience of children’s learning from Lafaek magazine” – Mothers
FGD, Fatubessi*

“...My younger sibling is still in the fourth grade, I try to teach to learn to read and write, because through the educational vision younger siblings can learn to write and read, because reading a lot can know many things. I try to teach them to learn to read, and also teach math so that they learn addition, multiplication and division so they know the learning process. I am also reminded the younger siblings learn to make flower pots, as we know that it looks easy but difficult to learn, because there are very beautiful objects. So that through things that are natural from the items that we can see.” – Youth FGD, Covalima

While the data presented so far may make it difficult to draw precise conclusions about the availability and use of the Lafaek magazine in homes in Timor-Leste, there are a few broad conclusions that can be drawn. First, it is clear from the above data that nearly all of the households surveyed have the opportunity to interact with Lafaek content.⁷⁸ A small number of households (5.4%) indicate that the entire household is illiterate and therefore the magazine is effectively inaccessible to them. Second, most households are engaging with the Lafaek magazine in some way (only 3.1% of households said that nobody in the household read Lafaek content in the home). Children are the most likely to read the stories in the magazine (78.2% of households), but a fair number of parents (43.2%) and youth (33.0%) are using the magazine as well. Third, more than half (57.8%) of the households who interact with the magazine do so often or very often indicating that for many households the potential for the Lafaek magazine to be impactful on one or more of the outcomes is high.

In addition to understanding the pattern of availability and frequency of use, we also explored the ways in which Lafaek is being used in the household. Given that the Lafaek Magazine offers content aimed at teaching skills beyond literacy, understanding how the magazine is used in the home may be important for understanding its impact on literacy as well as other outcomes.

During the household survey, respondents were asked about the different ways in which they utilized the magazine in the home. Most of the households (89.0%) indicated that they used the Magazine in at least one way (11.0% of respondents to this question indicated that they did not use the Lafaek magazine). Households are primarily using Lafaek to help children learn generally (68.5%), learn to read/count (32.3%), and to read stories (21.8%). A small, but not insignificant, portion indicated that they used Lafaek to learn about health and hygiene (8.4%) and to play games (9.4%).

Table 15: Topics that households learned about from Lafaek.

Use	Percentage of Households	Use	Percentage of Households
Help children learn	68.5%	Learn about agriculture	3.0%
Learn to read/count	32.3%	Learn Portuguese	3.0%

⁷⁸ Although we don’t have a direct measure of if a household has been exposed to Lafaek at all (excluding exposure at school by the student), this assumption seems justified based on 98.8% of heads of household indicating that the student is allowed to bring the Lafaek magazines they receive in school home, that 44% directly receive the community magazine, and caregivers replied that 78.2% of children, 33.1% of youth, 43.3% of parents, and 3.8% of other relatives read the Lafaek magazine in the home.

Read stories	21.8%	Learn about Timor-Leste	2.4%
Does not use magazine	11.0%	Learn about business and finance	2.4%
Play games	9.4%	Learn about childcare/good relationships at home	1.3%
Learn about health and hygiene	8.4%	Learn about environment	1.1%
Learn about crafts	5.5%	Learn about careers	1.0%
Learn Tetum	4.8%	Learn about gender	0.9%

These results were generally supported by the qualitative findings as parents often described instances of the parents, the students, and the student’s siblings using the magazine to learn about reading (and to a lesser extent math). This result was true when parents were asked open-ended questions about how they used Lafaek in the home and cited Lafaek as the primary tool they used when asked direct questions about helping the child to read at home. Likewise, during FGDs when parents were asked about how they use Lafaek in their home, playing games (often in relation to their child using it to learn to read⁷⁹) and learning about health and hygiene was common. While the qualitative data largely supports the quantitative findings, there was one major difference. More so than any other topic, when parents discussed what they learned from Lafaek, they talked about learning about agricultural practices (like how to grow certain crops or care for livestock). Parents would often give answers related to agriculture, even when prompted to discuss what they learned about other topics. It is highly likely that respondents are under reporting the degree to which they use the Lafaek magazine for learning about agricultural practices. Similarly, parents often discussed learning about how to care from their children from Lafaek. It often emerged in indirect ways (for example, when asked about what they learned about gender equality, mothers often gave answers related to caring for their children), but it is clear that many of the participants recognized Lafaek as a source of learning about “a parent’s duties at home”.

“Before we had the Lafaek magazines, we grew vegetables using our ancestors’ old methods. After having the Lafaek magazines, we learned terracing, digging, and new methods of growing vegetables so they can flourish” – FGD Mothers, Oecusse

“We learn lots of things especially about growing vegetables, because there are lots of examples in the Lafaek magazine from other municipalities; therefore, there are lots of experience to copy from.- FGD Fathers, Covalima

We learned about farming methods, landslide prevention, medicines for animals, and types of trees such as Lamtoro, Gamal and others. These can be planted around the

⁷⁹ The game that was most often mentioned specifically, were games where the student had to fill in missing letters from words in a passage.

fence to prevent landslide. The Lamtoro tree is a good plant for animal food. – Mothers FGD, Aimerleu

... but they are with their parents for many more hours, so when they come home and if we want our children to learn to read properly, then we the parents are also teachers at home, if we have time we can dedicate some of our work time to them at home to accompany them to see the book or magazine Lafaek, ask them to read, what does this mean, so if they don't know we can help them by saying this letter is read like this, or the name of the letter is like this, to complete their reasoning, Mothers FGD, Mirtutu

While the most frequent responses from the qualitative data were centered on learning reading (or how to help students learn to read) and agricultural practices, when looking at the data as a whole, you notice that there are lots of instances of a respondent learning about all sorts of other things. Respondents recalled learning about how to make crafts, nutrition, environmental hazards and stewardship, learning about Timorese culture, selling items/starting business, making cakes, recycling, COVID-19 safety, preventing landslides, messages about gender equality, and a host of other things. These anecdotes suggest that we are likely underestimating the number of topics that individuals are learning about from Lafaek and suggests that even if some topics are more popular than others, maintaining content diversity is important.

I am very proud of the Lafaek ba Komunitade magazine, because we can learn a good number creativity handcrafts we never knew before, for example on making vases.

Through Lafaek Komunitade we finally understand that we should not dump old towels, and old bed sheets because we can use them to make vases, and secondly we also didn't know about the use of taro or banana leaves, so previously we just throw them away and spoil them but after reading the Lafaek Komunitade we learned handcraft creativities and now we know that taro leaves can be used to make creativity handcrafts and take the models from the magazine to make nice small tables. So we are proud of the creativity handcrafts, because in one side it benefits the people, for example making vases according to the examples and then sell them to other people. That also included the use of taro leaves. - Father FGD, Lehu-Tula

<In response to the question: Have you seen any information about Health in Lafaek Kommunitade magazines?> "We need to eat healthy food, wash hands before eating, stop littering, cook vegetables cleanly, and eat vegetables and meat" – Youth FGD, Oecusse

<In the> last edition of Lafaek magazines, around 2020, it told about a woman who spent her own money to buy the flour/wheat and she tried to make cakes, total of money that she spent around US\$ 60 which she used to make those cakes. Through many processes as usual which she had done before; according to her short story that following those processes, go to the first process then move to next process again based on figures/images which are available there in Lafaek magazines and finally she succeeded to reach her goals. Her first process was to spend her own money around US\$ 60 and at the end she got profits more than US\$ 60.

And one more things which I saw in page 4, burning the cobs of corns until become powder same as cinders or become grey colours, after that pounding with flour/wheat and pouring water into it to stir it up together to make the stoves in order to use it for cooking and s/he produced more to sell them again and from these products s/he gained more money for other micro-businesses again, therefore his/her house became the center of business. I saw these things in the Lafaek magazines – Youth FGD, Lautem

<In response to what they have learned from Lafaek about protecting Timor and its natural environment t> “Do not throw plastics, water bottles, cans to the sea.” “ We clean it and collect trash and put it in recycle bin to avoid negative impact to fish in the sea”. “Do not cut tree carelessly, Do not throw rubbish carelessly, “To protect our land –Timor to be beautiful as always”. Do not eat wild animals that live in forest”. “ Do not destroy animals that live in the forest, wild in the forest” – Youth FGD, Covalima (part of an exchange among multiple respondents)

We found a creative activity in Lafaek magazine last year or this year on weaving. We just looked at it, we could not make it because it was quite difficult. There was also in Lafaek magazine about the flowerpot. We should put the used oil around the inner wall of a bucket, pile the stones, mix the sand and cement and build on it. I tried one, but it crushed down when it was lifted. - Mother FGD, Rembor

We learned about gender equality at the household which suggests that we should not put all the workload on women or on men only. Gender means all people do the work. For example, men can look after their babies, when men return from work and their wives haven't prepared the meals yet then they can also help cooking. Or men can help holding the baby so that their wives can cook. Men and women must work together at the household. We implement this in our household - Mother FGD, Obulo

While respondents were given the opportunity to select “play games” when asked how they use Lafaek magazine in their household, respondents were asked separately if they ever use the games in the Lafaek Magazine. When asked directly, a much larger share of the respondents (42.2%) said that they do⁸⁰. Literacy (61.3%) and numeracy (52.2%) games were the most likely to be played, but games that help to develop fine motor skills (32.4%) and craft games (16.9%) were also played relatively commonly. Among the households that reported playing Lafaek games, most households reported doing so often (56.2) or very often (14.4%).

⁸⁰ It is worth making note that the proportion of respondents who indicated that they use Lafaek for playing games rose dramatically when asked about it directly compared to when they were given the option of selecting it from a list of other potential uses. It is unclear if this discrepancy is a result of respondent fatigue (where the respondent is less likely to select options further down the list of choices) or if they were understanding the question about how their household uses Lafaek was different than what we expected (for example, perhaps they thought only about the primary reason they use the magazine instead of considering all the ways in which people in their household may be interacting with the magazine. Whatever the case may be, it does suggest that analysis based on responses to the question “How do you use the Lafaek Magazine at home” may underestimate the extent to which households are engaging with the magazine in different ways.

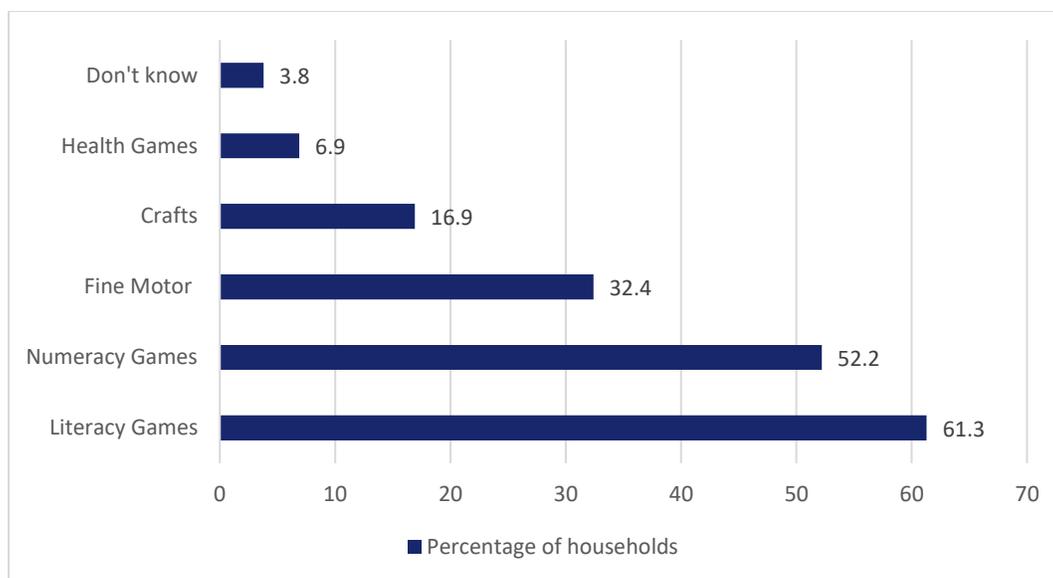


Figure 3: Types of games played from Lafaek Magazine in households

In addition to asking respondents about what they used the Lafaek magazine for, we also asked respondents what they personally learned from Lafaek Magazine. The heads of household interviewed indicated that health and hygiene practices (31.3%), crafts (26.7%), finance (17.7%), reading (15.1%), childcare (11.2%), and better family relationships (9.9%) were the most common topics that adults who interacted with Lafaek Community Magazine in the home learned about. This response indicates that there is no one particularly important topic of interest to adult readers, but that adult readers who read the magazine are learning (and presumably drawn to) different topics. This result suggests that maintaining a high variety of content may be more important than trying to focus the content to a small sub-set of interests. While Lafaek content geared toward broader social issues such as child rights and gender equality do not appear to be widely read by adults or the commonly cited as a use for Lafaek magazine by the household at large, the qualitative findings suggest that these topical areas may be more impactful than the household survey suggests. When asked directly during FGDs about what they had learned about gender rights and the environment, respondents were able to recall a number of takeaway messages. There was a broad recollection of learning (and/or affirming) that men were responsible for helping with housework and chores and that it is just as important for girls to be educated as boys. Similarly, when asked about environmental issues in Timor, respondents recalled learning about the importance of recycling, not dumping waste into the ocean, the dangers of deforestation (particularly in relation to landslides), and a general recognition that maintaining the natural beauty of Timor-Leste is valuable and important. While it is important to not over generalize from qualitative anecdotes, these results do suggest that readers of Lafaek are internalizing messages related to broader social and environmental issues more that the survey results suggest.

To protect the natural resources that exist in Timor such as the sea, coastal areas like in the Hera part, there are mangroves, we need to protect them from destroying or burning people because this is our natural resource and protecting the animals and plants that are the source. our power not to lose from this country. – Youth FGD, Covalima

My husband is very stubborn, and so one day I brought the LAFAEK MAGAZINE to read about what to do so that the family can be healthy and helping each other in the household, and so I gave it to him to read, see inside he said that as a wife I need to

help each other in the house, don't think that you are a man and everything is left to the woman, I am a woman say everything just me, but you need to help each other so that your family has a good body/healthy, this I give to my husband to read, this made my husband have a little more understanding. Especially this, especially about family formation, I tell him you just carry(get pregnant), seeing this that you carry the child need to give space, needs to be after 2 or 3 years then we have the next child, this makes my husband see and read everything, this I give to him so that he can understand a little already and make his brain or mind have a little more understanding. – Mothers FGD, Lautem

Women have rights, just as we (men) do. We should share the workload, for example in the morning when we wash dishes or draw water. We (men) shouldn't expect the women to do all of the housework by themselves when we marry them and sit around doing nothing. We infringe their rights if we do that. Both women and men have the same rights and I think women know their rights. Men and women should cooperate when planning things and make collective decisions. – Father FGD, Oecusse

While it is difficult to say precisely why readers are less likely to report using Lafaek to learn about broader social issues, one likely explanation is that there is less content produced on those topics. When looking at the content from the Lafaek community magazines published in 2019 and 2020, we notice that content about broader social issues like women's leadership, children's rights, environmental conservation, and other broader social issues are present, they make up a smaller proportion of the content relative to articles aimed at improving children's learning outcomes, health and nutrition, agricultural practices, recipes, etc. In other words, there does appear to be a correspondence between the frequency with which topics are covered in the magazine and the extent to which the respondents identify that topic as something they use the magazine for. Health and hygiene practices, agriculture, reading to/teaching children, and better family relationships were all cited in the qualitative findings. Another factor that may be contributing to the relatively low reporting of using Lafaek to learn about broader social issues is that those messages are often woven into articles about other topics. This may be resulting in respondents being less likely to identify Lafaek as a source of learning about broader social issues, even when they are being exposed to and internalizing that content.

Table 16: Topics that households learned about from Lafaek.

Topic Learned About	Percentage of Households	Topic Learned About	Percentage of Households
Health and hygiene practices	31.3%	Better family relationships	9.9%
Crafts	26.7%	Mathematics / numeracy	4.8%
Agriculture	20.6%	Games	4.6%
Finance	17.7%	Gender equality	4.4%

Reading	15.1%	Environment	3.7%
Stories	15.1%	Timor-Leste	2.6%
Childcare/teaching children	11.2%	Child rights	2.2%

Results of the FGDs with parents tell a similar story to the survey results. During FGDs, the most commonly cited use of the Lafaek magazines was to teach students about reading or its use a study tool for their children. However, many participants also shared stories about learning recipes (something that does not emerge from the quantitative findings), playing games, and learning about health and hygiene. While it is inadvisable to try and draw quantitative findings from qualitative data, is worth mentioning here that playing games with children and learning about childcare are mentioned far more often during the FGDs than you might expect based on the quantitative findings and more often relative to many of the categories identified during the quantitative survey. While we don't want to overinterpret these findings, the qualitative interviews do seem to suggest that the number of ways in which families are interacting with the magazine and the types of things they are learning from it may be underestimated in the quantitative findings.

When examining the data about how Lafaek is being used in the household, the broad picture that emerges is that most children (and a large minority of parents and youth) receive exposure to Lafaek magazine in the household, but a smaller proportion receives “purposeful exposure”. Here I am defining purposeful exposure as households who use Lafaek for learning something in particular. For example, most households indicated that they use Lafaek for helping children learn or for reading stories, however a much smaller percentage indicate learning a specific skill (such as using Lafaek for learning to read). When examining the effects of Lafaek on outcomes later, this difference between purposeful and non-purposeful use may be an important driver of differential learning outcomes. This will be explored later in the results section.

PREDICTORS OF USE

Predictors of a student reading the children's magazines.

The previous section established some of the broad patterns of how the Lafaek magazines are used among household. In addition to describe how the magazine is used among students, parents, teachers, and the broader community, we also examined predictors of the use of the Lafaek magazines to try and understand what factors best facilitate its used and impact and which factors may serve as a barrier to benefitting fully from the magazine. In this section we focus on the predictors of the child indicating that they read the Lafaek children's magazines. The following section will examine the predictors of use of the community magazine at the household level.

Readership among students is high across all municipalities with at least 75% of all students indicating that they read the children's magazines in all municipalities. Most municipalities report similar rates for readership among students, however two municipalities stand out as potentially differing in interesting ways. Students in Baucau appear to be the most likely to report reading the children's magazines with 93.8% and students in Bobonaro being the least likely to report reading the magazine (76.2%).

Table 17: Percentage of students who report reading the Lafaek Children's Magazine(s) by municipality

Municipality	Student Reads Lafaek Children's Magazines	
	N	%
Aileu	198	83.5%
Ainaro	316	87.8%
Baucau	45	93.8%
Bobonaro	307	76.2%
Covalima	138	82.1%
Ermera	537	85.0%
Liquica	169	82.8%
Manatuto	220	83.0%
Manufahi	200	81.6%
Total	2,130	83.1%

We used a linear regression model⁸¹ in order to explore these differences further in order to see if in fact students in some municipalities are in fact more or less likely to read the Lafaek Children's Magazines. In this model, Aileu was chosen as the dummy variable⁸² so the coefficients of the model describe change in the likelihood of a child reading the magazine in that municipality relative to a student in Aileu.

⁸¹ The linear regression models are used to predict the value of an output variable given a set of predictor variables. In this case, we are interested in understanding if the municipality a student is in predicts the likelihood that they will read Lafaek magazine. So the percentage of students who read the magazine is the output variable and the different municipalities are the predictor variables. The regression model will estimate the effect of a student being in a given location on the likelihood that they will read Lafaek magazine. If the results from the model for a particular predictor variable are not significant, it means that the location does not predict the likelihood that the student reads Lafaek. If the model significant, then the coefficient of the model tells us how much living in that location will increase or decrease the likelihood that a student will read Lafaek magazine.

⁸² When a regression has binary predictor variables, it requires the use of a dummy variable in the model. In this case, what that means is that instead of being able to use the model to predict the effect of municipality on a student reading Lafaek magazine, it must be interpreted as predicting the effect that being from another location will have on a student reading Lafaek magazine compared to a child living in the location chosen as the dummy variable (in this case Aileu).

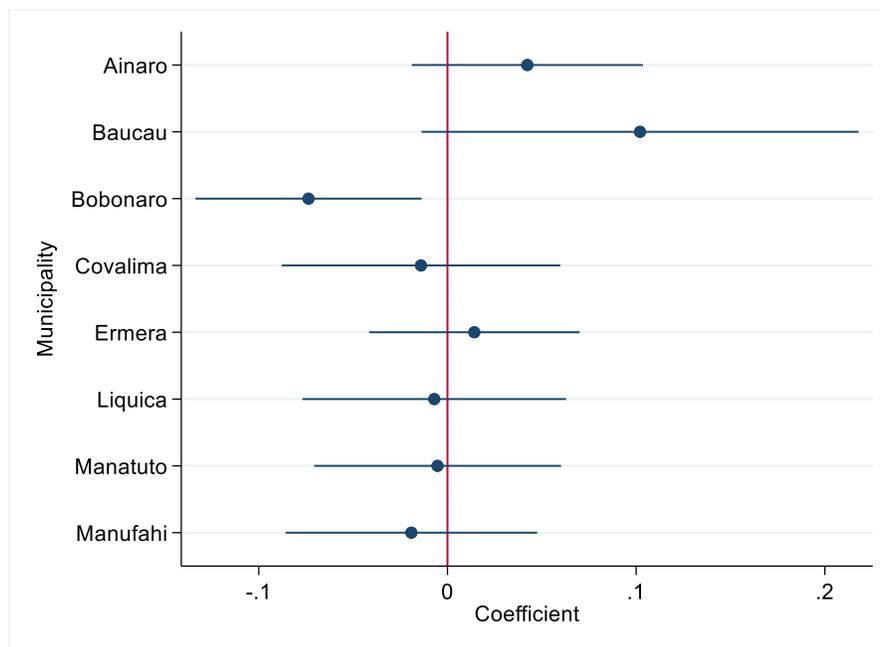


Figure 4: Municipality as a predictor that the student reads Lafaek Children's magazine(s)

The model predicts that students in Bobonaro are 7.4% less likely to reporting reading the children's magazine ($p=0.016$) compared to a student from Alieu. This finding in Bobonaro may be a result of parents having a diminished ability to help their children read as they have the highest percentage of heads of household (45%) without any education. While the qualitative data from Fatubessi (the one location from Bobonaro included in the qualitative sample) does not help to shed light on this finding, generally speaking parents across locations stress the importance of their role in helping their children learn to read.

Language use in the home was also examined as a potentially important predictor of a student reporting that they read Lafaek Children's Magazines. Given that Lafaek is printed in Tetum, we might expect students whose mother tongue is not Tetum may have more difficulty utilizing the magazine. Similarly, we expect students who come from households that speak Tetum or whose caregivers speak Tetum natively might have an easier time engaging with Lafaek content and may therefore be more likely to report reading the Lafaek Children's magazine. In order to explore this potential relationship between language and readership, we used a regression model using 1) the student's mother tongue is Tetum, 2) The household primarily speaks Tetum at home, and 3) the caregiver's primary language is Tetum as explanatory variables of the student indicating that they read the Lafaek Children's Magazine.

More than 70% of students, caregivers, and households used either Tetum Prasa or Tetum Terik as their primary language. Surprisingly, our model did not predict that language was a significant predictor of a student reading the Children's Magazine.

Table 18: Percentage of students, households, and caregivers for whom Tetum is the primary language used.

Language Category	N	%
Tetum Prasa or Tetum-Terik is the student's mother tongue	2,974	70.5%
Tetum Prasa or Tetum-Terik is the primary language spoken in the home	1,468	75.6%

Tetum Prasa or Tetum Terik is the primary language of the caregiver	1,468	76.0%
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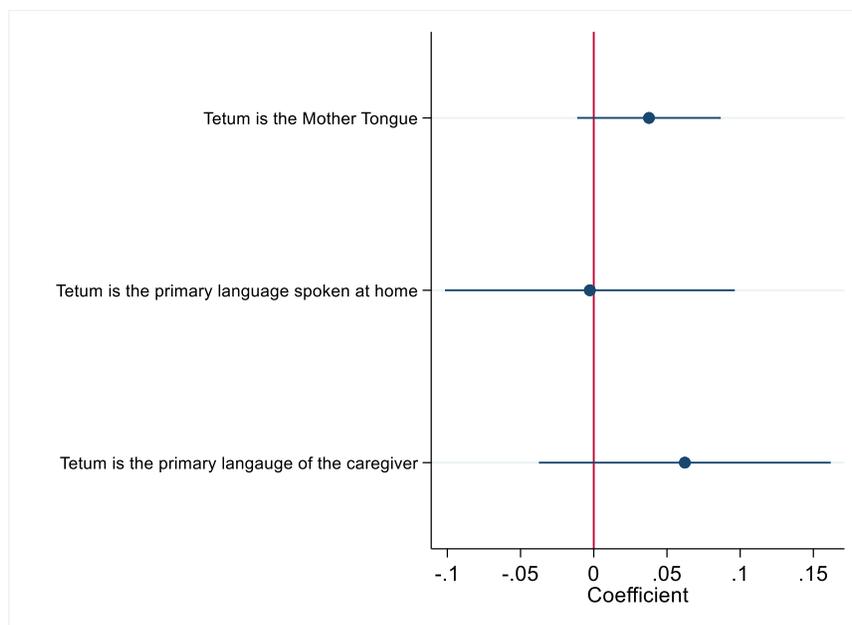


Figure 5: Language use as a predictor of a student reading the Lafaek Children's Magazine

Additionally, we examined how various indicators economic status may predict the likelihood that a student reads the Lafaek Children’s Magazine. Explanatory variables of household food security (had the child eaten that day and had any member of the household gone a day without eating in the last 30 days) and savings (does the household have savings, and do they invest those savings in the home or a business or do they use it to pay off debt) were used to see if they predicted the likelihood that a student would read the Lafaek Student Magazine.

While predictor variables associated with savings did not predict the likelihood that a student would read the Lafaek Children’s Magazine, variables of food security did significantly predict the likelihood that a student would read the Lafaek Children’s Magazine. Students who had eaten that day were 8.7% more likely to report reading the Lafaek Children’s Magazine ($p= 0.009$) and students from households where nobody had gone a day without eating in the last month were 5.7% more likely to report reading the children’s magazine ($p=0.049$). Later in this analysis, we will see that a student reading Lafaek magazine is a positive predictor of learning outcomes. While determining the precise causal relationship between food security/nutrition, reading Lafaek, and improved learning outcomes, this result does highlight the importance of things like school feeding programs and other food security/nutrition programming on learning. The Lafaek magazines often run content that is aimed at helping to improve food security and nutrition (such as highlighting the importance of a nutritious breakfast). Based on these results, continuing to publish content aimed at improving food security and nutrition will play an important role in meeting their goals of improving educational outcomes for boys and girls in Timor-Leste.

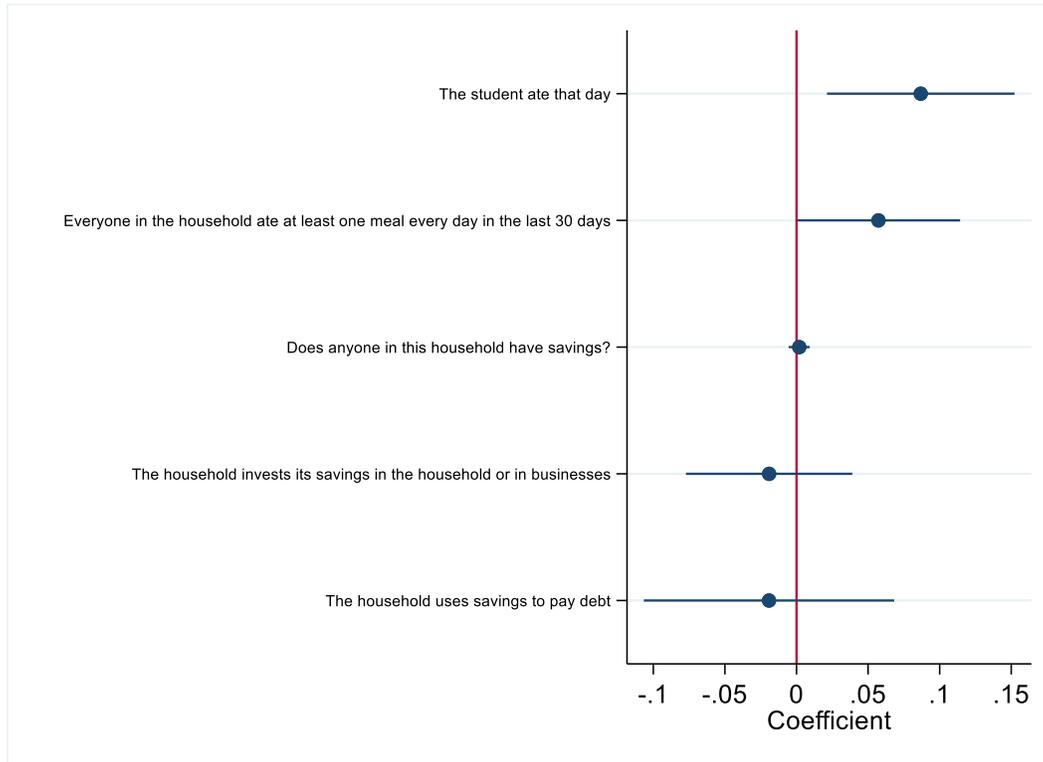


Figure 6: Indicators of economic status as predictors of students reading the Lafaek Children's Magazine

Finally, we examined how student responsibilities outside of school may be impacting the likelihood that they read the Lafaek magazines at home. We hypothesized that students who live in households where they are required to contribute to economic or domestic stability of the household may be less able to engage with the Lafaek Children's magazine at home. Caregivers were asked to indicate if their child had responsibilities at the home (housework, agricultural work, helping with the family business) and if these tasks reduced their time for studying. We used explanatory variables including: 1) If the child had at least one domestic responsibility, 2) the student was responsible for housework, 3) the student was responsible for agricultural work, 4) The student helped with the family business outside the home, and 5) the caregiver indicated that these responsibilities reduced the student's time available for studying to see if they predicted the likelihood that a student would read Lafaek Children's Magazine.

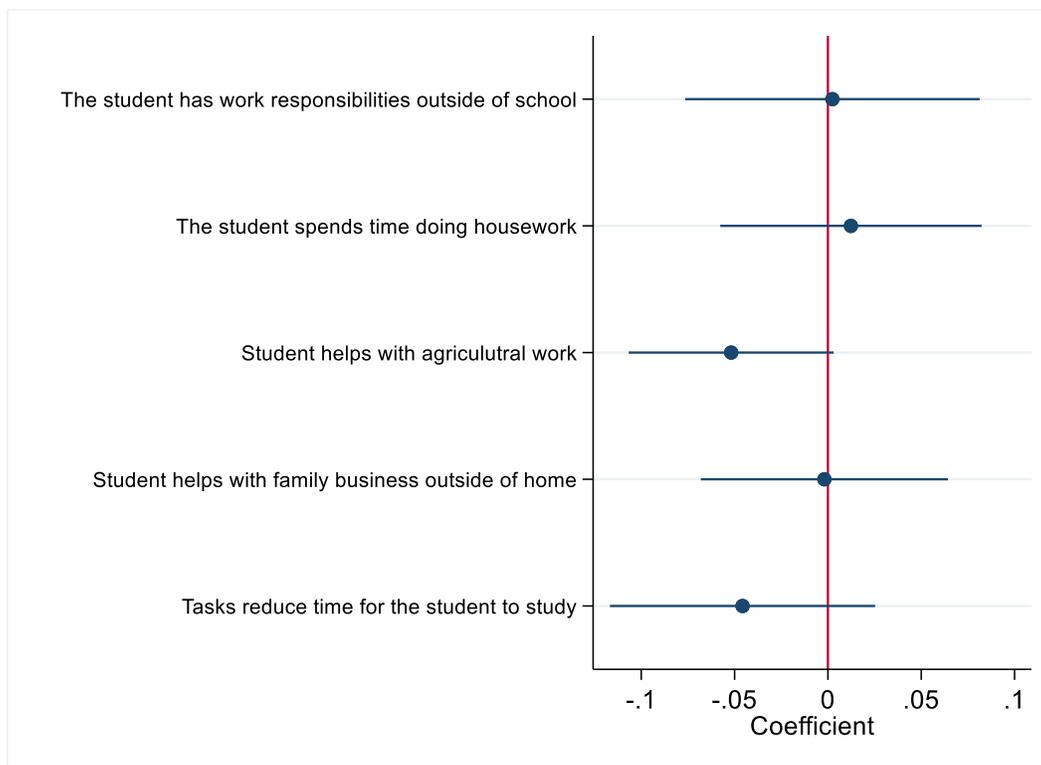


Figure 7: Student responsibilities outside of school as a predictor that they read the Lafaek Children's Magazine

Only having agricultural work responsibilities was marginally significant ($p=0.064$) predicting that students with responsibilities for assisting with family agricultural work would be 5.2% less likely to report reading the Lafaek Children's Magazine.

Use of the Community Magazine

In addition to exploring patterns of use of Lafaek Community Magazine among households of grade 2 students, we also examined what the predictors of its use in the household are as well as some of the barriers to reading Lafaek. Use of the Lafaek Community Magazine in the home varies by municipality. Households that receive the magazine directly are also likely to report someone in the household using the magazine. This pattern holds for all municipalities. In all, 76.3% of households who receive Lafaek Community magazine have at least one member of the household who uses it. Households in Bobonaro are the least likely to use the magazine if they receive it (66.2%) while households in Manatuto, Manufahi, and Covalima are less likely to use the magazine compared to the overall sample, but only slightly. However, larger differences emerge when comparing households who reported receiving the magazine. Only 44.1% of households in the entire sample report receiving it with households in Liquica (31.4%), Bobonaro (31.8%), Ainaro (32.8%), and Ermera (39.4%) being the least likely to receive the Lafaek Community magazine.

Table 19: Households of grade 2 students who receive and use the Lafaek Community Magazine by municipality.

Municipality	Household of grade 2 student receives Lafaek Community Magazine		Among homes that receive Lafaek Community Magazine, at least one household member reads it	
	N	%	N	%
Aileu	95	63.3%	77	81.1%
Ainaro	62	32.8%	51	82.3%
Baucau	14	58.3%	13	92.9%
Bobonaro	71	31.8%	47	66.2%
Covalima	40	50.0%	28	70.0%
Ermera	127	39.4%	101	79.5%
Liquica	27	31.4%	22	81.5%
Manatuto	64	46.7%	46	71.9%
Manufahi	99	66.9%	72	72.7%
Total	599	44.1%	457	76.3%

In order to examine these results further, we used a linear regression model with Aileu serving as the dummy variable (meaning the coefficients represent change relative to a household in Aileu) to see if municipality was a significant predictor of the likelihood that a house that received Lafaek also had a member who read the magazine. Only households in Bobonaro were shown to be significantly less likely to read Lafaek magazine ($p=0.026$).

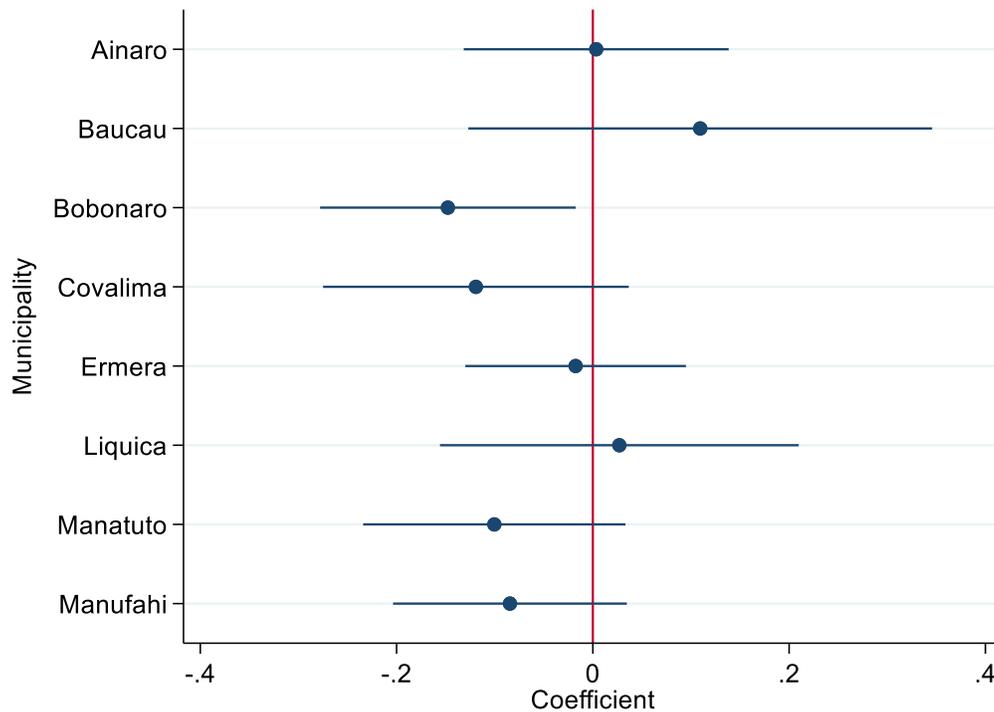


Figure 8: Municipality as a predictor of household readership of the Community Magazine

Together, these results suggest that receipt of the magazine may be a limiting factor to its use as households who receive the Lafaek Community Magazine are highly likely to use it regardless of location. However, because only households who said that they received Lafaek Community Magazine were asked questions about its use, it is difficult to determine to what extent exposure at home actually differs. As mentioned at the start of this section, almost all of the schools make Lafaek Children’s Magazine available to their students and it is possible that households who did not indicate that they receive the magazine directly are in fact being exposed to Lafaek Children’s Magazines from their children bringing it home from schools.

In addition to examining how use may vary among municipalities, we also examined how a language use in the home predicts the likelihood that a household member reads Lafaek Community magazine. For most of the student’s survey respondents, Tetum is the mother tongue.

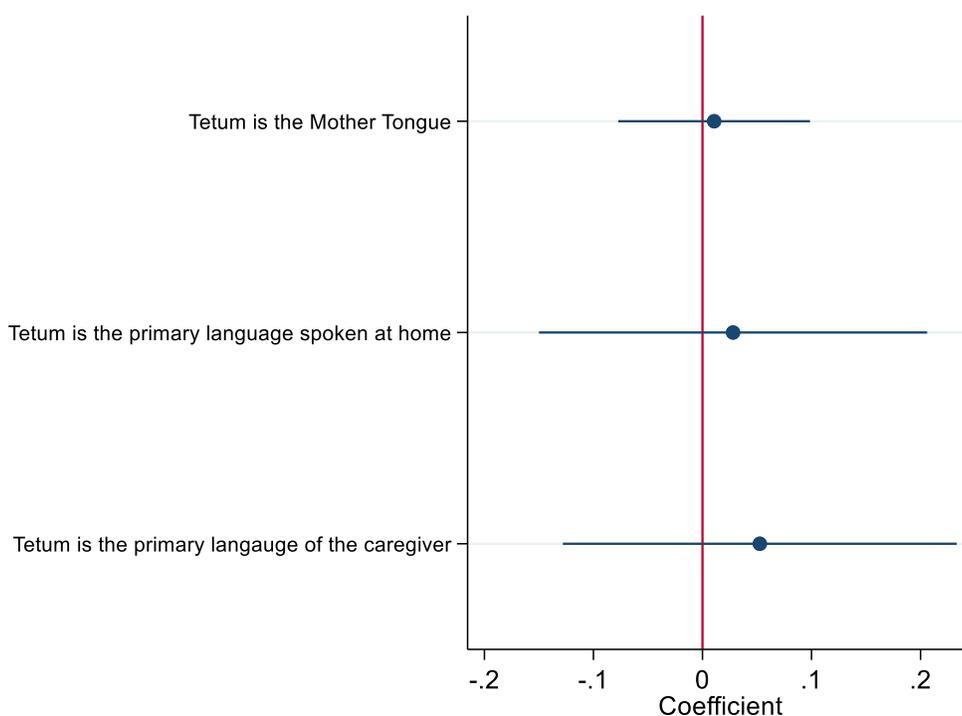


Figure 9: Language use as a predictor of reading Lafaek Community Magazine in the home

Surprisingly, none of these factors predicted the likelihood that a household would read Lafaek Community magazine.⁸³

While the regression model failed to identify language use at home as a significant barrier to using Lafaek Community magazine at home, when asked about barriers to the use of Lafaek Community Magazine nearly half (42.4%) indicated that people in their household face challenges to reading it. A

⁸³ While the caregiver being a native Tetum speaker is not a significant predictor of whether or not Lafaek is read in the home, it is often a significant term in the models for predicting outcomes. Because of its importance for determining how impactful exposure is to predicting outcomes, it is used as a control variable for most subsequent predictive models.

lack of appropriate language skills in the household is the primary barrier as respondents indicate that they do not speak Tetum (17.9%)⁸⁴, the Tetum used in the magazine is too difficult (5.8%), or that none of the household members are literate (12.8%). This discrepancy is likely due to their being differences among household members in their Tetum language skills and their ability to interact with the magazine. It is likely that in many households it is both true that at least *someone* reads the Lafaek Community magazine (if they have it) but that differences in language abilities within households is likely to present barriers to some of those household members as well.

Results from the qualitative interviews support these findings. Many of the parents interviewed during FGDs indicated that while Tetum is used in school, many of them speak their local dialects at home which can make learning to read difficult. Furthermore, among parents who do not speak Tetum, they struggle to help their students learn. One of the most common themes to emerge from the FGDs with parents is how important reinforcement, practice, and learning at home is for their children. Many express a feeling that the education they receive is inadequate and that it is essential for the parents to help their children at home. While this is not meant to be an indictment of teachers or schools in Timor-Leste, it does highlight the disadvantage students who come from homes that do not speak Tetum or do speak Tetum, but typically use a local dialect at home have when it comes to learning reading and benefitting from the Lafaek content.

Yes, they do. But, we can only understand once they read it to us, because we are illiterate - Father FGD, Hatu-Ermera

As I said, the teachers distributed these magazines to the students to study, but they just received it and didn't read at home because they can't read. Even if they give the books to their parents, the latter can only see but cannot read and didn't know the name of the book, what's its name, is it Lafaek or what? Father FGD, Nur-Um

Even though challenges to fully utilizing the Lafaek magazine content do exist for household that are not literate in the Tetum language, the quality of the illustrations in the magazine is often serving as means for helping students learn Tetum and creating opportunities for these households to still derive some benefit from the magazine. It was common during the FGDs for participants to give examples of relying on the illustrations to help their children learn Tetum words or to enjoy interacting with the magazine through the illustrations.

For instance when they keep reading and reading always to learn what inside of the Lafaek magazines, they haven't known yet the names of fruits such as 'sapurika', is 'sabraka', but they don't know this, therefore they come to ask us that, is this 'sapurika'?, even they know and recognize that it is really the name of the fruit 'sabraka', but the problem is they don't know the Tetum, then they would like to know the real name of the fruit, that's why they ask again to make it sure, even they don't bring the figures/images to show us, but they just bring the names which are written there and they ask us again and say that 'what is this', if we are the one who know Tetum, we may tell him/her and say that 'Yes, this is 'sabraka', that is 'ai-nanás', doing thus until they could know and understand that these are the words in Tetum; they are

⁸⁴ Among respondents who cited not speaking Tetum in the home as the primary barrier to using Lafaek in the home, people who spoke Galolen, Makassae, Bunak, or some combination of those three languages were by far the most likely to report not speaking in the home as a primary barrier. In fact, only 23% of respondents in this group did not include Galolen, Makasse, and/or Bunak as the primary language spoken in the home.

able to know and understand are the benefits from Lafaek magazines. – Youth FGD, Lautem

Yes, I think this is for us, and it depends to parents. It depends on their schooling background. If they reached at least grade 1 or 2 they can read anything from the Lafaek magazine. Those who cannot read at all or have no knowledge whatsoever about education, then what they can do is looking at the pictures in the magazine. If their children can read it to them, they listen – Father FGD, Lelu-Tula

Indicators of economic status were also examined to see if economic status impacted the use of Lafaek Community Magazine among households. Variables examining household food security (had the child eaten that day and had any household member gone a day without eating in the last 30 days) and savings (does the household have savings and do they invest those savings in the household or a business or do they use those savings to pay off debt). Among these indicators of economic well-being, only the indicator referring to whether or not a household member had gone without food one day in the last 30 turned out to be marginally significant ($p=0.057$).

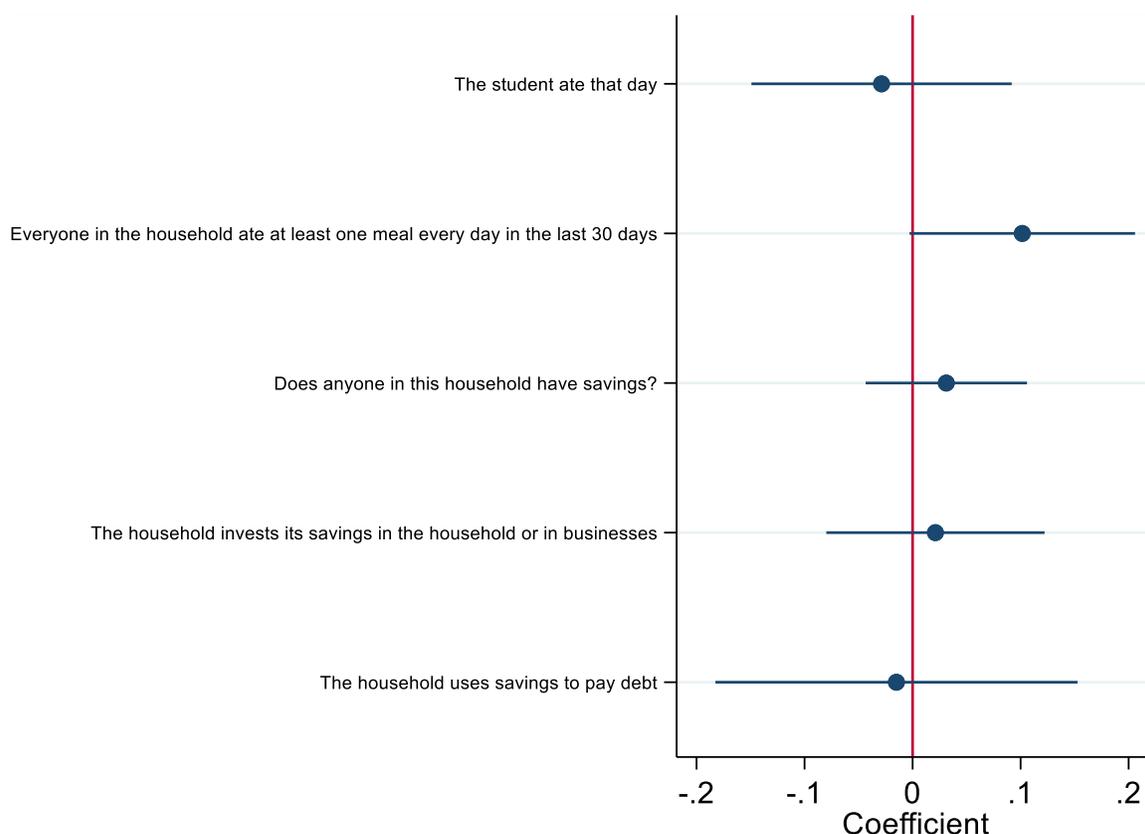


Figure 10: Economic status as predictors of households reading Lafaek Community Magazine

Finally, we examined head of household and caregiver education level to see if there was a relationship between it and the likelihood that Lafaek was being used in the home. We used a regression model of head of household and caregiver education as a predictor variable for households reading Lafaek.

Both head of household and caregiver education were strong predictors of the Lafaek magazine being read in the household in our model. With each increase in the head of household’s or caregiver’s

education level, the odds that someone in the household read Lafaek increased significantly compared to households where they have no education.

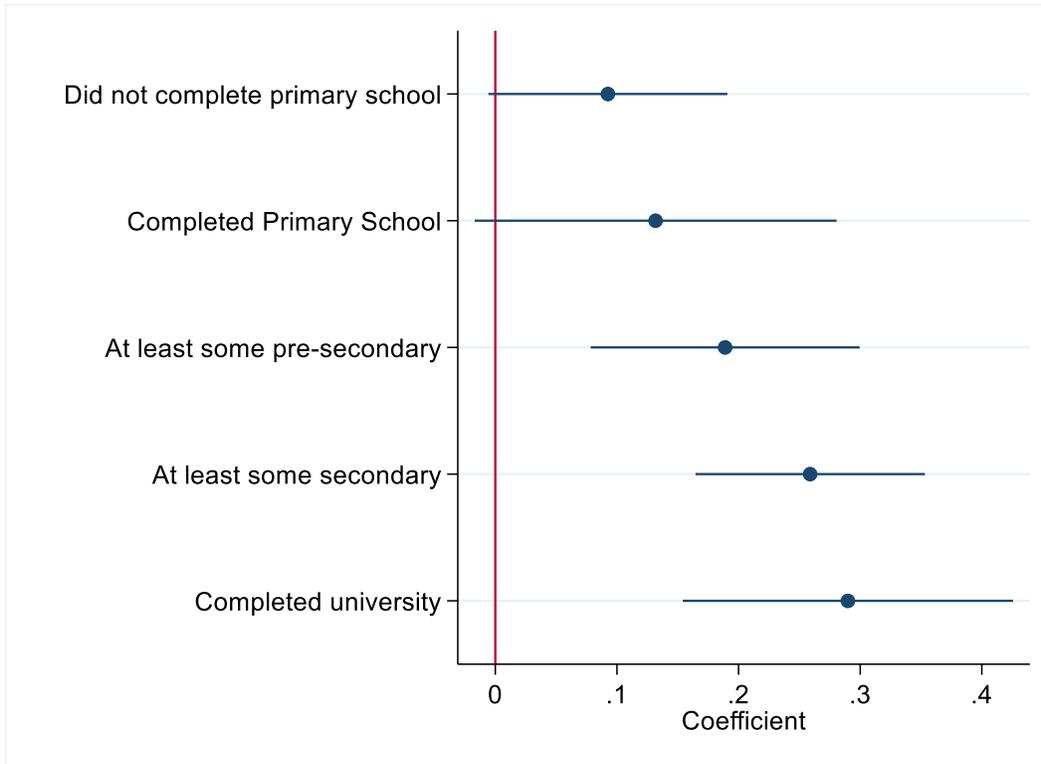


Figure 11: Head of Household education as a predictor of reading Lafaek Community Magazine in the household

Table 20: Education of head of household as a predictor of households reading Lafaek Community Magazine

Caregiver level of education	N	%	Coefficient	Significance
No education	440	30.0%	n/a	n/a
Did not complete primary school	330	22.5%	0.09	0.065
Completed primary school	105	7.2%	0.13	0.083
At least some pre-secondary school	199	13.6%	0.19	0.001***
At least some secondary school	309	21.1%	0.26	0.000***
Completed university	85	5.8%	0.29	0.000***

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

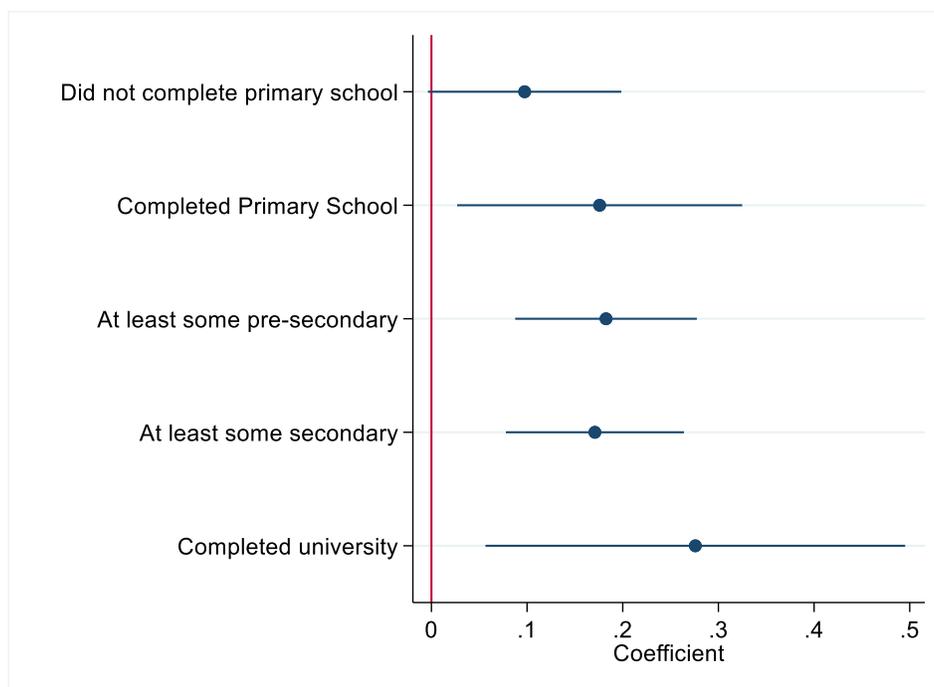


Figure 12: Caregiver education as a predictor of reading Lafaek Community Magazine in the household

Table 21: Education of caregiver as a predictor of households reading Lafaek Community Magazine

Caregiver level of education	N	%	Coefficient	Significance
No education	563	38.3%	n/a	n/a
Did not complete primary school	277	18.8%	0.09	0.059
Completed primary school	96	6.5%	0.17	0.021*
At least some pre-secondary school	239	16.3%	0.18	0.000***
At least some secondary school	264	18.0%	0.17	0.000***
Completed university	32	2.0%	0.28	0.000***

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

Overall, households of grade 2 students that receive Lafaek Community magazine are likely to have a household member read the magazine and while readership is highest among children and parents, youth appear to be using the magazine frequently as well. While our data suggests that less than half of all households with grade 2 students in the sample receive Lafaek Community magazine at home, this is likely an underestimate of their exposure to Lafaek content. While some of the communities in the sample are in municipal capitals, and therefore do not receive the community magazine, many households had not received the magazine yet since data was collected prior to the distribution of the first edition of 2021.

Among those who use the Community magazine at home, most households use Lafaek as a teaching tool for children generally, to teach reading, and for reading stories and are less likely to see it as a

tool for teaching/learning about broader outcomes like gender equality, rights of children, and the environment. During FGDs, respondents were asked questions about their attitudes toward gender equality and if they had learned about gender equality from Lafaek, however it is a little more difficult to understand the precise relationship between respondent attitudes toward gender equality and Lafaek magazine. This is likely due, in a large part to Lafaek's strategy of integrating gender equality messaging into articles about other topics, rather than doing stand-alone articles on gender equality. This makes it less likely for respondents to identify this topic as something they learned from Lafaek in the quantitative survey, but the responses to the FGDs suggests that those messages are having an impact on some of the respondents.

Women also have rights, they could also be vending, working in the office and everything else. They have the same rights as men. Both women and men also have equal rights to take care of children and cooking. Women also have rights to take rest and men do the work instead. It is important that we share time and listen to one another in the family, and we can be successful. – Father FGD, Riamori

Both woman and man have the same rights, a woman does not do more than a man and likewise, we must share. Mother FGD, Riamori

One example is women can undertake men's work because they have learned and trained about it. Women can also do roofing work, for example they can become engineers and supervise whether what men are doing is right or wrong, if they do it wrong they will demand it to be demolished because she's the engineer. Women can also undertake leadership tasks like xefe suku, administrators, because we all have the same rights. Father FGD, Lehu- Tula

While municipality was not an overall strong predictor of Lafaek Community Magazine use, households in Bobonaro are slightly less likely to read Lafaek than compared to other municipalities. This is likely driven by the fact that heads of household in Bobonaro have the highest percentage of heads of household without any education (45%). Among the economic indicators, only household members not having gone a day without eating in the past 30 days resulted in a marginally significant result ($p=0.058$). Differences in language use and economic status generally did not predict the likelihood that households who receive Lafaek use it. The only indicator that was a significant predictor of using the Lafaek magazine was that no member of your household went without eating for a single day in the past 30 days.

Education level of the caregiver was a strong predictor of the likelihood that someone reads Lafaek magazine in the household, but overall readership among households who receive the magazine is high no matter the education level of the caregiver.

USE OF LAFAEK IN SCHOOLS

In order to understand how Lafaek is used in schools, we gathered data from school surveys and classroom observations in order to understand how teachers and administrators are using the Lafaek magazine for instruction and for teacher training and preparation.

LAFAEK TEACHER'S MAGAZINE

The Lafaek for Teachers Magazine is given to teachers as a way of supporting the use of improved classroom management practices and methodologies for subject teaching, reinforcing in-service

training, and the use of the new curriculum. Of the 185 grade 2 teachers surveyed during midline evaluation, only 11 (6.0%) indicated that they did not use the Lafaek Teacher's magazine. Teachers are predominantly using the teacher's magazine to learn about the various content areas they teach including teaching reading (60.9%), teaching Tetum (55.8%), teaching mathematics (52.9%), teaching science (35.1%), and teaching Portuguese (20.7%). While 30.5% of teachers use the magazine to learn about classroom management, they are generally far less likely to use the magazine for learning about the teaching profession broadly or learning information not directly tied to content.

This finding is corroborated by the qualitative results. During interviews with school coordinators/directors and teachers there was relatively little mention of using the Teacher's magazine to learn about classroom management practices or learning about teaching as a profession. Instead, most respondents indicated that they used the magazine to learn about content generally and as a tool for developing lessons and classroom activities. Teachers routinely discussed how helpful the lessons were or discussed the importance of following the directions exactly (implying its use for lessons). In terms of content areas, many teachers discussed how important a tool it was for reading and teaching language skills. During interviews with teachers, the importance of the magazine for teaching science (natural science particularly) was emphasized. While at times, teachers emphasized the natural science lessons to be the most difficult to work with, it was also among the most frequently singled out subjects in terms of how they used the teacher's magazine. Finally, the importance of the pictures and illustrations was stressed often by teachers during interviews. While pinpointing their exact importance is difficult, it is worth mentioning here that many teachers found the illustrations to be important and was one of the most frequently mentioned benefits of Lafaek Magazines (both the teacher's magazine and Ki'ik).

"I would like to give an example about CARE Lafaek. The Prima and the Small Lafaek magazines, we feel proud about them because they are booklets and as reference book for us to use. The content of every lesson plan is also available in the content of the Lafaek magazine. Everything is available there, so we are really appreciate because it is really helpful. As teachers said that it can be used as a reference book for us, so it can improve our knowledge in teaching better of natural science, Portuguese and Tetum literacies." Male Teacher FGD, Riamori

"From the experience I had from my previous position as a teacher. During the natural science class, I did do the practicum and experiment based solely on what was shown in the magazine. In the natural science class, we talked about trees structure and their development. What I did was to take the sample (plant) and did the explanation on the structure of the tree directly to students instead of only showing them through the magazine." – School Coordinator, Covalima

"We think that there is no particular challenges about the Lafaek magazine. It is because we feel happy with the lafaek magazine as it can enrich our teaching methods. It is because sometimes the grades 4 – 6 when we teach them and they find it hard, because maybe contents are beyond their grade level like relevant to secondary education level instead. For example, like mathematics, we use the lafaek magazines when the content of the lessons is too hard because the content in the lafaek magazines are more simple and easy to understand. For instance, natural science, there is nothing about solar system in the lesson plans. The solar systems is about the moon, the stars, the sun. So, we like the lafaek because it helps us." Female Teacher FGD, Riamori

“This is very well given by LAFAEK for our 1st-3rd grades, because it contains very accessible texts for children to understand easily. On math or social sciences, they can identify immediately in the pictures we show them. We have books but some don't have pictures, and if there are pictures they don't need much explanation. That's what causes us difficulties, but LAFAEK can help us, we can actually show them the pictures. And about numbers, the dictation part, we can show them that this is the odd number, and this is the social sciences. As we talk we show them the pictures at the same time, so that they can also visualize.” Female Teacher FGD, Miritutu.

“Yes, they learn as I told you earlier. They can write inside, they can draw whatever they want. And they learn many activities from the magazine. We think lafaek magazine is really a good magazine, it's a high value magazine, it's perfect, activities for teachers, lafaek for teachers, as I told brother earlier the activities in lafaek are not very different from the ones in the educators' manuals, if you pay a little more attention you can notice that there is not much difference.” School Coordinator, Railco Craic

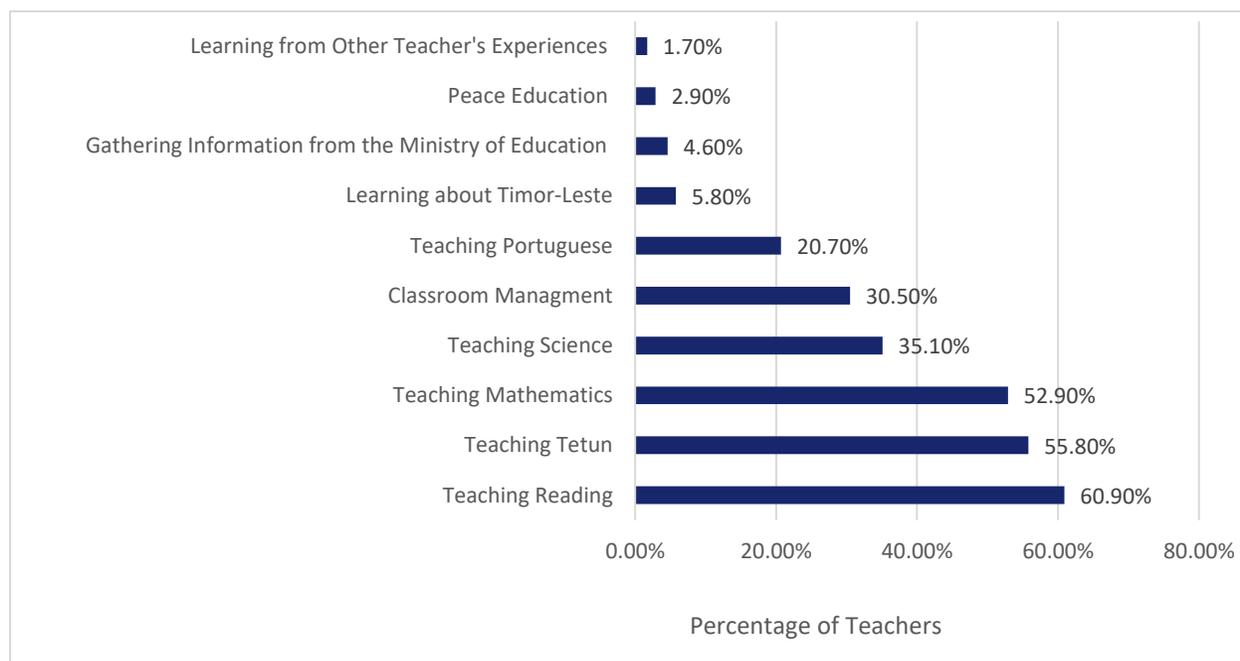


Figure 13: Ways that Grade 2 teachers use the Lafaek Teacher's Magazine

When asked about challenges to using the magazine, a majority of teachers indicated that there were no challenges (68.1%). Among those teachers that said there were challenges, 12.4% indicated that the Tetum used is too difficult, and 7.0% indicated that they lack materials. Very few respondents indicated that barriers associated with the magazine's relevance such as the content not being appropriate for children (6.0%), methodology not being appropriate (1.6%), or activities do not match the curriculum (1.6%). However, when examining the data from teacher FGDs, teachers were overwhelming positive about the Lafaek magazines. These concerns that were picked up in the quantitative survey were not present in the qualitative discussions. Instead, teachers discussed Lafaek being the material they turn to help students learn difficult material, rather than being the source of material that is too difficult. Furthermore, one of the biggest advantages of the Lafaek content according to interviews with teachers and school coordinators are the pictures and illustrations. These

aspects of the magazines are still useful to students who may be behind on their reading and/language acquisition.

We think that there is no particular challenges about the lafaek magazine. It is because we feel happy with the lafaek magazine as it can enrich our teaching methods. It is because sometimes the grades 4 – 6 when we teach them and they find it hard, because maybe contents are beyond their grade level like relevant to secondary education level instead. For example, like mathematics, we use the lafaek magazines when the content of the lessons is too hard because the content in the lafaek magazines are more simple and easy to understand. For instance, natural science, there is nothing about solar system in the lesson plans. The solar systems is about the moon, the stars, the sun. So, we like the lafaek because it helps us. - Female Teacher FGD, Riamori

The advantage is that children can use them to learn things from other places which they have not seen yet, and know that those things exist in other parts of the world. They may also recognize [learn about] other students from other schools by seeing their names and pictures of children on Lafaek magazine. Those students who are in grade 1 and 2, they cannot read, but they can look at the games, picture, numbers and the alphabets. – School Director, Fatubessi.

The general picture that emerges from this data is that teachers generally tend to use the Lafaek teacher's magazine primarily to learn more about the content areas that they teach in (although 30% of teachers use it to learn about classroom management strategies). While barriers are not frequently reported, a small but significant proportion of teachers indicate that they lack the appropriate resources to implement what they learn from the magazine or that the content uses language that is too difficult or covers material that is inappropriate for the grade level that teach.

<In response to being asked about challenges to using the Teacher's Magazine> It's more likely related to materials that are used in the activities, for example we do activities where the materials are locally used, easy to find and not involved with money. And when the activities in there requires to buy the materials, the teacher will find it difficult because there is no financial support for those activities. – School Coordinator, Lautem

The harder contents are the ones on social science and natural science. Because the students know how to read but we don't have a lot of materials so they cannot do practice [or experimentation] on it. For instance when we talk about the sugar and ants, we don't have anything for students to use. School Coordinator, Rembor

As we can see, the most difficult content or content that is not used very often is sometimes like natural sciences. This is because sometimes after we see these activities, sometimes to teach and show these activities, the content needs those materials that are hard to find. That's what is difficult for us Male Teacher FGD, Railco Craic

In order to explore these factors further, we examined how various teacher characteristics such as sex, level of education, and experience along with school variables such as location and classroom size differentially effect the use of Lafaek.

First, we explored how the use of Lafaek varies across various teacher characteristics. Given that there is little variation in the number of teachers who use Lafaek (only 11 teachers reported not using the magazine), we were not able to identify any significant predictors of teacher characteristic on the use of Lafaek in the classroom. While variation in reported use of the magazine is low, there is variation in the ways in which teachers use the Teacher’s magazine. As reported above, teachers tended to use the teacher’s magazine for learning about content as opposed to using the magazine to learn about the profession more broadly. In order to see how teacher characteristics may predict which of the strategies they use, we split teachers into groups who use the magazine for learning about class-specific content and groups who used the magazine for teachers who used the magazine for learning about the profession more generally.

In the first analysis, we compared teachers who indicated that they used the magazine to learn about at least one content area (85.4%) and those who did not indicate that they used the magazine to learn about content (14.6%). In this case, a teacher was put into the content group if they said that they use it for teaching Tetum, Portuguese, mathematics, science, or reading. We then used linear regression to model the effect of teacher sex, experience, and education. None of these variables predicted the likelihood that a teacher would use the magazine to learn about content.

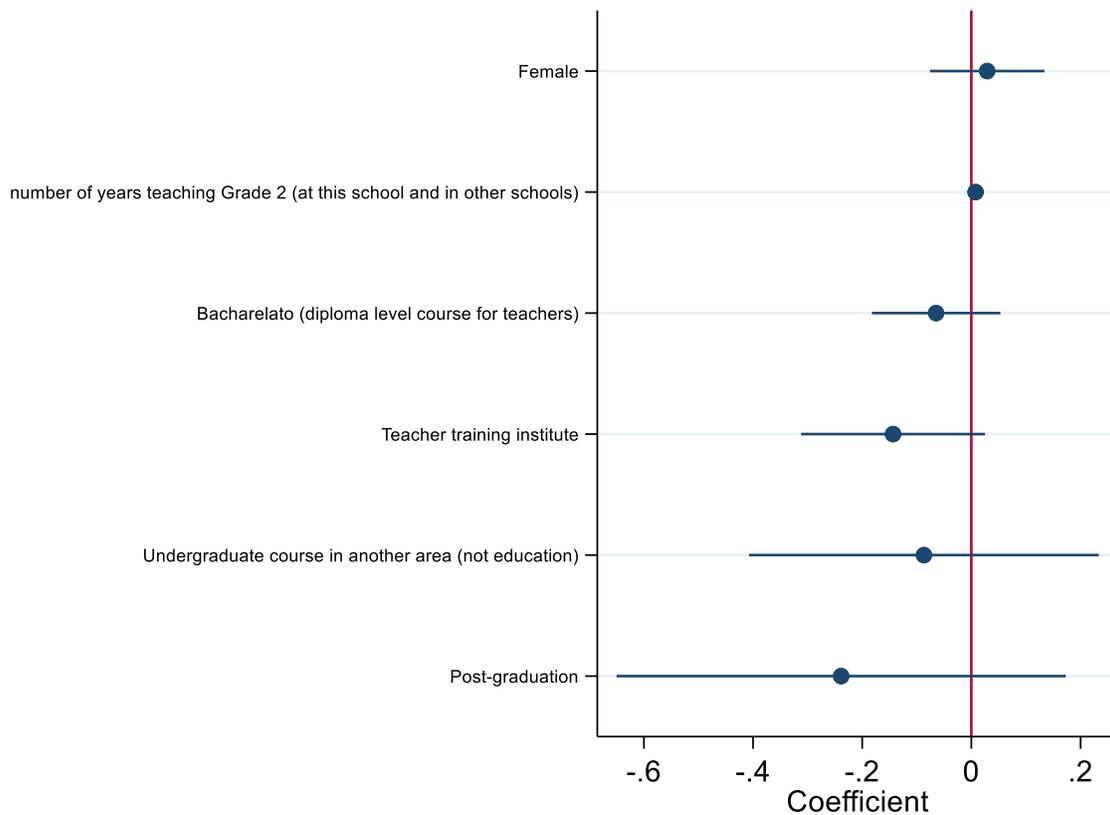


Figure 14: Predictors of using the teacher's magazine to learn about content.

Teachers were far less likely to use the magazine for learning about broader issues related to the education profession (37.3%). When conducting the same analysis for teacher who used the magazine to learn about the teaching profession more broadly (teachers who indicated that they used the magazine to learn about classroom management, Timor-Leste, learning from other teacher’s experiences, gathering information from the Ministry of Education, or Peace education) one significant predictor did emerge. Female teachers were about 20% more likely to use the teacher magazine to learn about education more broadly than males ($p=0.006$).

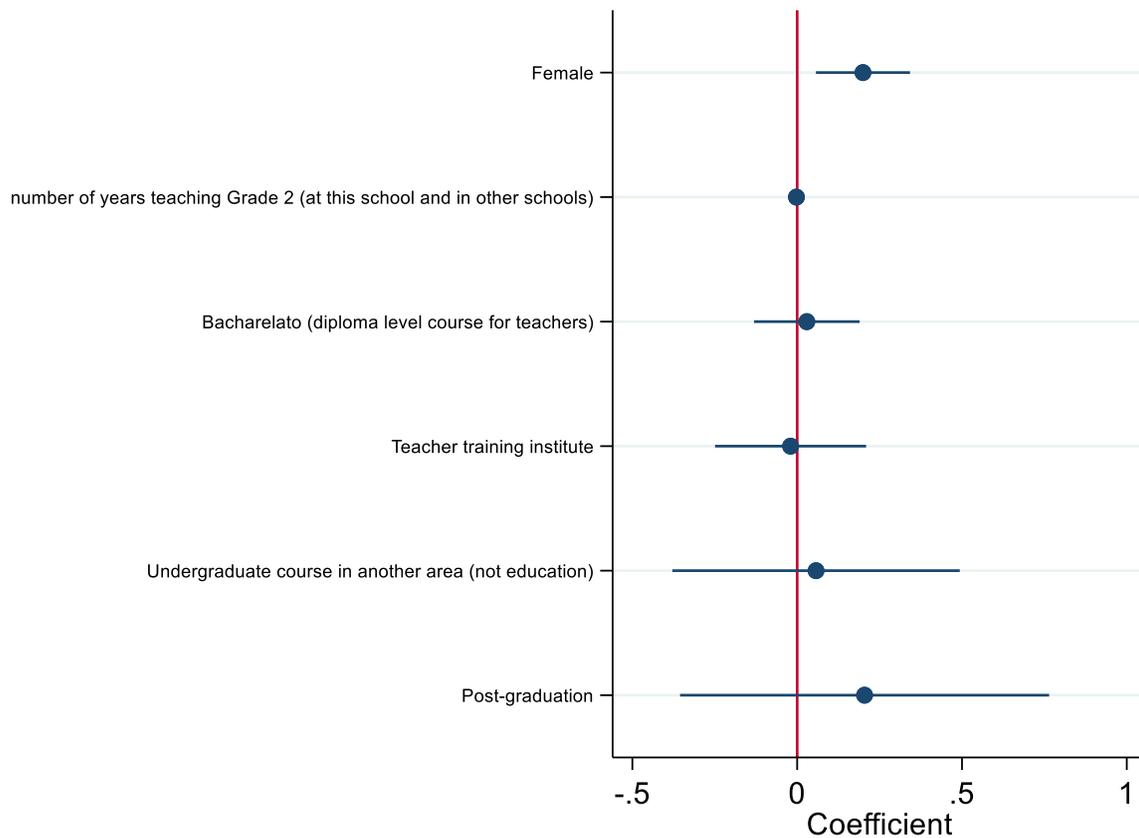


Figure 15: Predictors of using the teacher’s magazine to learn about teaching more broadly.

In addition to looking at teacher characteristics, we also examined school characteristics to see if they were associated with teacher use of the magazine. The mean second grade class size in the sample is 18.3 students per class. Mean class size varied among municipalities with Aileu (12.6) and Manufahi (12.8) having considerably smaller class sizes than most municipalities, while schools in Liquica (31.8), Covalima (24.9), and Ermera (22.1) having the largest class sizes. Overall use of the teacher’s magazine was high with 85.4% of all teachers using the magazine. Teachers in Aileu were the least likely to use the magazine, but its usage rate was still above 80%. As stated earlier, teachers were

more likely to use the magazine for content related learning and teachers at all schools reported using it for learning about teaching more generally much less often.

Table 22: Class size and use of the teacher's magazine by municipality.

Municipality	Number of Schools	2 nd Grade Class Size		Uses Teacher Magazine		Uses for Content Learning		Uses for Broader Learning	
		Mean	95% C.I.	N	%	N	%	N	%
Aileu	23	12.6	9.7-15.5	19	82.6%	16	69.6%	8	34.8%
Ainaro	27	16.2	12.8-19.6	24	88.9%	21	77.8%	11	40.7%
Baucau	3	20.3	7.8 – 32.8	3	100%	2	66.7%	0	0
Bobonaro	31	16.1	12.6 – 19.6	31	100%	29	93.6%	6	19.4%
Covalima	10	24.9	19.4 – 30.4	8	80%	7	70.0%	1	10.0%
Ermera	41	22.1	18.6 – 25.6	40	97.6%	35	85.4%	21	51.2%
Liquica	11	31.8	18.9 – 44.7	11	100%	11	100%	6	54.6%
Manatuto	19	17.8	12.9 – 22.7	18	94.7%	18	94.7%	7	36.8%
Manufahi	20	12.8	8.8 – 16.7	20	100%	19	95.0%	9	45.0%
Total	185	18.3	16.6 - 20.0		94%		85.4%		37.3%

Given this variation in reported class size and use of the teacher magazine, we included municipality and class size in a regression model to see if they were predictors of how likely teachers were to use the magazine to learn about content or to learn about teaching more broadly. Aileu was used as a dummy variable for municipality, so all coefficients for municipality represent the change in use relative to Aileu.

Teachers in Bobonaro, Liquica, Manatuto, and Manufahi were all more likely to use the Lafaek Teacher's Magazine as a means of learning more about the content areas they teach. When the analysis was repeated for learning about teaching more generally, municipality was not a predictor for magazine use. Classroom size did not predict either behavior.

Table 23: School predictors of using teacher's magazine for learning about content.

Predictor	Coefficient	Significance
Class Size	0.00	0.32
Ainaro	0.07	0.46
Baucau	-0.05	0.82
Bobonaro	0.23	0.02*
Covalima	-0.03	0.85
Ermera	0.13	0.15
Liquica	0.26	0.06
Manatuto	0.24	0.03*
Manufahi	0.25	0.02*

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

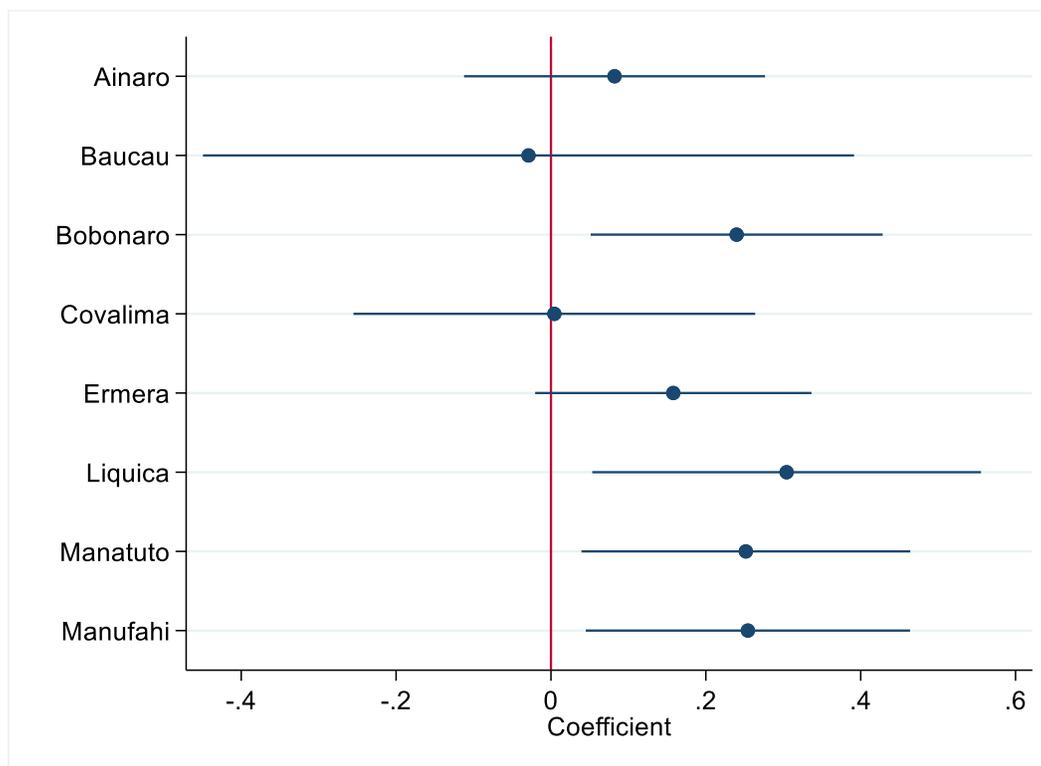


Figure 16: Municipality as a predictor of the teacher using the Lafaek Teacher's Magazine to teach content.

USE OF LAFAEK KI'IK IN CLASS

In addition to receiving the Lafaek Teacher's magazine to support teacher development and on-going learning, schools, teachers, and students also received individual copies of Lafaek Children's Magazine are also equipped with the Lafaek Children's Magazines (called Lafaek Ki'ik and Lafaek Prima) in order to support instruction in the classroom. The present study has only assessed the use of Lafaek Ki'ik in class due to limited resources (teacher interviews and observations were limited to grade 2).

Reported use of the children's magazine was nearly identical to reported use of the teacher's magazine (93.5%). When asked to describe how they used the magazine, teachers indicated that they used it for a number of different instructional purposes including: playing game with students (58.4%), to help students practice reading during class (56.7%), reading stories to students in class (55.5%), teaching students to read (39.3%), teaching students to count (27.8%), and teaching mathematics (27.8%). Much like the teacher magazine, teacher tend to gravitate toward the functions of the magazine geared toward implementing class activities related to core content, namely reading and math. Teachers were far less likely to use the magazine for teaching science, Tetum, arts and crafts, health, Timor-Leste, or to prepare homework.

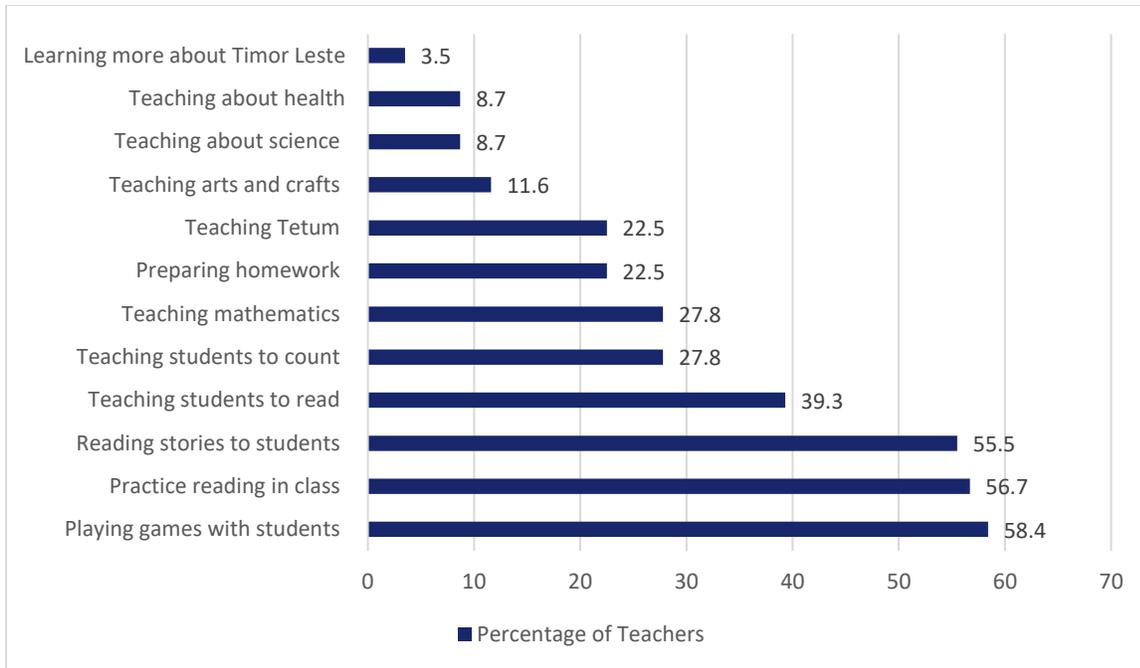


Figure 17: How grade 2 teachers use the children's magazine in class

Grade 2 teachers reported few barriers to using the children’s magazine in their classroom as 75.1% of teachers indicated there were no challenges. Among those that did cite challenges to its use, the most common challenge was that the Tetum used was too difficult (9.2%). A small number of teachers indicated that the children do not speak Tetum (4.3%) or that the games are too complicated (3.2%).

In order to explore the use of the children’s magazine further, we explored how teacher and school characteristics are related to its use in the classroom. We first explored if teacher characteristics such as sex, experience, and educational background predicted the use of Ki’ik. Given the near ubiquity of its use, we were not surprised to see that sex, experience, and education level did not predict the use of Ki’ik in the classroom.

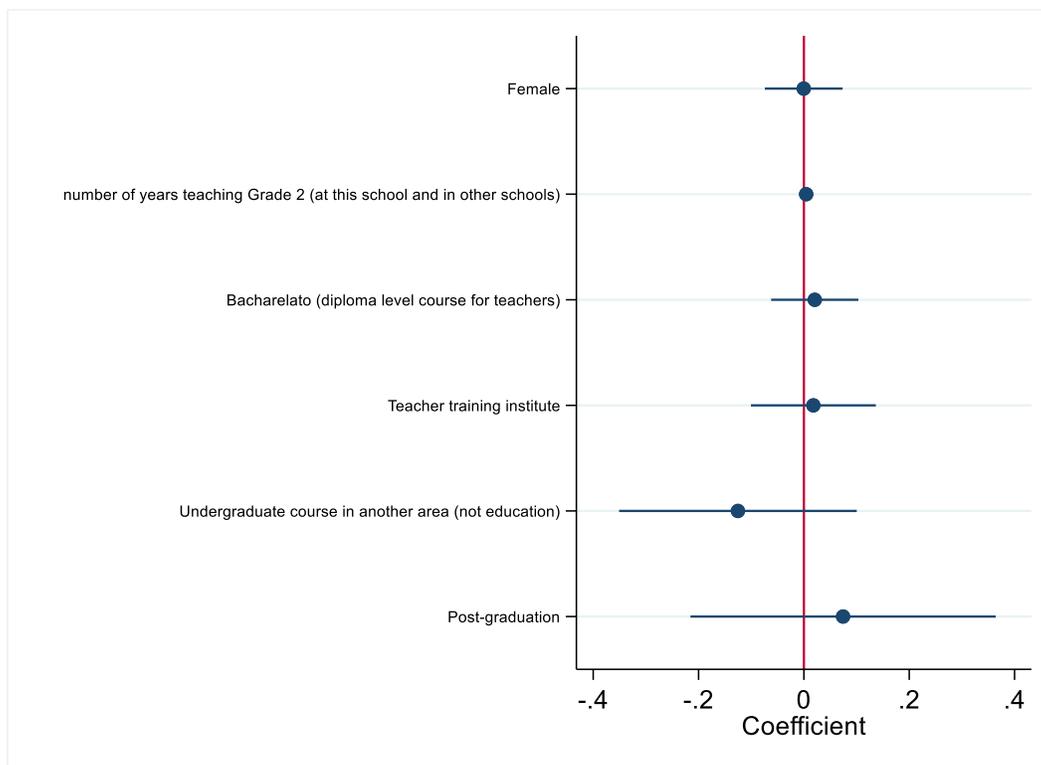


Figure 18: Teacher characteristics as predictors of the use of Ki'ik magazine

Rather than just looking at if Ki'ik was used in the classroom, we examined how these same teacher characteristics may have impacted how the magazine was used in the classroom. Since we are ultimately interested in looking at how exposure to Lafaek Learning Materials impacts outcomes related to student literacy, we decided to explore if these factors predicted that a teacher was likely to use Ki'ik to teach literacy.

Teachers were considered to use Ki'ik to teach literacy if they indicated they used it to practice reading in class, teach students to read, teaching Tetum, or reading stories to students. Games were not included as we did not have information to distinguish teachers who used it to play literacy-specific games vs. other kinds of games⁸⁵.

Ki'ik was used to for at least one of the literacy instruction categories by 82.7% of the teachers while 17.3% did not indicate that they used the magazine for teaching literacy. Again, none of these teacher characteristics predicted the use of Ki'ik to teach literacy.

⁸⁵ Most of the games published in Lafaek are geared toward helping students acquire grade appropriate literacy and/or numeracy skills. However, in this section we are trying to examine patterns of use among teachers and to understand what are the factors the predict (or not) if the teacher will use the magazine in a purposeful way to teach literacy. Since we unable to distinguish cases where teachers are using the games as a means of teaching numeracy or other topics, filling time, rewarding students, or teaching literacy it was excluded from this analysis. The impact of playing games on learning outcomes is explored later.

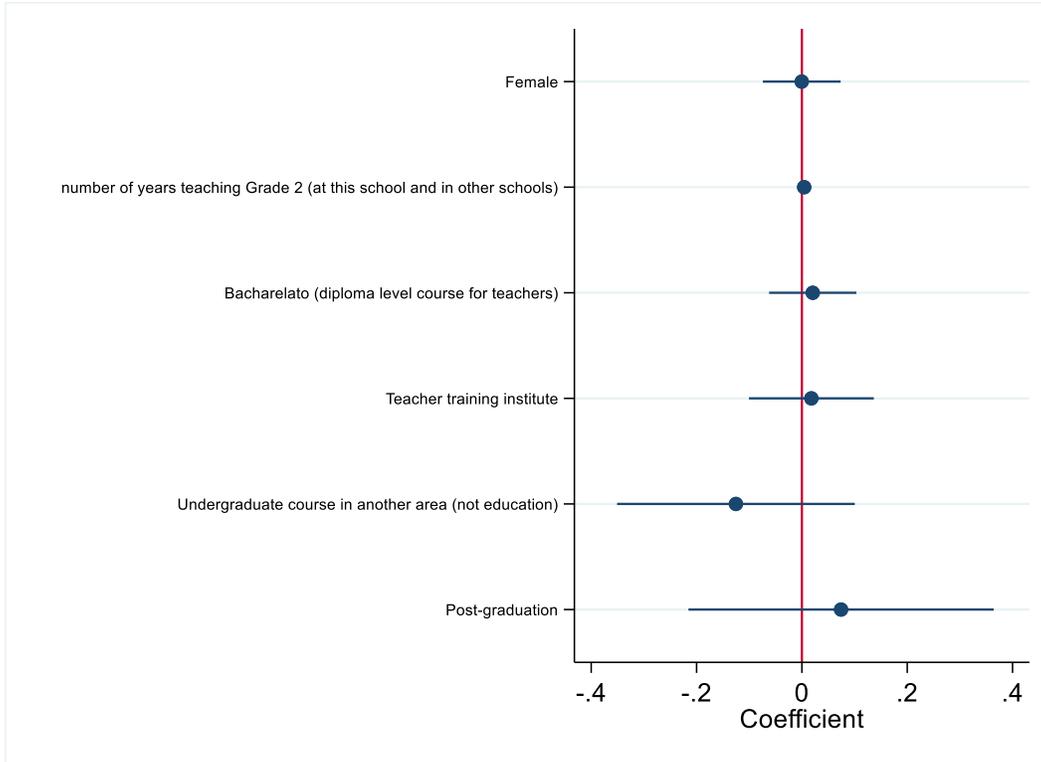


Figure 19: Teacher characteristics as a predictor of use of Ki'ik to teach literacy.

Next, we examined how school characteristics may be influencing the use of Ki'ik in the classroom. When looking at the reported use of Ki'ik by municipality, teachers in Covalima (70%) and Ainaro (88.9%) are the two municipalities where teachers are least likely to use the magazine. It should be noted here that although usage is high among all schools, Ainaro and Covalima are among the municipalities where teachers are least likely to use both the teacher's magazine and the Ki'ik magazine. Usage of this Ki'ik magazine for teaching literacy considerably among municipalities. In Baucau (100%), and Liquica (90.9%) usage for the Ki'ik magazine for teaching literacy was reported among all but one teacher. This may be due to the small sample sizes of these schools (only 13 teachers were interviewed in the municipalities combined). In Ainaro, Bobonaro, and Manufahi, approximately one-third of teachers opt to use some other material for teaching/practicing literacy skills.

Table 24: Use of Ki'ik magazine by municipality.

Municipality	Number of Schools	2 nd Grade Class Size		Uses Ki'ik		Uses content for teaching literacy	
		Mean	95% C.I.	N	%	N	%
Aileu	23	12.6	9.7-15.5	21	91.3%	18	78.3%
Ainaro	27	16.2	12.8-19.6	24	88.9%	18	66.7%
Baucau	3	20.3	7.8 – 32.8	3	100%	3	100%
Bobonaro	31	16.1	12.6 – 19.6	30	96.8%	20	64.5%
Covalima	10	24.9	19.4 – 30.4	7	70%	7	70.0%
Ermera	41	22.1	18.6 – 25.6	39	95.1%	29	70.7%
Liquica	11	31.8	18.9 – 44.7	10	90.9%	10	90.9%
Manatuto	19	17.8	12.9 – 22.7	19	100%	15	79.0%
Manufahi	20	12.8	8.8 – 16.7	20	100%	13	65.0%
Total	185	18.3	16.6 - 20.0		93.5%		71.9%

Class size predicted neither use of Ki'ik in the classroom or using Ki'ik to teach literacy. Among municipalities, teachers from Covalima were less likely to use Ki'ik magazine in their class.

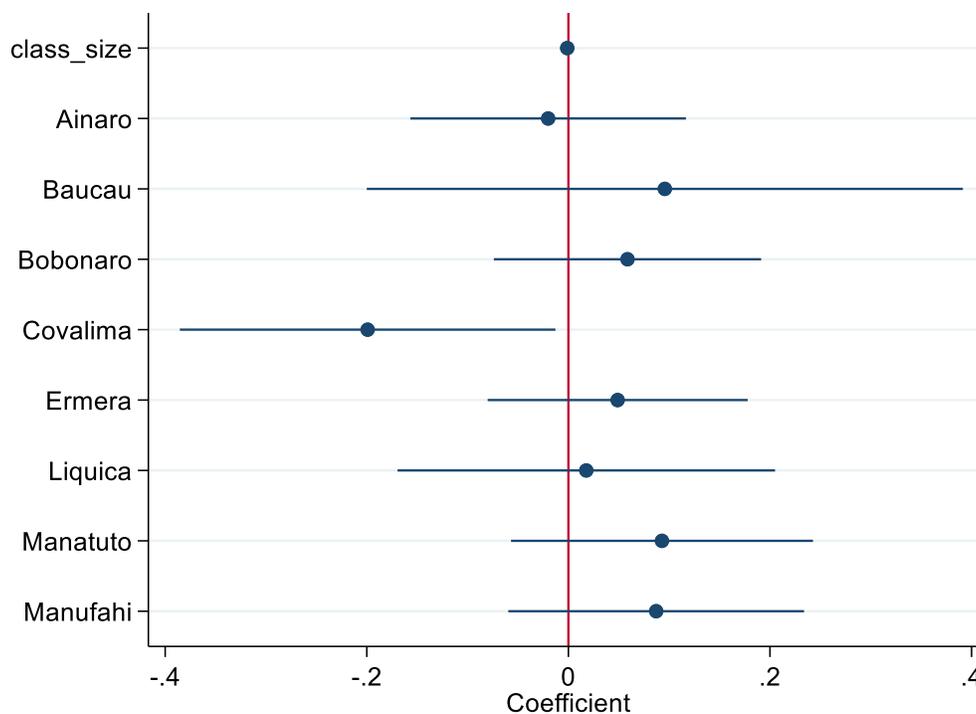


Figure 20: School predictors of use of Ki'ik in classrooms

PATTERNS OF USE OVER TIME

Before examining the impact that the Lafaek Learning Media has had on outcomes of interest, we do a brief analysis of the change in the distribution and use of the Lafaek learning media over time. While we do not have directly comparable baseline data to do a rigorous or robust analysis in the change over time, in this section we present available data on the distribution of the various Lafaek Magazines since 2006 and how the reported patterns of use have changed over time.

DISTRIBUTION OF LAFAEK SINCE 2006

Here we summarize the distribution of the each of the four Lafaek Magazines (Lafaek prima, Lafaek Kiik, Lafaek Teacher Magazine, Lafaek Community Magazine). The data from 2006-2010 comes from the 2010 baseline assessment. Data from 2011-2021 was provided by the CARE Lafaek team.

Production of the Lafaek Prima Magazine has increased steadily over time. From the period from 2007 to 2010, approximately 70,000 copies of each edition of the Lafaek Prima magazine were printed. Between 2016 and 2019, that number had increased to between 80,000 and 92,000. Finally, by 2020, 140,000 copies of each edition of the Lafaek Prima magazine were being printed. This large increase in 2020 was a result of expanding the distribution of the magazine to include grade 5 and 6 students country-wide.

Production of Lafaek Ki'ik magazine climbed between the periods of 2007-2010 from 95,000 to 125,000. Production of Lafaek Ki'ik peaked in 2015 with 140,000 copies of each edition being printed and has steadily declined each year with ~110,000 copies being printed by 2020. However, this reduction in the number of magazines printed is a result of the availability of enrollment data (which was not available in 2015) which has allowed production to better reflect actual enrollment numbers, rather than being an indication of fewer students being reached.

Production of the Teacher's magazine has steadily increased from 2007 to 2020 going from 8,000 copies of each edition in 2007 to having increased by more than 50% to 12,850 being printed in 2020.

In 2010, production of the Lafaek Community magazine began. From a period of 2010 to 2014, 22,000 community magazines were printed for each edition. However, in 2015 production of the community magazine quadrupled to 88,000 and the number of community magazines printed for each edition has grown to 107,000 community magazines being printed in 2020.

Table 25: Number of Magazines Printed by Year and Type

Year	Prima	Ki'ik	Teacher's Magazine	Community Magazine
2007	70,000	95,000	8,000	Community magazine did not begin until 2010
2008	68,500	97,500	8,300	
2009	68,500	113,500	9,100	
2010	73,000	125,000	10,450	
2011				
1 st Edition	N/A	22,000	N/A	22,000
2 nd Edition	N/A	22,000	N/A	22,000
Year Total	N/A	44,000	N/A	44,000
2012				
1 st Edition	N/A	22,000	N/A	22,000
2 nd Edition	N/A	22,000	N/A	22,000
Year Total	N/A	44,000	N/A	44,000
2013				

1 st Edition	N/A	22,000	N/A	22,000
2 nd Edition	N/A	22,000	N/A	22,000
Year Total	N/A	44,000	N/A	44,000
2014				
1 st Edition	N/A	22,000	N/A	22,000
2 nd Edition	N/A	22,000	N/A	22,000
Year Total	N/A	44,000	N/A	44,000
2015				
1 st Edition	N/A	140,000	11,074	82,000
2 nd Edition	N/A	140,000	11,074	82,000
3 rd Edition	N/A	140,000	11,074	82,000
Year Total	N/A	420,000	33,222	246,000
2016				
1 st Edition	N/A	125,000	12,500	88,500
2 nd Edition	90,000	121,000	12,500	88,500
3 rd Edition	88,000	114,500	12,500	88,500
Year Total	178,000	360,500	37,500	265,500
2017				
1 st Edition	92,000	122,000	14,000	95,000
2 nd Edition	85,146	115,031	12,618	94,501
3 rd Edition	85,144	115,031	12,612	98,501
Year Total	262,290	352,062	39,230	288,002
2018				
1 st Edition	85,200	115,200	12,670	99,520
2 nd Edition	85,215	115,200	12,670	98,046
3 rd Edition	82,000	112,000	12,000	98,000
Year Total	249,415	342,400	37,340	295,566
2019				
1 st Edition	82,000	112,000	12,800	105,600
2 nd Edition	82,000	112,000	12,800	105,600
3 rd Edition	80,000	110,000	12,500	107,000
Year Total	244,000	334,000	38,400	318,200
2020				
1 st Edition	140,000	110,050	12,850	107,000
2 nd Edition	140,000	110,050	12,850	107,000
3 rd Edition	140,000	110,050	12,850	107,000
Year Total	420,000	330,150	38,550	321,000

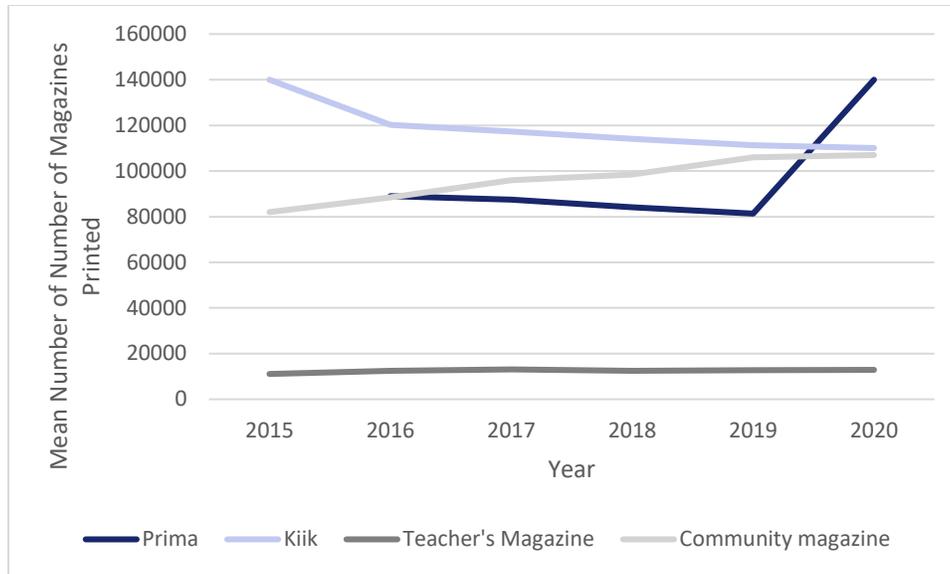


Figure 21: Average Number of each edition of each Magazine Printed Each Year from 2015-2020

Reach of the Lafaek Prima and Lafaek Community Magazines has greatly increased from 2016 to 2020. The reach of Lafaek Prima increased by more than 50% in that 5-year timespan with each edition reaching an average of 75,454 in 2016 to 130,000 in 2020. Similarly, the reach of the Lafaek Community Magazine has increased from 76,526 households in 2015 to 103,617 in 2020. The Lafaek Ki'ik and Teacher's magazine has stayed stable in the past 6 years with each edition of Lafaek Ki'ik averaging between 95,091 – 101,629 students each year and each edition of the Teachers Magazine reaching between 9,131 – 9,688 Teachers each year in that time period.

Table 26 Average Reach of the Lafaek magazines from 2015-2020

Year	Prima		Ki'ik		Teacher's Magazine		Lafaek Community magazine
	Avg # Schools	Avg # Students	Avg # Schools	Avg # Students	Avg # Schools	Avg # Teachers	Avg # Households
2010			2,516 (Only one edition published in 2010)	20,616 (only one edition published in 2010)			18,100 (only one edition published in 2010)
2011			1,740	21,574			19,835
2012			1,473	21,487			20,014
2013			1,503	21,517			20,014
2014			1533	21,737			19,976
2015	N/A	N/A	1,424	109,515	1,424	9,131	76,526
2016	1,137	75,454	1,452	105,518	1,452	9,413	79,668
2017	1,156	77,791	1,506	100,583	1,506	9,671	90,659
2018	1,166	72,797	1,529	95,091	1,529	9,560	94,634
2019	1,171	68,431	1,567	98,064	1,567	9,643	101,599
2020	1,173	130,180	1,590	101,629	1,585	9,688	103,617

READERSHIP AT 2010 LAFAEK FINAL EVALUATION AND 2021 MIDLINE

While the above analysis looks at production and distribution of the magazine over time, we were also interested in examining how readership has changed over time. It bears repeating here that comparisons between the 2010 study and 2021 midline should be interpreted with caution. Since the samples are not comparable, drawing reliable conclusion about how readership may have changed over time is impossible. However, below we compare the reported readership of the magazines at the 2010 study and 2021 midline.

In the 2010 survey, Grade 3-4 students were asked if they read the Lafaek Children's magazine and to indicate how much of the content they read. Among the 81.3% of grade 3-4 students who read the magazine, 50.8% indicated that they read the entire magazine, 19.0% indicated that they read at least part of it, and 11.3% said that they read 1-2 pages. In the 2021 midline, students were only asked if they read the Lafaek Magazine and were not asked to differentiate among different levels of engagement. In the 2021 midline, 95.0% of grade 3-4 students indicated that they read the Lafaek magazine.

In the 2010 survey, teachers were asked two questions relating to their use of the teacher's magazine. In one question they were asked what magazine they are using to teach and 50.3% responded without prompting that they use the Lafaek Teachers magazine. In another question, they were asked specifically if they use the Lafaek Teacher's magazine to teach, to which 85.6% of teachers responded that they did. In 2020, 94.0% of the grade 2 teachers surveyed indicated that they used the Lafaek Teacher's magazine.

Again, one should be cautious about drawing conclusions about changes in use over time based on comparisons between the 2010 and 2020 evaluations given their non-comparable samples. The safest conclusion to draw from this portion of the analysis is that Lafaek has continued to fill an important role in the lives of students and teachers as readership was high during both evaluations and the production and distribution of the Lafaek Magazines has remained steady or grown during that time.

IMPACT OF LAFAEK ON KEY OUTCOMES

Now that we have examined patterns of use of Lafaek magazine in households and school, we turn to examining how these patterns of use impact key outcomes related to literacy, teaching practices, and other outcomes of interest. For each set of outcomes, we establish a criterion of exposure using the information about the patterns of use of Lafaek in order to try and understand the effect of Lafaek magazine on outcomes overall and the ways of using Lafaek that maximize its utility.

LITERACY

Students who participated in the Early Grade Reading Assessment (EGRA) were assessed in five areas: letter name knowledge, reading invented words, reading familiar words, passage reading, and reading comprehension. Each task was scored as a percent of items correctly answered out of the total number of items (100 letters, 60 invented/familiar words, 61 passage words, and 10 reading comprehension questions in two groups of five) within a time limit of one minute. An overall literacy score was also calculated as the simple average of the five task scores. This means that all subtasks are equally weighted in the calculation of the overall score; however, individual test items have different weights, since each subtask includes a different number of total questions.

In the table below, we present the overall scores for the students sampled at midline (including students in grades 2, 3, and 4). The mean literacy score among all students was 21.7, but as expected scores varied among grade level. The mean literacy score among students in grade 2 was 7.5. With each jump in grade, there was a corresponding jump in scores with the mean score of a grade 4 student being 44.6. We were surprised to find that, with the exception of word fluency and reading

comprehension, removing students who scored zero on a subtask did not have a big impact on the mean score.

Table 27: Summary of EGRA performance among students in grades 2, 3, and 4 in the midline sample

	Grade 2	Grade 3	Grade 4	Total
N	2,613	389	1631	4633
%	56.4%	8.4%	35.2%	100.0%
Overall Score	7.5	19.2	44.6	21.7
Percent zero scores	28.2%	10.0%	1.7%	17.4%
Mean score without zeros	10.5	21.4	45.4	26.2
Letter Score	16	27.8	43.8	44.9
Percent zero scores	28.2%	10.0%	1.7%	17.4%
Mean score without zeros	22.3	30.9	44.5	32.5
Invented Word Fluency	3.6	7.6	19.8	10.8
Percent zero scores	69.5%	43.4%	13.1%	43.3%
Mean score without zeros	11.8	13.5	22.7	19.1
Familiar Word Fluency	4.6	10.7	26.2	14.3
Percent zero scores	70.0%	42.3%	12.8%	43.2%
Mean score without zeros	15.2	18.6	30	25.2
Passage Fluency	17.3	23.8	38.4	32.1
Percent zero scores	5.8%	3.1%	0.6%	2.1%
Mean score without zeros	18.4	24.5	38.6	32.8
Reading Comprehension	6.4	21.1	50.5	23.3
Percent zero scores	86.1%	52.3%	17.7%	59.3%
Mean score without zeros	45.9	47.2	61.4	57.2

Above we present the overall scores for all students taking the EGRA during the midline assessment. However, for the following analysis we have only included scores of second graders in order to ensure that we are comparing like groups, so students in grades 3 and 4 have been excluded from the following analysis.

Overall performance on the EGRA assessment was poor and the average overall score among 2nd graders at baseline and midline was 9.6%.

Table 28: Summary of EGRA performance in the sample

	Mean	95% C.I.
Overall Score	9.6	9.2 – 10.0
Letter name knowledge	18.2	17.7 – 18.7
Invented word reading	3.9	3.7 – 4.16
Familiar word reading	5.6	5.4 – 5.9
Passage reading	7.5	7.1 – 8.0
Reading comprehension	8.9	8.3 – 9.5

The focus of this section is to examine how various indicators of Lafaek use do (or do not) predict changes in performance on the EGRA. In the following sections, we use linear regression models with indicators of Lafaek use in the home and school on overall EGRA performance and subtask scores in order to identify how Lafaek has impacted literacy broadly and to see if we can identify specific aspects of the programming that drive the biggest change. We expect that caregiver language (if Tetum is their

mother tongue or not) and education will impact how effectively the households are able to interact with the Lafaek content and therefore control for these variables in models that include indicators taken from household use. Likewise, we control for children’s language (if Tetum is their mother tongue) as those children are more likely to benefit from the magazine’s content.

While we will be looking at predictors of literacy scores based on individual indicators of Lafaek use, we also attempted to develop an overall index of “dose” to Lafaek content to see how varying levels of exposure to Lafaek in general may impact literacy. We developed three levels of dose for exposure to Lafaek. During preliminary analyses aimed at characterizing the use of Lafaek in households and classrooms, it became clear that all of the children in this sample are likely to have been exposed to Lafaek to some extent, so having a control of no exposure is not possible. As a result, all students are assumed to be in the low exposure category unless they meet the criteria for medium or high dose. When examining patterns of use of Lafaek in classrooms and households, it appeared that there was a clear distinction between households and classroom that used Lafaek in a broad sense and classrooms and households that used Lafaek to teach or reinforce literacy skills purposefully. This distinction between general use and purposeful use is what we use to distinguish between students in the medium exposure group and high exposure group. Medium exposure students are those who interact with the magazine at both home and school and both parents and teachers indicated that they used Lafaek in some way with the students. The high exposure group is classified as students who are exposed to Lafaek at both home and school and their parents and teachers indicate that they use the Lafaek magazine to teach or reinforce literacy skills with the student. The table below summarizes the exposure categories.

Table 29: Literacy exposure criteria.

Exposure Category	N	%	Data of Lafaek Use from Household Survey	Data of Lafaek use from school survey	Categorization Rule
Low exposure	3,006	59.6%			All students assumed to be in this group unless they meet the criteria for medium or high.
Medium exposure	1453	28.8%	1) Does the student read Lafaek? 2) Caregiver asked what they use Lafaek for in their home (this question assumes they receive Lafaek in their house)	1) Teachers asked how they use the Lafaek children’s magazine (Ki’ik) 2) Teachers asked how they use the teacher’s magazine	Students are classified as medium if they read Lafaek and their caregiver indicates that they use Lafaek at home with the children in ways that aren’t tied directly to teaching reading or Tetum. AND Teachers indicate that they use Lafaek magazine or Ki’ik in ways not directly aimed at teaching literacy
High exposure	584	11.6%	3) Caregiver asked if they play games from Lafaek magazine		Students are classified in the high exposure group if they meet the requirements of the medium group. AND at home they indicate that they learned about reading or Lafaek is used for learning to read or for reading stories, or the household plays literacy games. AND The teacher indicates that they use the Lafaek children’s magazine to teach students to read or practice reading in class or use it to teach Tetum, or they

					use the teacher’s magazine to teach reading or Tetum.
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When looking at the distribution of students within each of the exposure categories by student sex, no real differences emerge. Girls are slightly more likely to be in the medium and high exposure categories compared to boys, but the difference is negligible. However, students who report some kind of disability (this is a student who indicated that they have “a lot of difficulty” to any one of the Washington Group Short Set Questions included in the survey) are much more likely to be in the low exposure category (64.3%) than a student without a reported disability (52.6%).

Table 30: Distribution of students into exposure categories by sex and disability status

Category	Low Exposure		Medium Exposure		High Exposure	
	N	%	N	%	N	%
Male	1,563	60.0%	745	28.6%	296	11.4%
Female	1,443	59.2%	708	29.0%	288	11.8%
Has Disability of Any Kind	1,945	64.3%	1,025	33.9%	54	1.8%
No Disability of Any Kind	1,061	52.6%	428	21.2%	530	26.3%

OVERALL SCORES

In the regression model controlling for caregiver education and caregiver and student language, we found that being in the medium dose group had a very small but significant *negative* effect on overall score when compared to the low dose group. Being in the high dose group did not change the expected student score.

When looking at individual indicators of Lafaek use on overall score, the student reading Lafaek, recalling word games or stories from Lafaek, or receiving it at home are all have a significant positive effect on overall score. Students who say they read Lafaek are expected to score 5% points higher than students who said they did not and 4% higher is they said they remembered learning a word game or story from the magazine. Other indicators of Lafaek use by teachers did not have any effect on overall scores.

We could think of the potential effects of Lafaek as coming directly through student engagement or indirectly through interactions with household members or teachers. In the exposure index, most of the criteria used for distinguishing among groups is related to indirectly interacting with Lafaek, or at least having that interaction mediated through someone else (such as a teacher choosing a story for the student to read). The indicators of direct student engagement such as the student reading Lafaek or being able to recall a specific word game or story from Lafaek (an indicator of engagement in the past) are the strongest predictors of overall performance on the EGRA, but the indirect predictors do not appear to have any effect.

Table 31: Predictors of Overall Score

Predictors	Effect on Overall Score	
	Coefficient	Significance
Medium dose	-0.02	0.012*
High dose	-0.01	0.43
Student reads Lafaek	0.05	0.000***
Household receives Lafaek Community Magazine	0.02	0.01**
Student recalled learning word games or stories from Lafaek	0.04	0.000***
Teachers use Ki'ik to teach literacy	0.01	0.624
Teachers use Ki'ik to teach Tetum	-0.01	0.417
Use teacher's magazine to learn how to teach reading	0.01	0.350

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

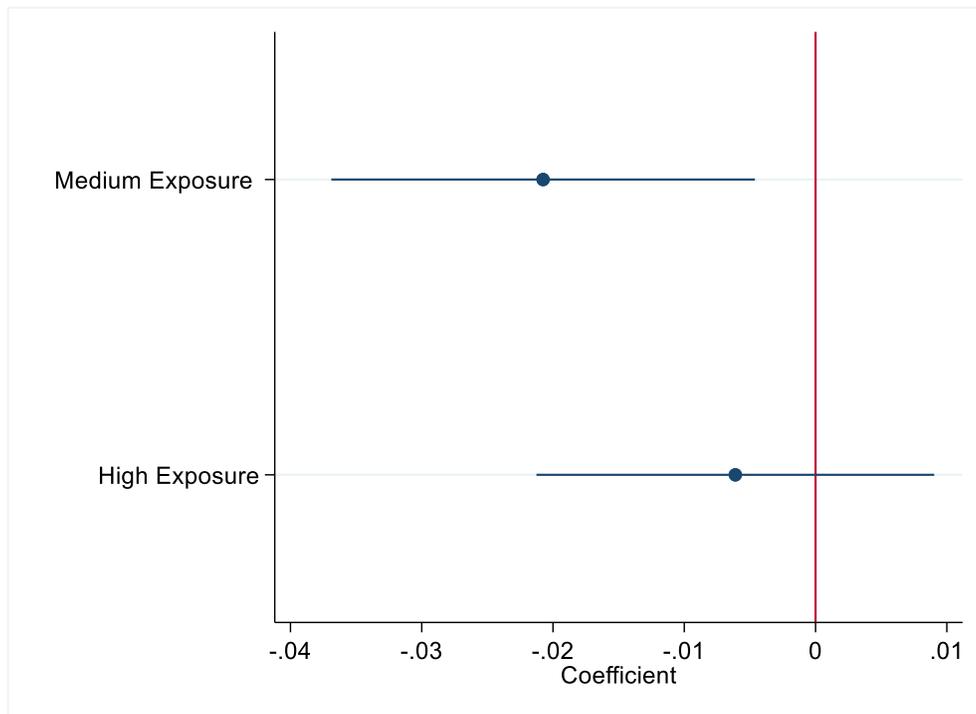


Figure 22: Exposure level as a predictor of Overall EGRA Scores

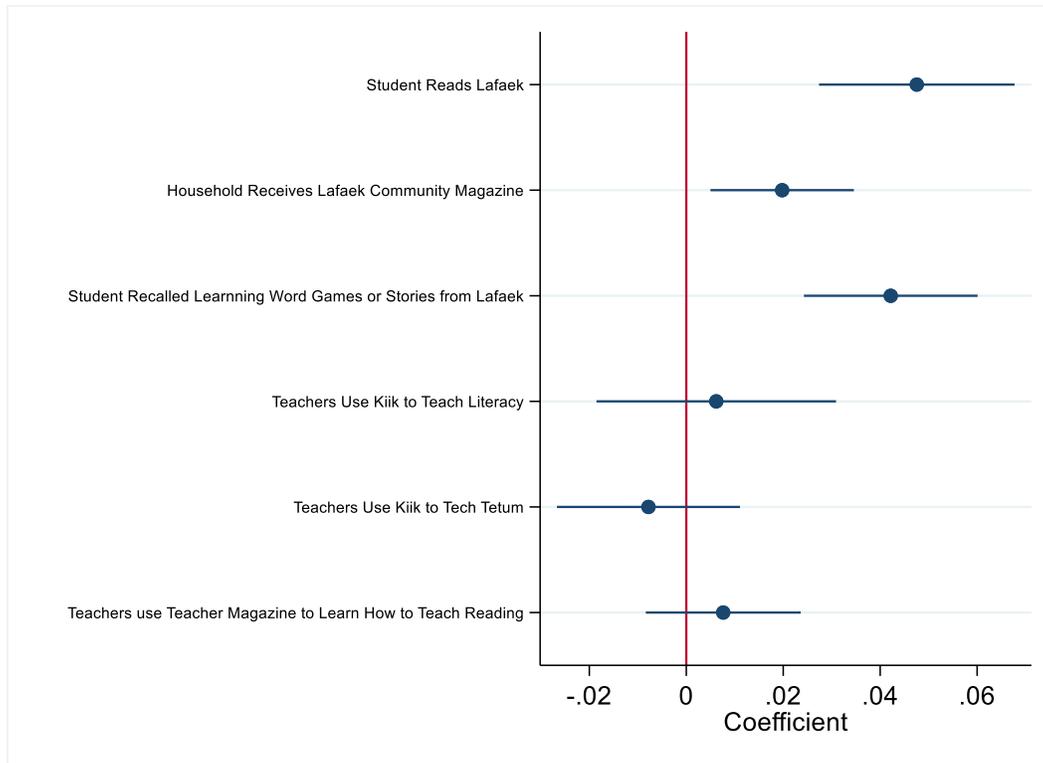


Figure 23: Potential Predictors of Overall EGRA Score

LETTER NAME KNOWLEDGE

The pattern for letter name knowledge followed a similar pattern whereby dose, and teacher’s use of Lafaek did not predict performance on the letter name knowledge subtask. However, students reading Lafaek could be expected to correctly identify 7.05 more letters than on this test than those who did not. Students who could recall learning word games or stories from Lafaek could be expected to correctly identify 3.7 more letters, and the model predicts that in households that receive the Community magazine, their students will correctly identify 2.6 more letters.

Table 32: Predictors of Letter Name Knowledge

Predictors	Effect on Letter Name Knowledge	
	Coefficient	Significance
Medium dose	-0.29	0.759
High dose	0.99	0.271
Student reads Lafaek	7.05	0.000***
Household receives Lafaek Community Magazine	2.63	0.007**
Student recalled learning word games or stories from Lafaek	3.71	0.002**
Teachers use Ki’ik to teach literacy	1.55	0.343
Teachers use Ki’ik to teach Tetum	-1.67	0.179
Use teacher’s magazine to learn how to teach reading	0.71	0.500

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

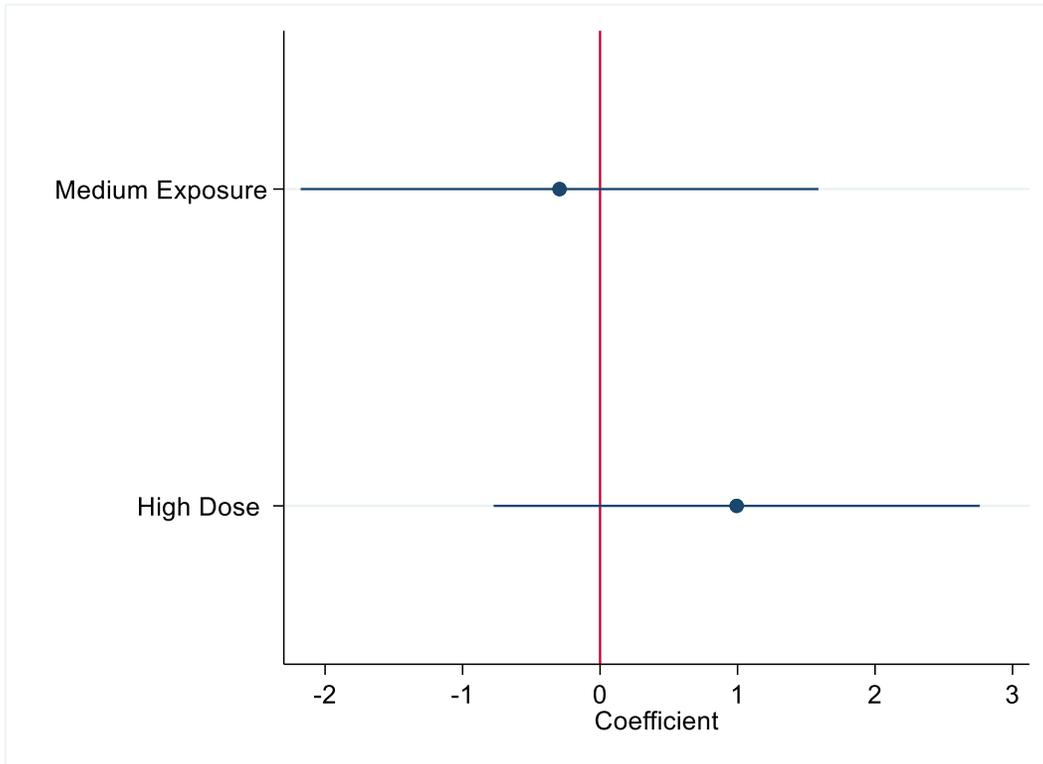


Figure 24: Exposure level as a predictor of Letter Name Knowledge Scores

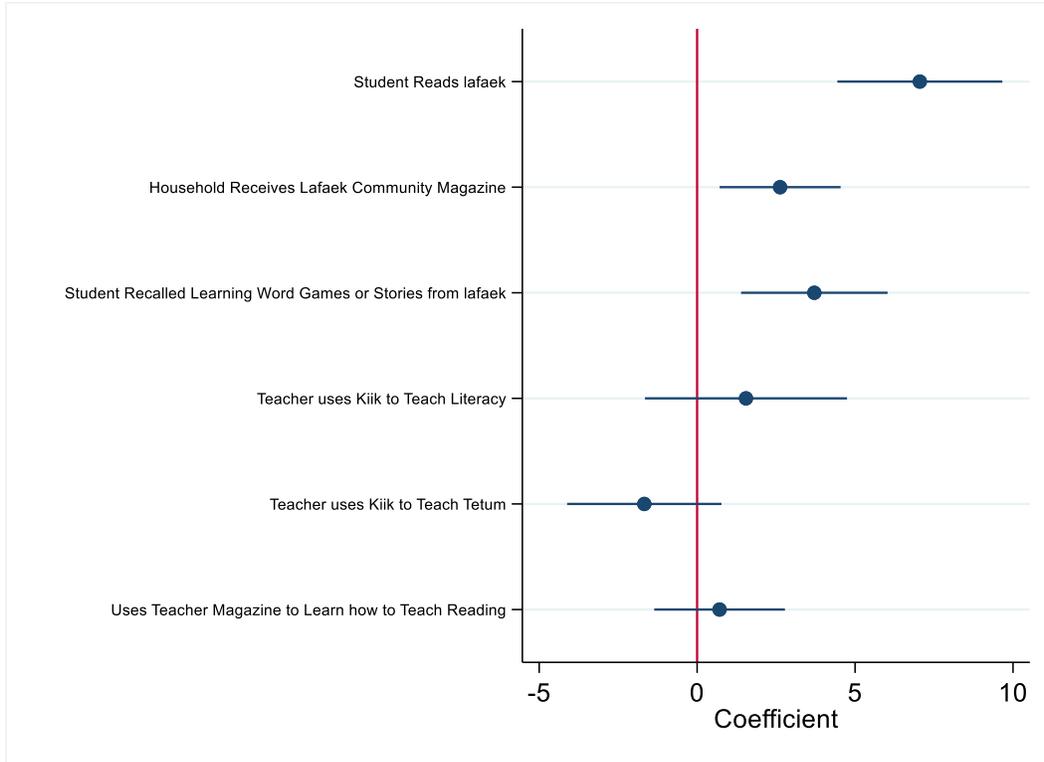


Figure 25: Potential Predictors of Overall EGRA Score

INVENTED WORD READING

Invented word reading was the most difficult subtask for students as the average score was only 3.9%. Like results from the overall score and letter name knowledge, the student reading Lafaek, the student receiving Lafaek in the home, and the student recalling a word game or story from Lafaek were all associated with improved scores on invented word reading. Students who read Lafaek are expected to score a full 2.29 words higher than their counterparts who do not read it. None of indicators of less direct exposure to Lafaek was associated with change in inverted word reading.

Table 33: Predictors of Invented Word Reading

Predictors	Effect on Invented Word Reading	
	Coefficient	Significance
Medium dose	-0.33	0.478
High dose	0.56	-0.29
Student reads Lafaek	2.29	0.002*
Household receives Lafaek Community Magazine	1.03	0.034*
Student recalled learning word games or stories from Lafaek	1.63	0.004*
Teachers use Ki'ik to teach literacy	0.39	0.639
Teachers use Ki'ik to teach Tetum	-0.58	0.363
Use teacher's magazine to learn how to teach reading	0.19	0.718

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

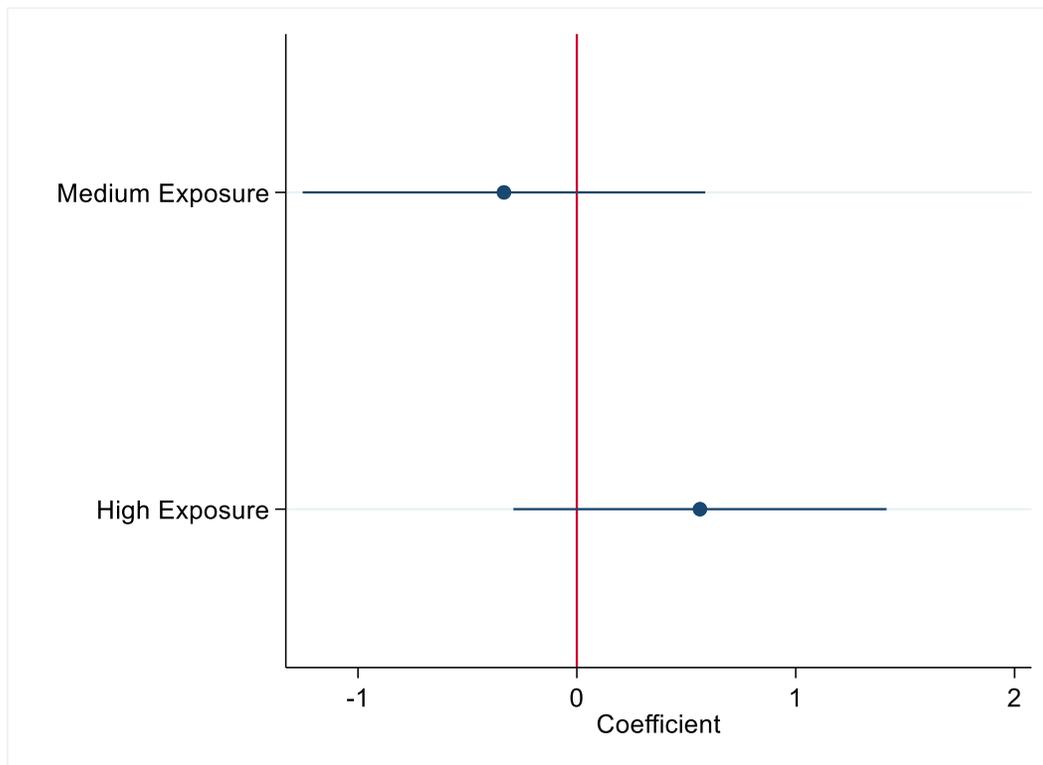


Figure 26: Figure 25: Exposure level as a predictor of Invented Word Fluency Scores

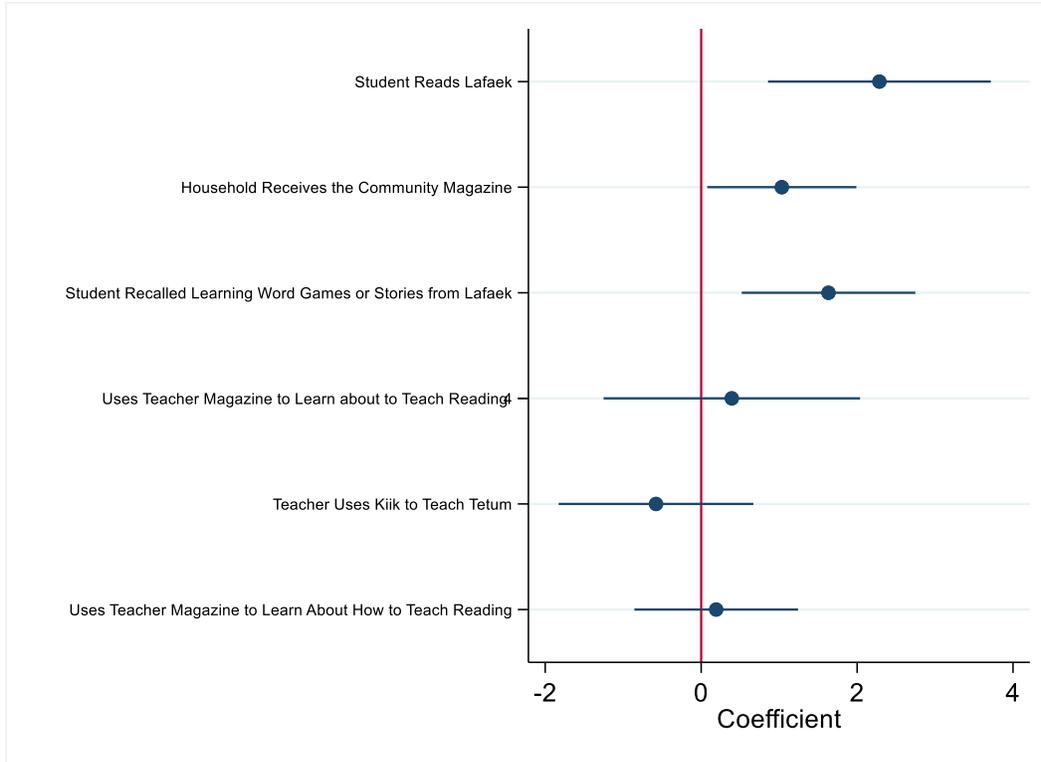


Figure 27: Potential Predictors of Invented Word Fluency Scores

FAMILIAR WORD FLUENCY

When examining the impact of student dose on familiar word fluency, we were surprised to find that being in the medium dose group was predicted to result in the student scoring 1.29 words worse than a student in the low dose group. However, when we look at individual predictors of familiar word fluency, we see a similar pattern of students who are interacting with Lafaek personally tend to have higher scores.

Table 34: Lafaek use as a predictor of familiar word fluency.

Predictors	Familiar Word Fluency	
	Coefficient	Significance
Medium dose	-0.33	0.478
High dose	0.56	-0.29
Student reads Lafaek	2.29	0.002*
Household receives Lafaek Community Magazine	1.03	0.034*
Student recalled learning word games or stories from Lafaek	1.63	0.004*
Teachers use Ki'ik to teach literacy	0.39	0.639
Teachers use Ki'ik to teach Tetum	-0.58	0.363
Use teacher's magazine to learn how to teach reading	0.19	0.718

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

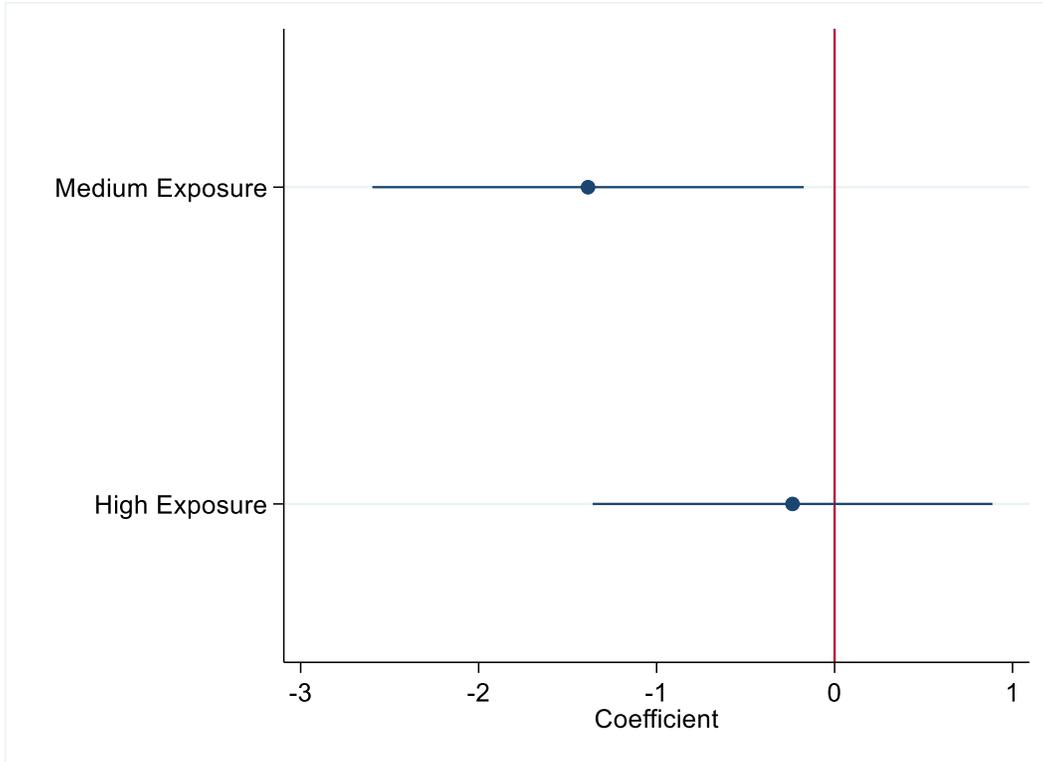


Figure 28: Exposure as a Predictor of Familiar Word Fluency Scores

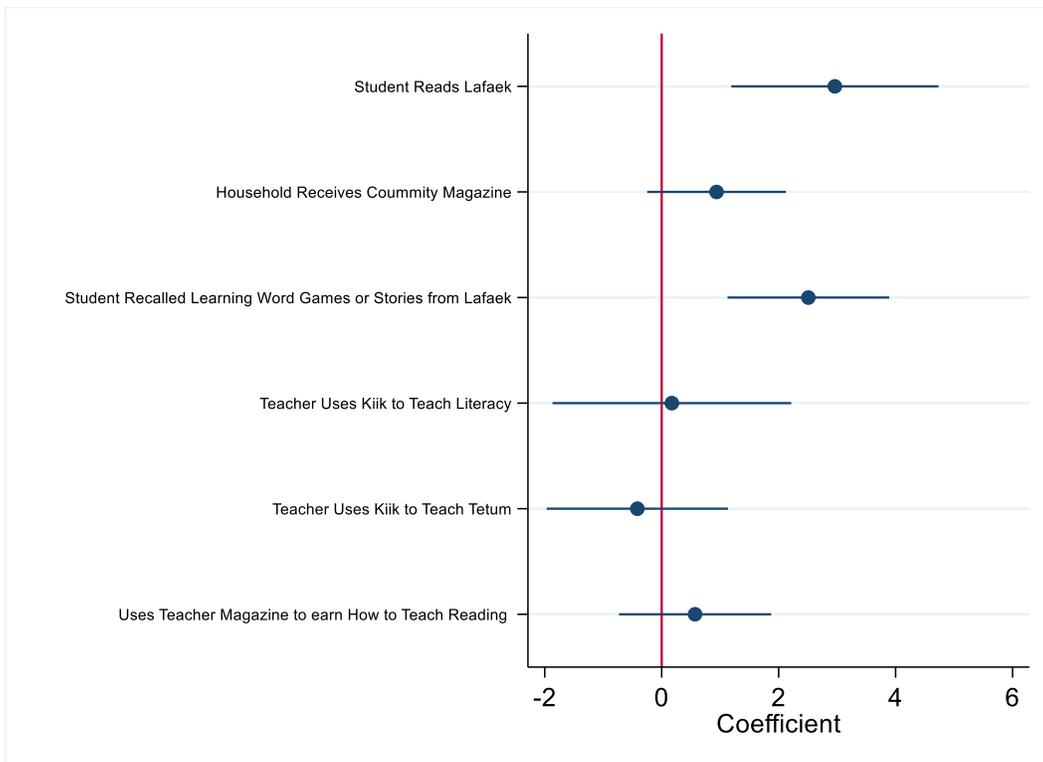


Figure 29: Potential Predictors of Familiar Word Fluency Scores

PASSAGE FLUENCY

In the passage fluency portion of the assessment, students were asked to read a 61-word passage and their score corresponds to the number of words they were capable of reading correctly in one minute. While there had been no effect of the dose model throughout the subtask scores in subtask analysis, in passage fluency dose has a large effect on scores in this subtask. Students in the medium dose group are expected to get 10.38 more words correct than students in the low dose group while students in the high dose group are expected to get 11.9 more words correct. The effect of students saying that they read Lafaek is also shown to have a large impact with students in this group expected to get 8 more words correct.

This shift in the effect of dose may be reflective of which kind of support is most helpful to students at different stages of literacy. It may be the case that students do not benefit as much through indirect support when trying to learn fundamental literacy skills (such as recognizing letters) but that as the components of literacy become more complicated, perhaps the effects of a more informed teacher and caregiver or playing literacy games becomes more beneficial. In other words, there may be components of Lafaek's programming that may not be beneficial to students without a certain level of baseline literacy skills.

Table 35: Usage of Lafaek as Predictors of Passage Fluency

Predictors	Effect on Passage Fluency	
	Coefficient	Significance
Medium dose	10.38	0.000***
High dose	11.9	0.000***
Student reads Lafaek	7.99	0.023*
Household receives Lafaek Community magazine	1.38	0.414
Student recalled learning word games or stories from Lafaek	0.83	0.639
Teachers use Ki'ik to teach literacy	-0.65	0.828
Teachers use Ki'ik to teach Tetum	1.90	0.402
Use teacher's magazine to learn how to teach reading	-1.75	0.362

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

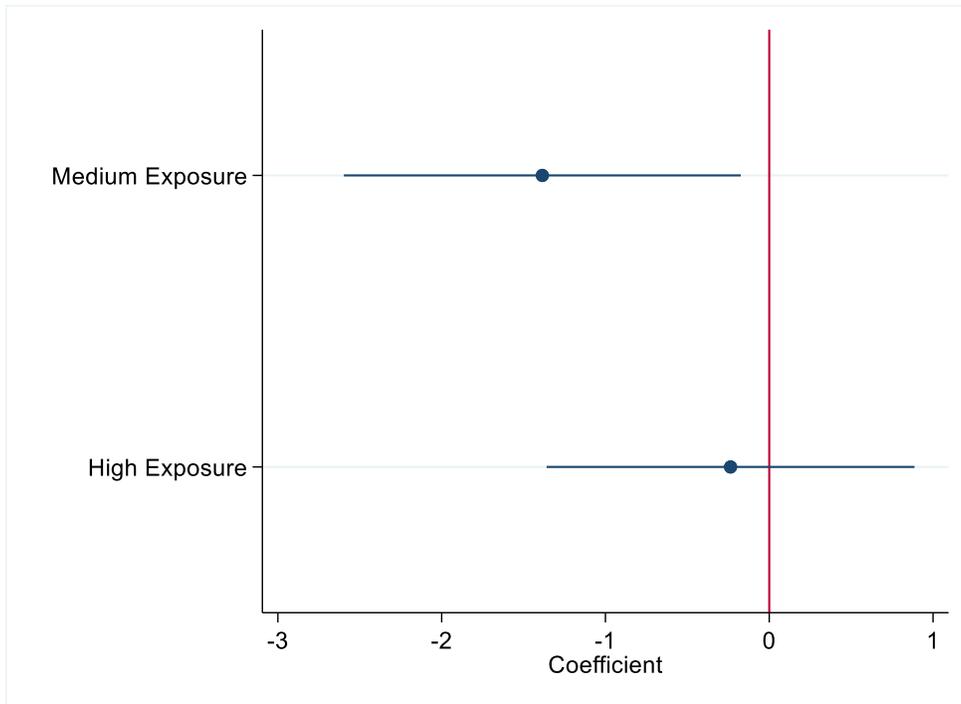


Figure 30: Exposure level as a predictor of Passage Fluency Scores

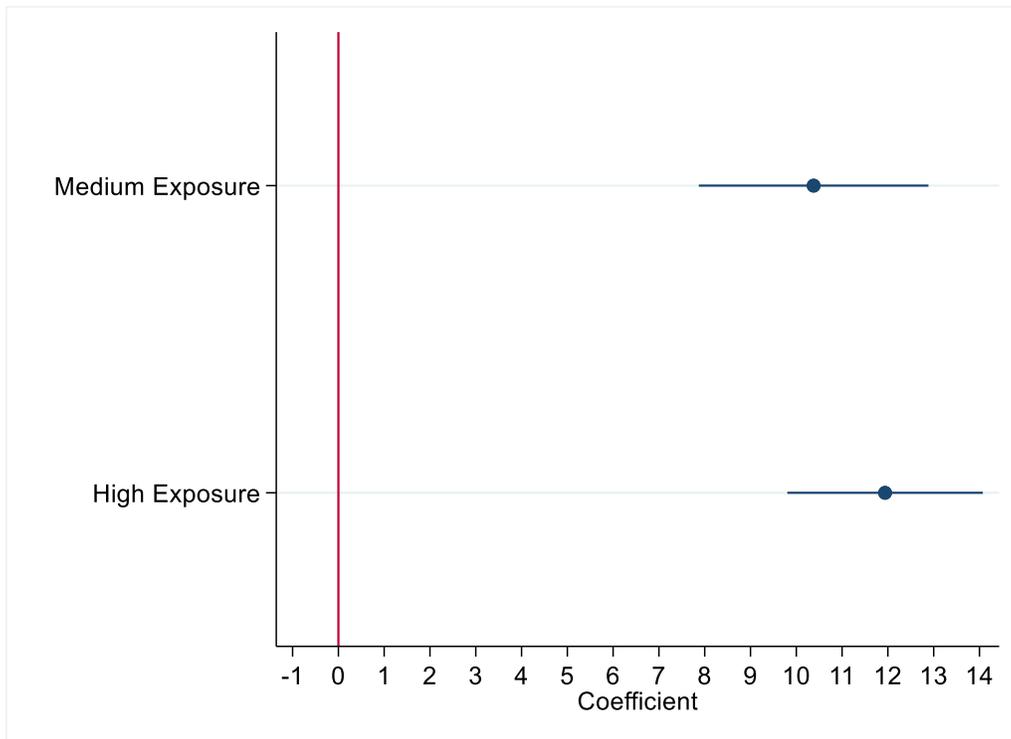


Figure 31: Potential Predictors of Passage Fluency Scores

READING COMPREHENSION

For the reading comprehension subtask, students were asked a total of 10 comprehension questions split into two groups of five. The first five questions were asked after reading the passage used for the passage fluency sub-task, and the second five after reading a second, unscored passage. Four out of the five questions in the first set of comprehension questions were literal (i.e., answers could be found within the text), and one was inferential (i.e. students were required to draw conclusions using clues in the text), while three out of the second five were inferential.

The model of reading comprehension as a function of dose suggests a negative relationship between exposure (as defined in our index) and reading comprehension scores with effect of the medium dose group being significant. Students reading Lafaek and recalling a word game or stories as a strong predictor of improved scores on the reading comprehension sub tasks with students expected to score 5.3% better than students who did not and the scores of students who recalled word games or stories predicted to be 6.3% higher.⁸⁶

Table 36: Use of Lafaek as predictors of Reading Comprehension.

Predictors	Effect on Passage Fluency	
	Coefficient	Significance
Medium dose	-3.5	0.003*
High dose	-1.5	0.163
Student reads Lafaek	5.3	0.000***
Household receives Lafaek Community Magazine	2.2	0.037*
Student recalled learning word games or stories from Lafaek	6.25	0.000***
Teachers use Ki'ik to teach literacy	-0.43	0.805
Teachers use Ki'ik to teach Tetum	-0.31	0.815
Use teacher's magazine to learn how to teach reading	0.80	0.480

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

⁸⁶ Since the reading comprehension sub-task only includes 10 questions, the reading comprehension scores were multiplied by ten in order to put them on a scale of 0-100.

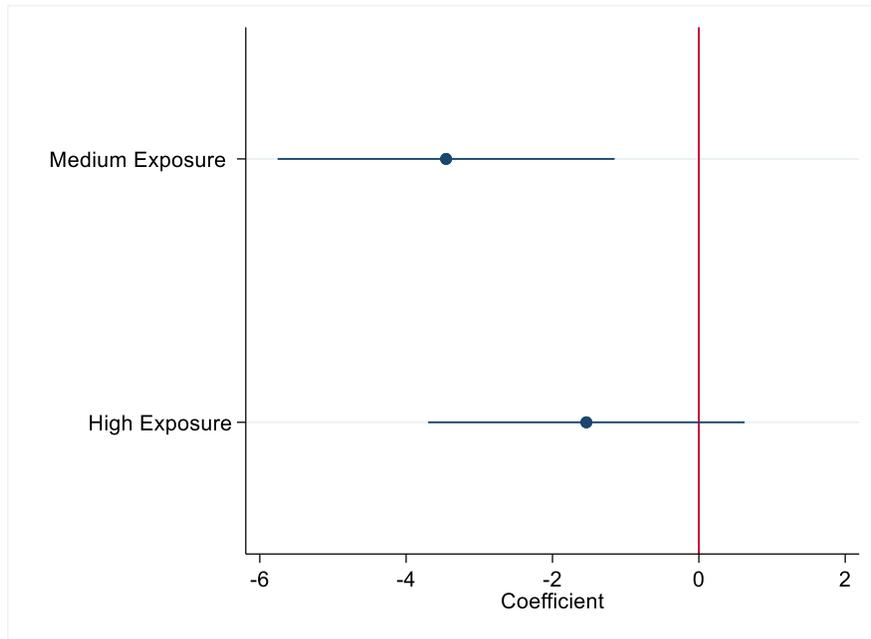


Figure 32: Exposure to Lafaek as a Predictor of Reading Comprehension Scores

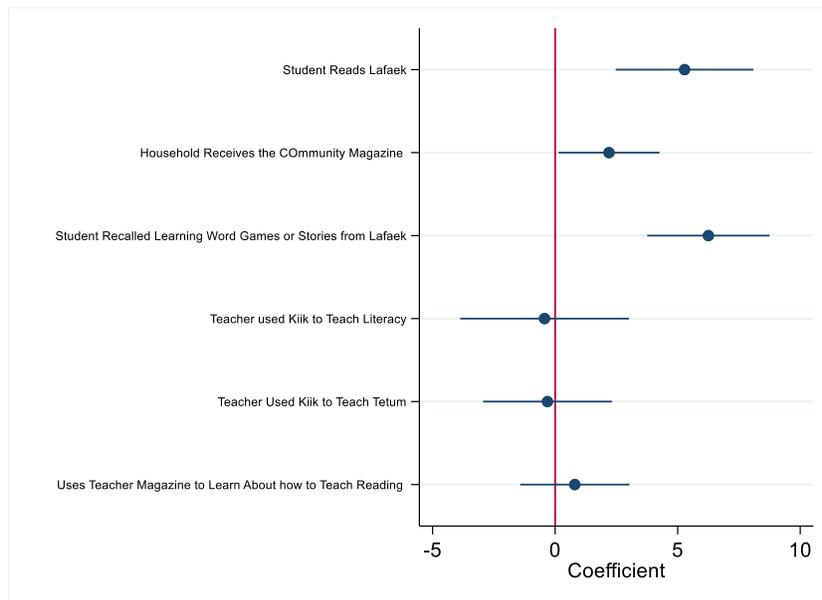


Figure 33: Potential Predictors of Reading Comprehension Scores

REMOTE LEARNING DURING COVID-19

Due to the COVID-19 pandemic, schools closed on March 23, 2020, and most schools did not reopen again until July. As a result, the government instituted a remote learning program called “School Goes Home”. Once schools did reopen, many schools opted for reducing the time spent in school by half (dividing the number of students in the school by two and having them come in two shifts) or having them go to school every other day for the full 5 hours to ensure social distancing in large classes. In

the household survey, we collected some information on how schools were impacted by the COVID-19 shutdown and if students studied while the school was closed.

In this analysis we look at how access to the Lafaek magazine may have benefitted students while schools were closed. While schools were closed, 80.9% of caregivers indicated that their child studied from home. Lafaek magazine was the most commonly used study material while schools were closed (67.6%), suggesting that Lafaek magazine may have been an important tool for helping students minimize how far they fell behind. It is important to note that the findings reflect the reality in rural and remote areas, where many households lack access to television and/or electricity. Therefore, they rely heavily on printed materials. These findings underscore the importance of the Lafaek Children's magazines as a resource for remote learning in rural and remote areas of Timor-Leste.

Table 37: Study material used while schools were closed.

Study material	N	%
Television (including the Eskola ba Uma program)	57	5.2%
Used books received from school	207	18.9%
Lafaek Magazine	741	67.6%
Taught by parents or other relatives	447	40.8%
Mobile phone	116	10.6%

Using this information, we categorized students into three groups; 1) did not study while schools were closed, studied using anything but Lafaek, and studied using Lafaek. We then used a simple regression model to compare overall literacy scores from data collected at the midline to see if students who studied using Lafaek scored higher.

Compared to students who did not study at all, students who used Lafaek are predicted to score 5% higher, whereas students who used any other method are not expected to differ from those who didn't study at all. This result remains when controlling for native language, municipality, and school characteristics. This finding suggests that Lafaek may serve an important purpose for helping to minimize how much students fall behind should they have to miss school for an extended period.

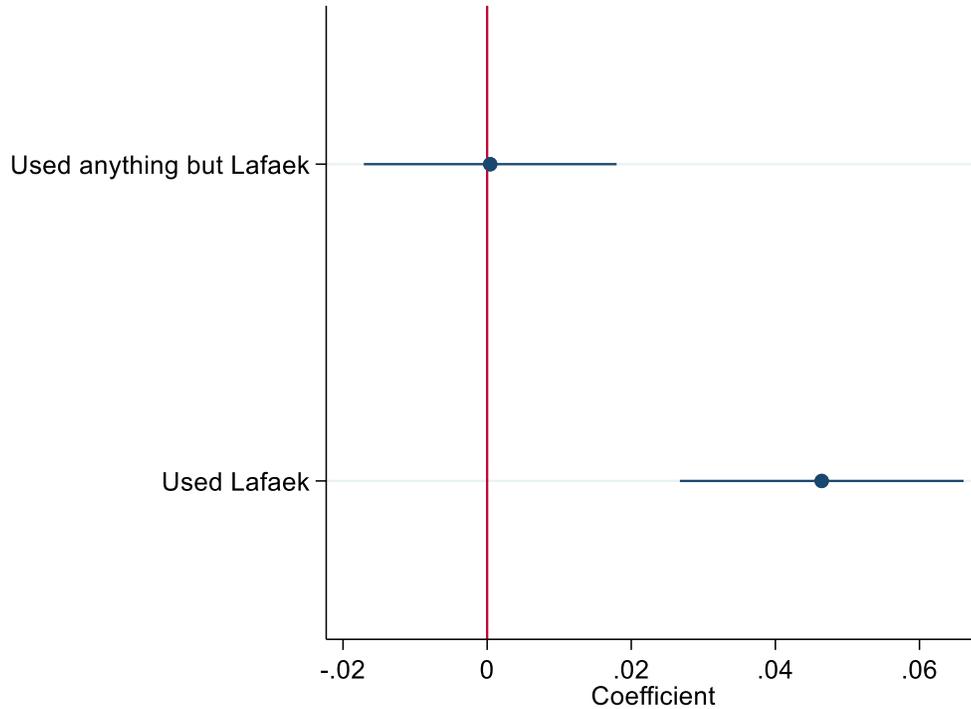


Figure 34: Effect of studying using Lafaek while schools were closed on overall literacy score.

Given this result, we decided to explore the characteristics associated with households where the student used Lafaek magazine while the school was closed. We used a regression model with use of Lafaek to study while school were closed and examined variables such as language use, location, caregiver education and economic indicators to see if they were associated with the use of Lafaek while schools were closed.

Children in households in Covalima and Ermera were more likely to use the Lafaek magazine while schools were closed during the pandemic.

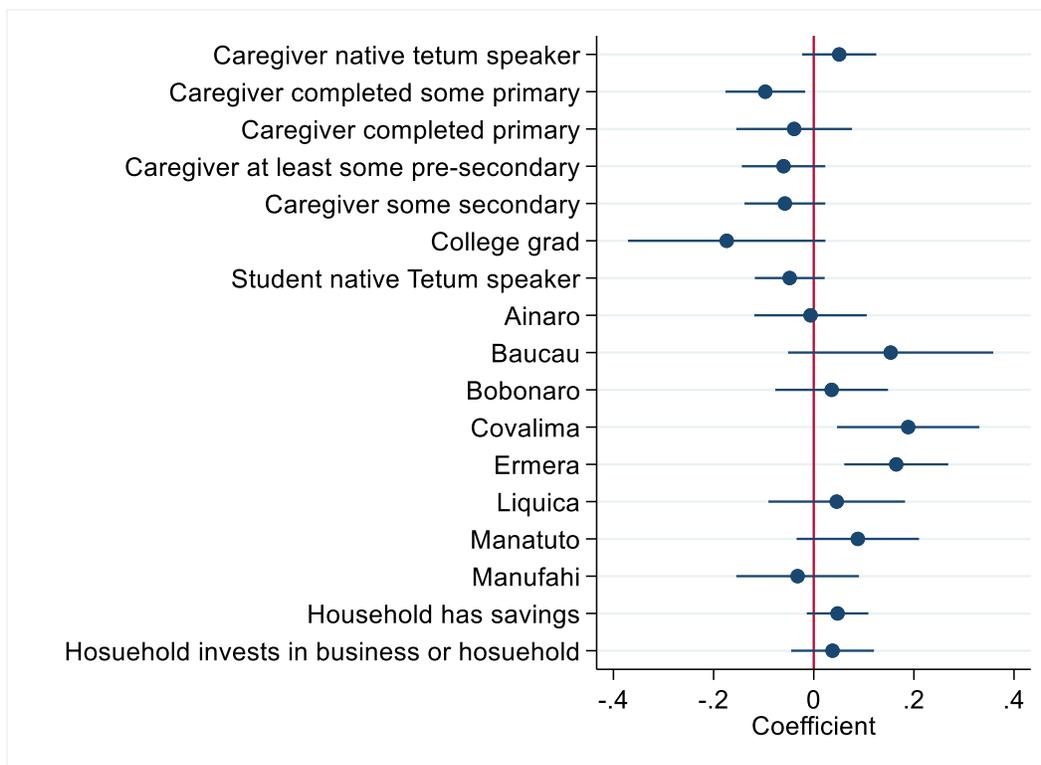


Figure 35: Predictors of student using Lafaek to study while school was closed.

IMPACT OF LAFAEK ON TEACHING PRACTICES

In addition to examining the potential impact of Lafaek magazines on literacy, we examined how teacher practices may be impacted by use of the Lafaek teacher’s magazine.

Providing quality instruction not only entails the specific preparation and pedagogical approaches used to teach students, but also refers to teacher attendance, access to school supplies and materials, and teacher behaviors toward students. In this study, teaching practices and quality of instruction are measured through the use of classroom observation data conducted in grade 2 Tetum language classes. Data collectors observed whether teachers used engaging teaching practices and collected data on teacher attendance, educational background/experience of teachers, as well as their usage of the Lafaek teacher’s magazine.

ENGAGING TEACHING PRACTICES

Effective teaching practices for young students involves of facilitating engagement with class content in a variety of active ways. This may involve traditional pedagogical techniques like asking open questions, reading to students, calling on inactive students to try and draw them into the lesson, and asking student opinions to elicit their ideas and feedback. Other active approaches such as having students participate in group activities, playing games, having students question each other, and using a reading corner are all strategies for trying to learners in different ways and to meet them where they are in terms of interest and ability. Ineffective teaching practices such as having the students spend most of their time copying from the board and/or repeating after the teacher are commonly used in classrooms along with ineffective ways of engaging with children such as using corporal punishment or yelling at students.

In this analysis, we examine the use of engaging teaching practices to see if teacher reported use of the Lafaek magazine is a predictor of more effective teaching practices. In the classroom observation, data collectors observed the second grade Tetum class and recorded the number of effective teaching practices utilized during instruction. Effective teaching practices included: 1) Teacher asks open-ended questions, 2) teacher reads to students, 3) teacher calls on inactive students, 4) Teacher uses games or exercises, 5) teacher asks student opinions, 6) Students read with others, 7) Students read by themselves, 8) Students work in groups, 9) the teacher uses a reading corner.

The mean number of teaching strategies used in the classrooms observed was 4.5. The most common practices related to an active classroom included teachers reading to students out loud (68.7%), teachers calling on an inactive student (68.1%), and the teacher using games or activities (68.1%). Use of a reading corner was by far the least likely activity to be observed (20.5%).

Table 38: Frequency of observed active classroom strategies.

Teaching Strategy	How often was the strategy observed?	
	N	%
Students participated in reading activities with others	104	56.2%
Students read by themselves	58	31.4%
Teacher read to students out loud	127	68.7%
Teacher used the reading corner	38	20.5%
Teacher used games or activities	113	68.1%
Teacher asks open-ended questions	108	58.4%
Teacher asks student opinions	75	40.5%
Teacher calls on inactive students	126	68.1%
Students worked together in groups	74	40.0%
Mean number of activities used: 4.5 (95% C.I. = 4.1 – 4.8)		

In order to understand how the use of Lafaek may impact the use of quality teaching practices, we used an index of the number of activities observed during a classroom observation (up to nine activities can be observed, so the maximum score is 9) and examined teacher reported use of the Lafaek Teacher's magazine to see if its use would predict an increase in the number of practices observed. We used a linear regression model with the activity index as the dependent variable and gender, the teacher using the teacher's magazine to teach Tetum and using the teacher's magazine to learn about classroom management while controlling for teacher educational and experience level. These variables were chosen as they are the places most likely to correspond with a teacher learning about the importance of maintaining an active classroom or to learn about different kinds of activities and strategies they can use.

Table 39: Predictors of active classroom

Predictor	Coefficient	Significance
Female teacher	0.07	0.867
Teacher uses Lafaek to learn about teaching Tetum	0.58	0.073
Teacher uses Lafaek to learn about classroom management	0.41	0.234

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

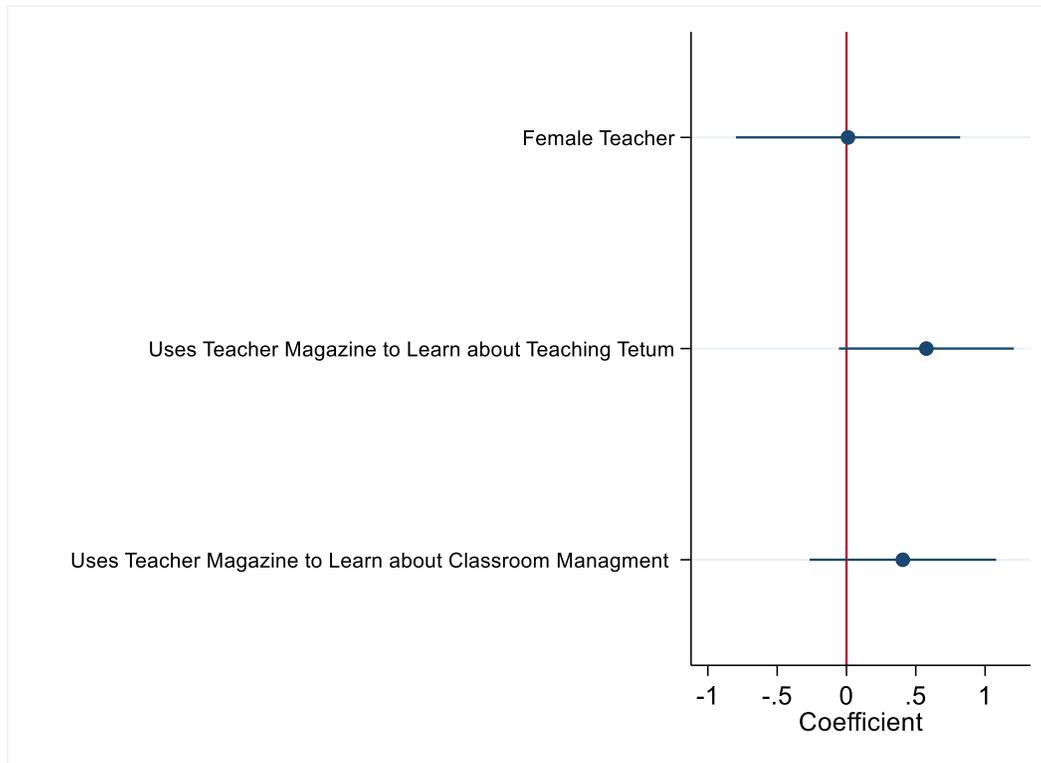


Figure 36: Predictors of an Active Classroom

When controlling for teacher experience and education, none of the indicators of the use of Lafaek magazine was significant at the $p < 0.05$ threshold. However, the teacher using the magazine to learn about teaching Tetum, was marginally significant ($p = 0.07$) and suggests that teachers use of the magazine related to the content area being observed may slightly increase the degree to which a classroom is active.

While the quantitative analysis was not able to detect a relationship between reported use of Lafaek and the likelihood of using active teaching practices, the qualitative data paints a very different picture. When discussing the benefits of the Lafaek teacher's magazine and Lafaek Ki'ik, teachers and school coordinators regular referred to the importance of Lafaek for helping them to develop activities, play games, and provide opportunities to develop lesson plans that they would not be able to otherwise.

"We use the magazine LAFAEK-prima to teach the children, because there are many activities in the LAFAEK magazine and we use that to teach them." - Female Teacher FGD, Mirtutu.

"As we do for physical education, we prepare games that we already learn from the lafaek magazine. For example: draw out rope games, we asked the students to follow what is written in the lafaek magazine, we show them the images, they were so happy then we put in practice. Before we play that games, we practice first among the teachers then we ask them to do it. There the students also wanted to do the game that we were doing." -Teacher FGD, Lautem

“The magazine helps us preparing the lesson. As it has some contents that closely related to the class we teach. Often, we utilized the magazine as guidance to help us explain better to students when it comes to do some science (physic) lab experiment” –

Teacher FGD, Covalima

“They learnt from Lafaek like for example from grade one, there they have learnt so many things, because these students will have so many activities as shown in Lafaek, we divide them to groups, then they can also discover on their own. This is one of the methods to teach the students.” School Coordinator, Builico

“Learning from the Lafaek magazine which contains many stuff including cooking, games for children, singing is also available, there are many things they can learn. Sometimes they follow what Lafaek teaches and children learn together, sing together, and looking at the pictures there. They do this by copying from their Lafaek they brought home, and they distributed a blank piece of paper for everybody and they learn together, drawing pictures or do anything as contained in the Lafaek.” School Coordinator, Obulo

“I’d say these two Lafaek magazines (Kiik and Prima) are good because they cover all the activities, the students can play games from the content, and when you want to experiment with something, the magazine has pictures and instructions, step-by-step guide with the final result, so the children love it.” School Coordinator, Rembor

While this analysis did not make strong links to the use of Lafaek teacher’s magazine and the use of best teaching practices, we also examined how it might relate to the likelihood that a teacher would use the least active approaches. In classroom observations, we observed the number of instances a teacher has students copying from the board or repeating after the teacher. Students were observed spending most of the time copying in 58.4% of observations and spending most of their time repeating after the teacher in 68.1% of observation.

Repeating the analysis for active classroom, only substituting in inactive classroom strategies (copying from the board and repeating after teacher), we find only that a teacher using Lafaek to learn about classroom management was significantly associated with a reduced chance of observing students repeating after the teacher. The model suggests that we should expect to observe students repeating after the teacher 7% less when the teacher uses the magazine with the express intent of learning about classroom management.

Table 40: Predictors of an inactive classroom

Predictor	Students Copying from Board		Students Repeating After Teacher	
	Coefficient	Significance	Coefficient	Significance
Female teacher	0.07	0.510	-0.05	0.614
Teacher uses Lafaek to learn about teaching Tetum	0.08	0.281	-0.10	0.156
Teacher uses Lafaek to learn about classroom management	-0.07	0.378	-0.19	0.015*

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

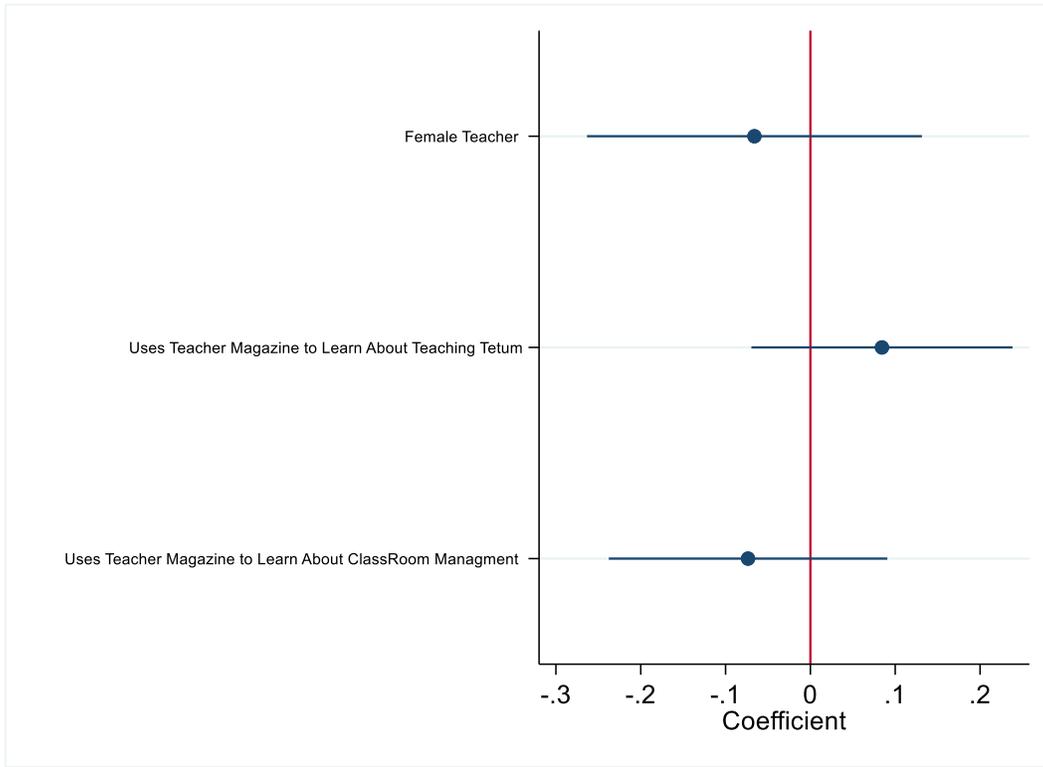


Figure 37: Predictors of Observing Students Copying from the Board

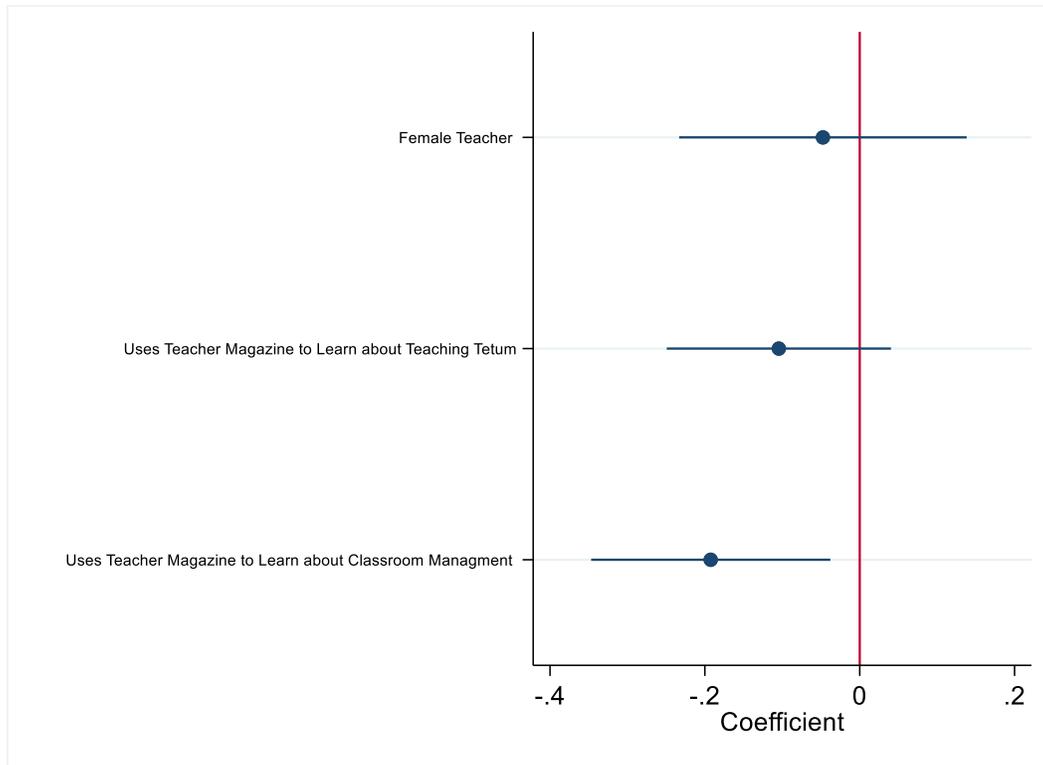


Figure 38: Predictors of Observing Students Repeating After Teacher

Finally, we examined how location of the school impacted the likelihood of using engaging or non-engaging teaching practices. We used a regression model with municipality as the predictor variable (while holding constant for teacher experience and education) and the active classroom index as the dependent variable. Since municipality is a categorical variable, Aileu was used as the dummy variable and the results should be interpreted as the change in number of classroom strategies used compared to a classroom in Aileu.

The model predicts that in classroom in Ainaro and Covalima you would expect to see fewer classroom strategies during a class period. While only marginally significant ($p = 0.076$) the model predicts that during an observation in Baucau, an observer would expect to see more than 2 fewer active classroom strategies.

Table 41: Municipality as a predictor of classroom engagement

Municipality	Coefficient	Significance
Ainaro	-1.13	0.052*
Baucau	-2.24	0.076
Bobonaro	-0.53	0.352
Covalima	-1.81	0.020*
Ermera	0.11	0.835
Liquica	-0.55	0.465
Manatuto	-0.49	0.439
Manufahi	-0.16	0.795

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

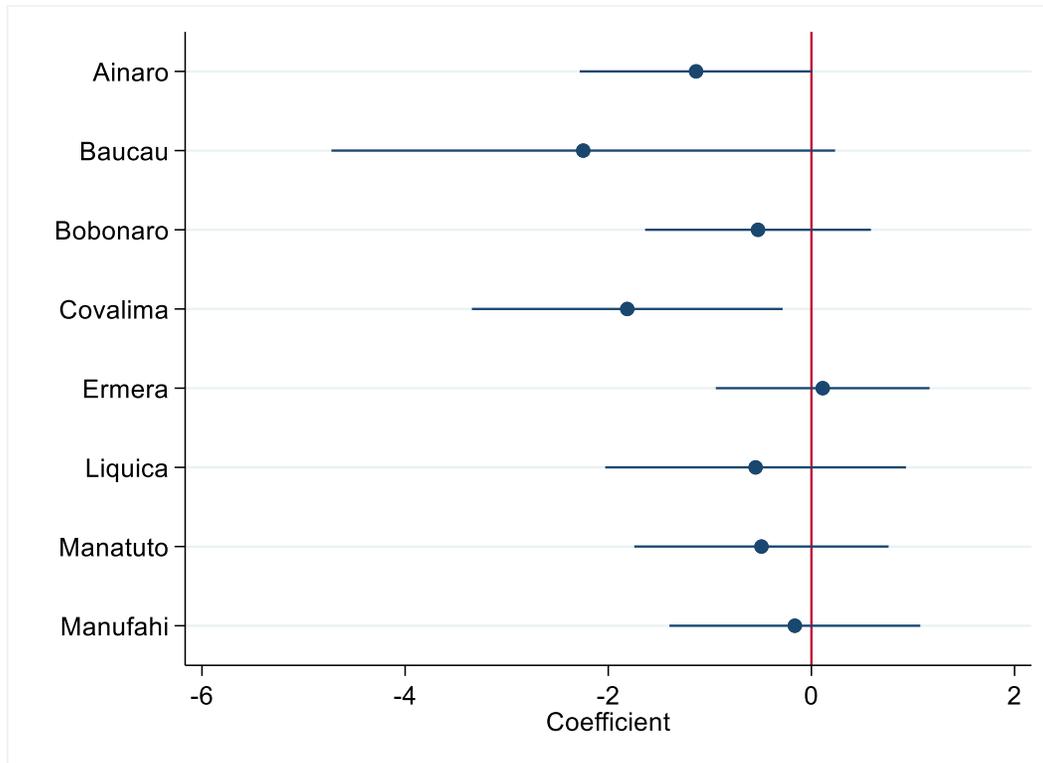


Figure 39: Municipality as a Predictor of Classroom Engagement

We also modelled use of inactive classroom strategies by municipality. In Ainaro, Baucau, and Bobonaro, the model predicts that you would be more likely to observe students spending most of their time at the board by a wide margin. For example, in Baucau you would expect to see students copying at the board 65% more of the time compared to a classroom in Aileu. The model also predicts that classrooms in Ainaro, Bobonaro, Ermera, Liquica, and Manufahi, students are more likely to be observed repeating after the teacher.

Table 42: Municipality as a predictor of inactive teaching practices

Municipality	Students spent most of the time copying from the board		Students spent most of the time repeating after teacher	
	Coefficient	Significance	Coefficient	Significance
Ainaro	0.32	0.020*	0.35	0.007**
Baucau	0.65	0.028*	-0.06	0.835
Bobonaro	0.43	0.001**	0.48	0.000***
Covalima	0.15	0.403	0.21	0.225
Ermera	0.09	0.466	0.29	0.014*
Liquica	0.19	0.262	0.34	0.045*
Manatuto	0.23	0.121	0.18	0.183
Manufahi	0.40	0.007	0.41	0.004**

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

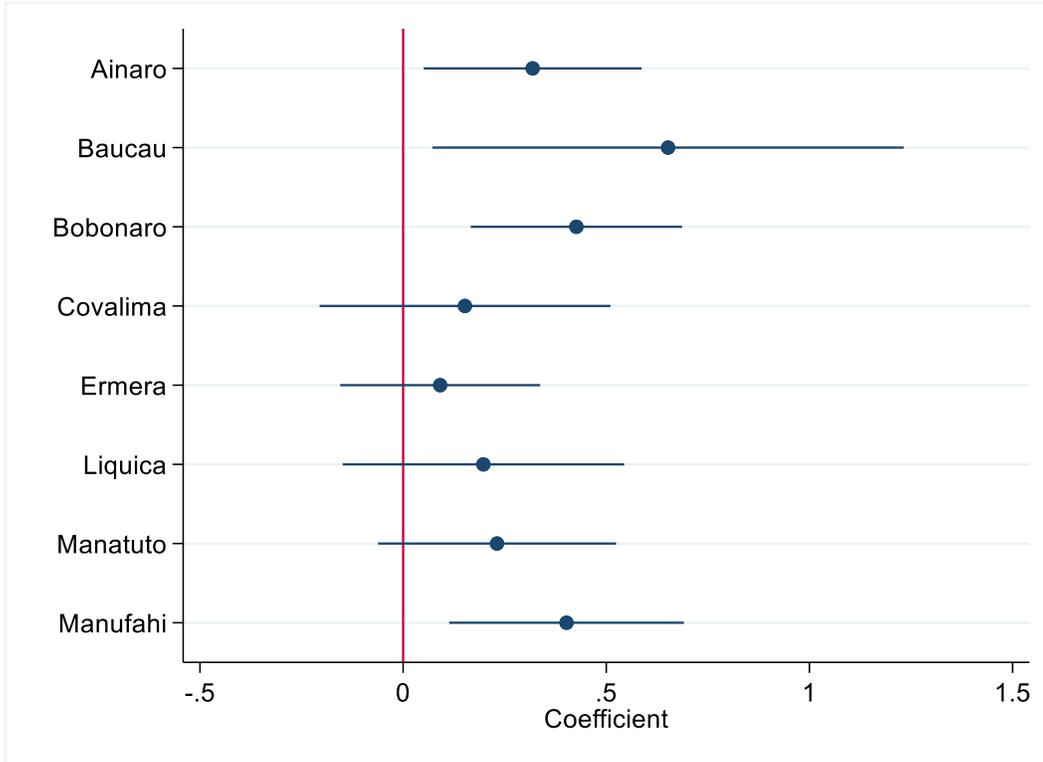


Figure 40: Municipality as a Predictor of Observing Student's Copying

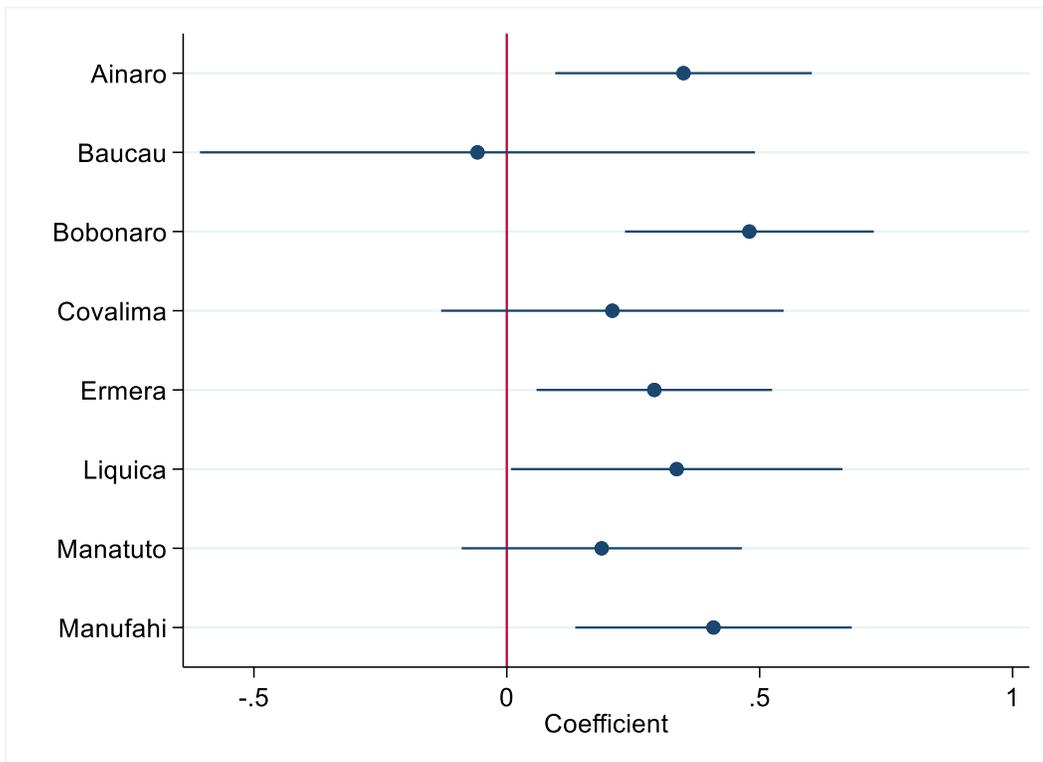


Figure 41: Municipality as a Predictor of Observing Students Repeating After Teacher

STUDENT INTERACTIONS

During the classroom observations, data collectors looked for instances of negative interactions such as the use of corporal punishment, teacher uses an angry or harsh tone, or the teacher focuses their questions to one gender.

A teacher asking questions to primarily one gender was observed in 23.8% of classroom observations. More aggressive practices including use of corporal punishment (12.4%) or using a harsh or angry tone (34.6%) was also observed. Boys and girls received corporal punishment at approximately the same rates, but boys were more likely to be on the receiving end of a teacher using harsh language or tone.

Table 43: Observed negative teaching practices.

Negative Teaching Practice	N	%
Asking questions to primarily one gender	44	23.8%
Use of corporal punishment	23	12.4%
Boys	12	52.2%
Girls	11	47.8%
Use of angry or harsh tone	78	42.2%
Boys	48	61.5%
Girls	30	38.5%

The qualitative data suggests that the use of negative teaching practices is common, and that the use of corporal punishment may be even higher than what was observed. With that said, while statements condoning physical and verbal punishments for students was not uncommon, there were also teachers and coordinators who recognized that these behaviors are not acceptable and ultimately a detriment to learning.

We gave sanctions to students who had misbehaved, by physically punishing them, not by punching, but by lightly hitting them using a small twig to end the misbehavior attitude like cursing, fighting and insulting. School Director, Fatubessi

In situations like this, where there are many students and less teachers, we explain to frighten them when they are noisy in the ranks, “if you want to study, sit quietly, and don’t go in and out. When I find anyone doing that I will punish you by kneeling from that side to this side”. Nowadays it’s forbidden to beat so we summon those naughty boys into the classroom and advise them and show good example, “don’t do this, don’t fight as you might bleed and your parents may come here and make noises”. Furthermore, the coordinator here is a woman and usually when children play mischievously people will come to the school with machetes. Female FGD, Obulo

Cases like that, I often call up the teachers in cases where they had used a stick, not that they hit students with it but they use it just to scare/intimidate them, I told them that in education we need to practice no violence, zero tolerance of violence, we cannot hit students or use any stick. We can be angry but limited to verbal, just yell, don’t physically hit students. Because the law doesn’t permit us to hit [or physically punish] the students – School Coordinator, Rembor

When grade 5 students don’t come they will get five ferule lashes. People say no beatings in school, but the old man keeps beating children. If one student is absent for

five times, then the old man says, "You missed five lessons, then receive mine and it will make six". The children are frightened with this punishment and go to school regularly. The only person they are scared of is the old man. We, as we teach lower grade students, don't beat, because it doesn't feel good to do that. When the students behave badly the least we do is pinching the tip of their ears just to frighten them and not to repeat it. Female Teacher FGD, Obulo

Students make noises and sometimes fight in the class when they are abandoned. Teacher should find proper strategies to get students interest and attention. It is teachers' responsibilities. We do have punishment for the students and they are light punishment like stand up with a foot and hold their ears or maybe ask them to kneel, or sing songs etc... Another strategy is to talk to the students' parents and it might help. Because teachers are not allowed to punish the students harshly. There is the only way is to talk to the parents. – School Coordinator, Oecusse

"The management we have in approaching this situation is being patience. Under the law and the regulation, we have here in Timor, we are not allowed to do any sort of physical violation or anything in responding to students being playful and not paying attention to the class. Other necessary approach we have is to call the parents. We cannot give any punishment or sanctions as what they do in high school to primary school students as this would discourage students from completing their compulsory level of education. Fortunately, we do not have any temper teachers in our school who could do that such action. The only approach the teachers have in responding to this situation is to inform and report the students who are misbehave in the class to me then I would decide what action should be done. We would try different ways possible to help change their attitude and calling their parents are the last thing we do to solve the issue." – School Coordinator, Covalima

For the first, second and third year of the primary school we need to have soft approach. We need to be gentle with them. If we are rough with them, then the students would not remain in classroom. Then they would not be able to learn. We sometime approached each of the students individually and patiently remind them of each letter. If we only speak generally in front, then only some will understand, while the rest will not. In this era of democracy, children are coming in and out of classroom, and we can't punish them (physically beat) because the law that had been put in place by the Ministry. Male Teacher FGD, Liurai

In order to explore this further, we used a linear regression model to see if teacher gender or using the Lafaek magazine to learn about classroom management predicted the use of negative teaching practices in the classroom, while controlling for teacher experience and education. Neither the sex of the teacher or a teacher saying that they used the teacher's magazine as a means of learning about classroom management was predictor that the teacher would be less likely to only question one gender, use corporal punishment, or use a harsh tone with students.

Table 44: Predictors of the observation of negative interactions

Predictor	Asking questions to primarily one gender		Use of corporal punishment		Use of harsh tone	
	Coefficient	Significance	Coefficient	Significance	Coefficient	Significance
Teacher Female	-0.07	0.381	-0.03	0.609	0.14	0.152
Use teacher's magazine to learn classroom management	0.11	0.106	-0.03	0.469	-0.13	0.103

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

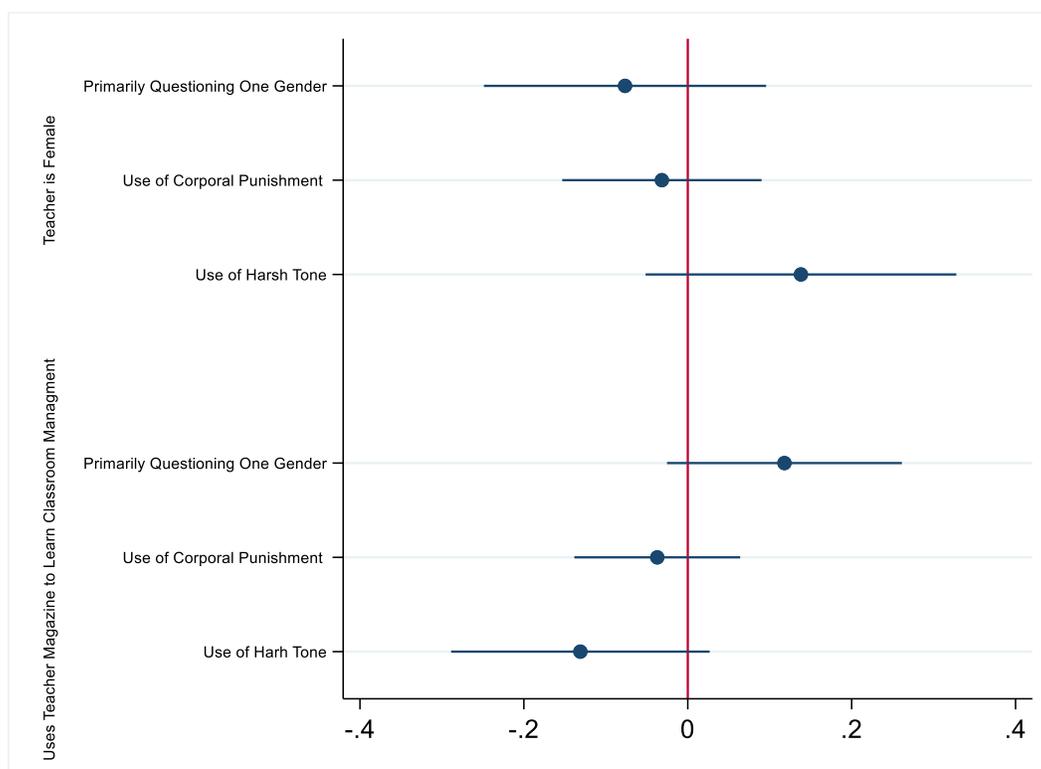


Figure 42: Predictors of Negative Teacher-Student Interactions

Finally, we examined the effect that location may have on the likelihood of observing negative interactions. The only significant effects of municipality that emerged from the models of municipality on negative teacher interactions are in Bobonaro, Liquica, and in Ermera. In Bobonaro and Liquica, the model predicts that the likelihood of observing a teacher asking questions primarily to one gender are significantly more likely. In fact, in Liquica, the model predicts that you would be 45% more likely to observe this behavior. In Ermera, the model predicts that an observation would be 37% more likely to include the teacher using a harsh tone and 15% more likely to observe a teacher using corporal punishment.

Table 45: Municipality as a predictor of negative teacher interactions

Municipality	Asking questions to primarily one gender		Corporal punishment		Harsh Tone	
	Coefficient	Significance	Coefficient	Significance	Coefficient	Significance

Ainaro	0.14	0.255	0.10	0.227	0.04	0.764
Baucau	-0.09	0.734	-0.04	0.816	0.12	0.683
Bobonaro	0.30	0.010	0.02	0.802	0.11	0.410
Covalima	0.11	0.475	0.06	0.625	0.18	0.299
Ermera	0.11	0.321	0.15	0.058	0.37	0.003**
Liquica	0.45	0.003*	-0.04	0.697	-0.13	0.457
Manatuto	0.02	0.888	0.06	0.514	0.20	0.157
Manufahi	0.21	0.100	0.01	0.944	-0.20	0.902

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

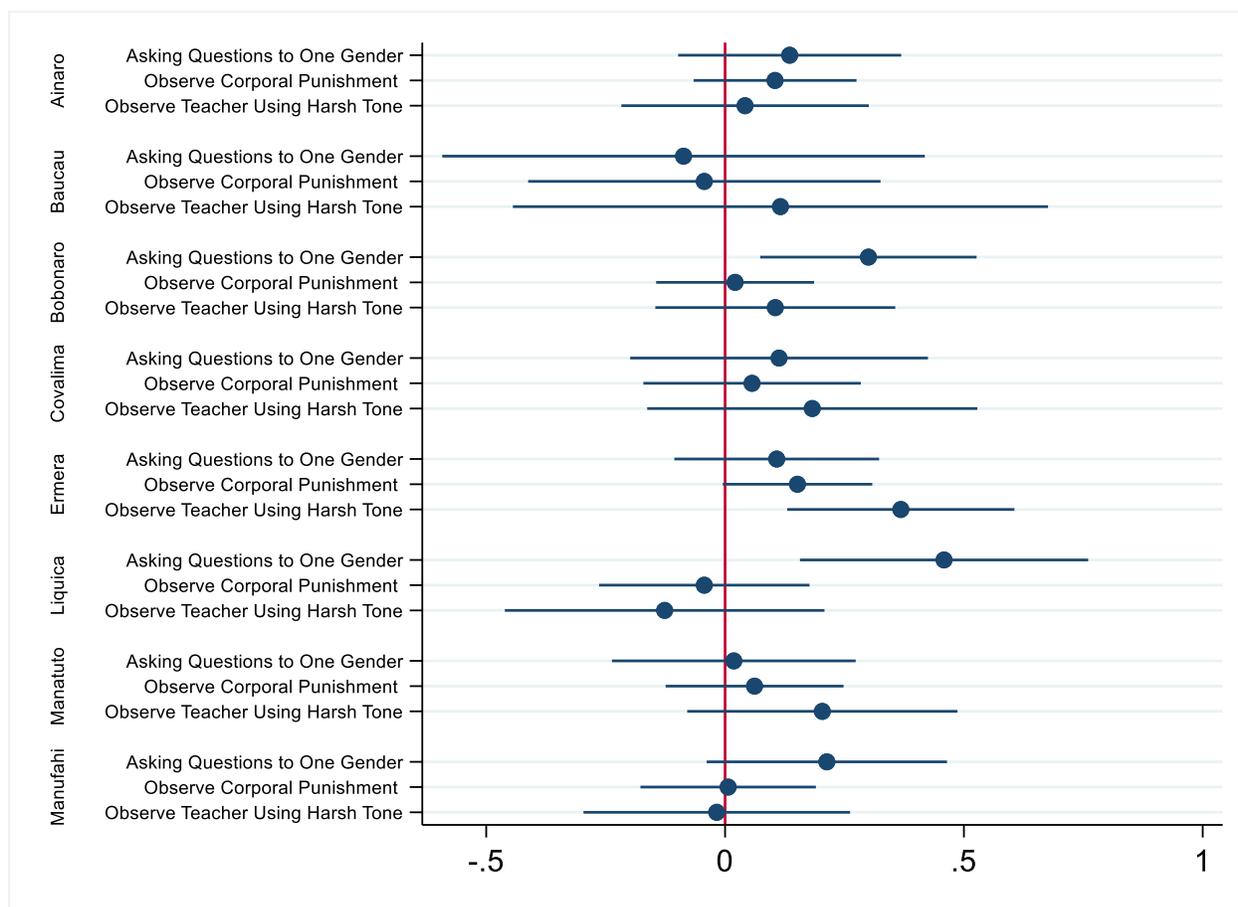


Figure 43: Municipality as a predictor of Negative Teacher-Student Interactions

IMPACT OF LAFAEK ON OTHER OUTCOMES

So far, we have examined how Lafaek magazine has impacted outcomes related to teaching practices and literacy. In this final section we examine some additional outcomes related to absences, health and hygiene, economic empowerment, and gender equality.

STUDENT ABSENCES

While we have looked closely at how Lafaek supports teachers and student literacy, we also examined how use of the Lafaek community magazine influences caregiver support to student learning for factors including attendance, the household having reading materials at home and the child reading at home. Caregivers were asked about the number of days of school their child missed during the last week. In order to assess the impact of Lafaek on absences we used the number of school days missed as a dependent variable in a linear regression model and indicators of Lafaek use by caregivers as independent variables (while controlling for language and caregiver education) to see if Lafaek use could predict absences. Using Lafaek to learn about childcare or teaching children, using Lafaek for learning about children’s rights, and parents reading Lafaek were included as predictors in the model.

None of these factors predicted student absences.

Table 46: Use of Lafaek as a predictor of absences.

Predictors	Effect on absences	
	Coefficient	Significance
Use Lafaek to learn about childcare or teaching children	0.25	0.263
Use Lafaek to learn about child’s rights	0.25	0.600
Parents read Lafaek	0.14	0.357

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

HEALTH AND HYGIENE

Caregivers in the household survey were asked a number of questions related to their knowledge of health and hygiene practices. Here we examine how use of the Lafaek Community magazine in the home, as well as different ways of interacting with the magazine’s content predicts health and hygiene practices.

HYGIENE KNOWLEDGE

Caregivers were presented with a series of images and were asked if they should wash their hands before/after doing each of the activities presented in the image. A total of 12 images were presented, however only eight were related to good handwashing practices. We calculated a handwashing score based on the sum total of correct answers to the 8 images where handwashing should occur and then used linear regression to see if different indicators of use of Lafaek in the household predicted improved knowledge of handwashing practices. None of the variables of Lafaek use in the home predicted a change in handwashing scores.

Table 47: Lafaek use as predictors of handwashing practices.

Predictors	Effect on Handwashing Score	
	Coefficient	Significance
Household receives Lafaek Community Magazine	0.07	0.225
Use Lafaek to learn about health and hygiene	0.07	0.427
Parents read Lafaek	-0.06	0.293
Learned about handwashing	0.05	0.539
Played games related to health and hygiene	-0.02	0.838

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

It is important to note, however, that 55% of the households do not have access to a reliable water supply, which has a direct impact on the implementation of handwashing practices. This sentiment was echoed in the qualitative data where respondents generally recognized basic information about hygiene (the importance of washing hands with soap, that handwashing prevents disease (including reducing risk of COVID-19), washing hands before meals, and washing produce before consumption. Even among those who are knowledgeable about hygiene practices often lack access to water and soap to be able to follow through on that knowledge.

Here each family has its own characteristics, personal hygiene or body hygiene is quite difficult. Sometimes they don't have access to clean water, sometimes there may be water but in these areas the cold is terrible. This is what we have explained to the parents about hygiene habits. The SMP ones understand this but the 1st and 2nd graders depend on their mothers. We always ask the parents what is their preparation, preparing their clothes, what is their cleanliness before they come to school. About hygiene, we always talk to the parents, but here in Timor-Leste things are a little difficult, there is no water and another difficulty is that there is no soap at home.

School Director, Mirtutu

We have said it quite often. To practice it daily we need water which is difficult to get. You can see it here, this new jerry can is empty. Sometimes we put water in that one container for the students to use. It doesn't mean that we only have one container. We have many containers. We have mostly everything, and they are enough, except water. It's very difficult to get water. -School Coordinator, Rembor

In order to explore this further, we looked at how Lafaek use may predict the likelihood that a house has a handwashing station in their home. Households that receive the community magazine and that report using Lafaek to learn about health and hygiene are both more likely to have a handwashing station in their home.

Table 48:: Lafaek use as predictors of having a handwashing station in the home.

Predictors	Likelihood of having a handwashing station in the home	
	Coefficient	Significance
Household receives Lafaek Community Magazine	0.13	0.003**
Use Lafaek to learn about health and hygiene	0.16	0.012*
Parents read Lafaek	0.02	.635
Learned about handwashing	0.05	0.489
Played games related to health and hygiene	0.04	0.641

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

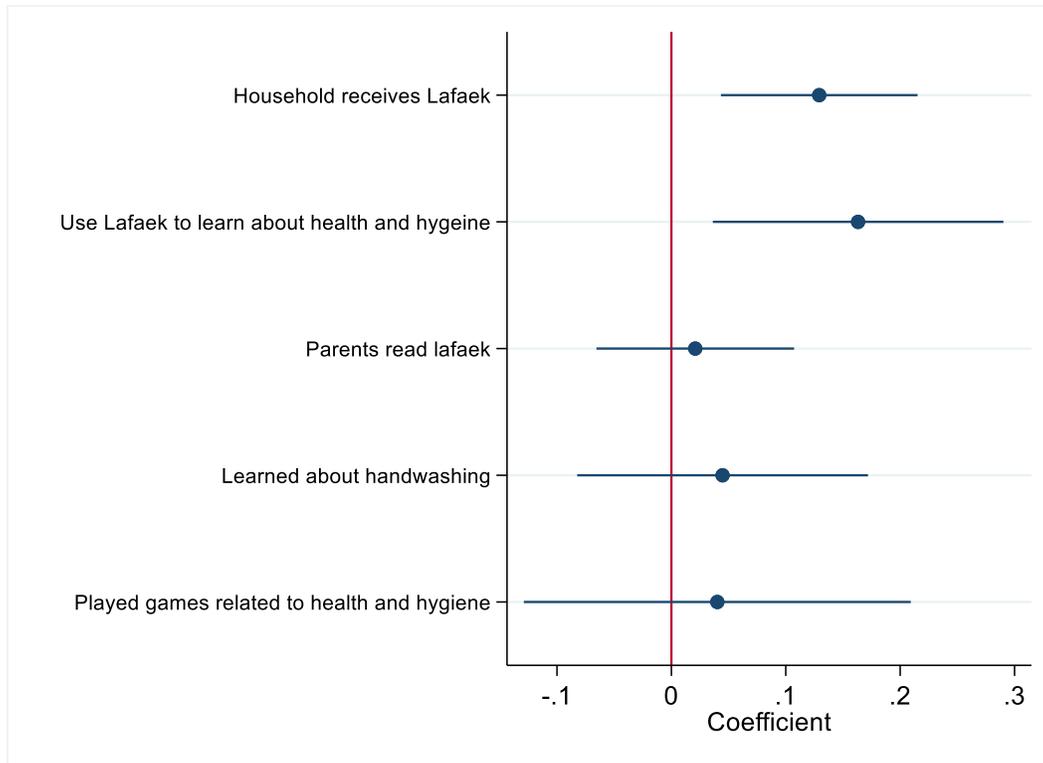


Figure 44: Lafaek use as predictors of having a handwashing station in the home.

HYGIENE BEHAVIORS

Caregivers were presented with a series of images and asked to indicate which related to good hygiene practices. A total of 16 images were shown, but only 11 showed good hygiene practices. We calculated a hygiene score by taking sum of the number of good hygiene practices identified and used linear regression to see if the indicators of household use of Lafaek were associate with increased scores.

Parents reading Lafaek magazine is a positive predictor of hygiene score. While the result is highly significant ($p=0.0000$) the effect is quite small (households who have parents, who read Lafaek are expected to increase their score by 0.25). However, given the small effect size (a parent who reads Lafaek can be expected to correctly identify less than one additional positive hygiene practice), one should not confidently ascribe broad positive impacts on increasing knowledge of hygiene practices. Instead, this is an indication that a small percentage of readers are increasing their knowledge of hygiene practices. Households that played health related games are expected to have a lower hygiene

score ($p=0.007$), however the effect is quite small. Households that play health related games would be expected to score 0.35 points lower.

Table 49: Lafaek use as predictors of hygiene practices.

Predictors	Effect on Handwashing Score	
	Coefficient	Significance
Household receives Lafaek Community Magazine	-0.02	0.812
Use Lafaek to learn about health and hygiene	0.08	0.413
Parents read Lafaek	0.25	0.000***
Played games related to health and hygiene	-0.35	0.007**

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

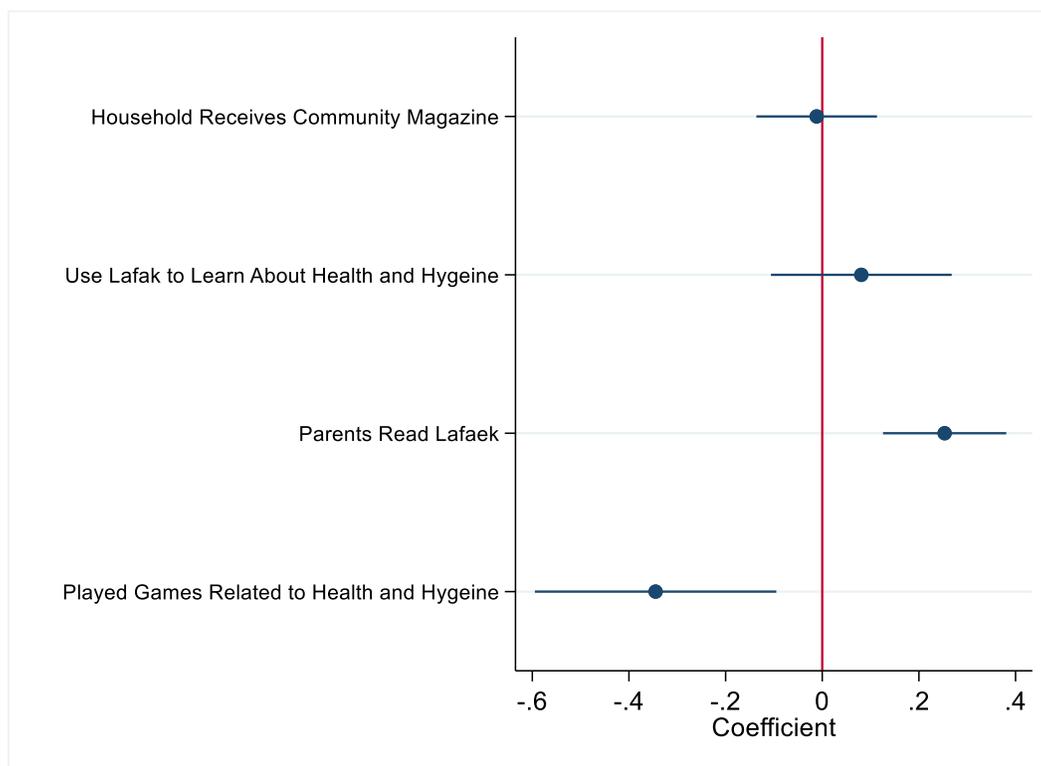


Figure 45: Lafaek use as predictors of Hygiene Practices.

PREVENTION OF COVID 19

During the midline, data on knowledge of COVID-19 prevention measures was gathered. Caregivers were asked what behaviors help prevent COVID-19 and which ones they practice. Here we examine household knowledge of COVID-19 prevention measures and how Lafaek may (or may not) be associated with their knowledge. Most respondents know that handwashing with soap, wearing a mask, and maintaining social distancing are all important factors for minimizing the spread of COVID-19 and reported practices follow a similar trend. In order to examine the potential impact of Lafaek on COVID-19 knowledge and practices, we used an index of the sum total of prevention behavior identified and practiced and examined how use of Lafaek predict changes in these values.

Table 50: Covid prevention behaviors and practices by caregivers

Covid Prevention Behaviors	N	%
Wear mask when leaving the home	804	59.3%
Handwashing with soap	1075	79.3%
Staying home when possible	226	16.7%
Maintaining social distancing	442	32.6%
Avoid gatherings	78	5.8%
Avoiding sick people	66	4.9%
Not spitting in public places	36	2.7%
Seek treatment if experiencing fever, coughing, sneezing, or difficulty breathing	39	2.9%
Cover your sneeze or cough with tissue	73	5.4%
Throw used tissues in trash	61	4.5%
Don't know	195	14.4%
Which behaviors is the respondent practicing	N	%
None	147	12.3%
Wearing mask when leaving the home	716	59.9%
Handwashing with soap	966	80.8%
Staying home when possible	260	21.7%
Maintaining social distancing	370	30.9%
Avoiding gatherings	70	5.9%
Avoiding sick people	56	4.7%
Not spitting in public places	29	2.4%
Seeking treatment if experiencing fever, coughing, sneezing, or difficulty breathing	42	3.5%
Covering sneeze or cough with tissue	53	4.4%
Throwing used tissues in trash	42	3.5%

After controlling for caregiver language and education, the model predicted that caregivers who have used the Lafaek magazine to learn about health and hygiene will know one more COVID-19 strategy compared to those who had not. For COVID-19 practices, both having used Lafaek to learn about health and hygiene and having played health related games were associated with exhibiting more preventative behaviors.

Table 51: Use of Lafaek as predictors for COVID-19 prevention knowledge.

Predictors	Effect on COVID-19 Prevention Knowledge Scores	
	Coefficient	Significance
Use Lafaek to learn about health and hygiene	1.0	0.001**
Parents read Lafaek	0.25	0.289
Played games related to health and hygiene	0.39	0.321
Learned about Health and Hygiene from Lafaek	0.47	0.064

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

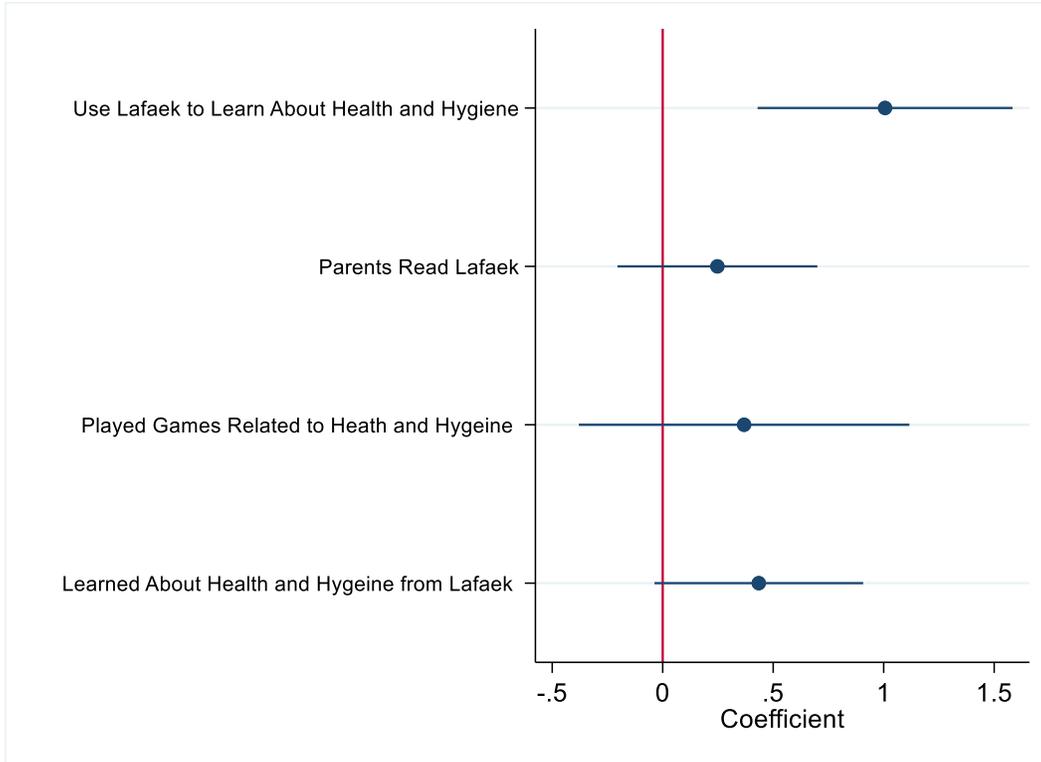


Figure 46: Predictors of Knowledge of Covid-19 Preventative Behaviors

Table 52: Use of Lafaek as a predictor of COVID-19 related behaviors.

Predictors	Effect on COVID-19 Prevention Behaviors Score	
	Coefficient	Significance
Use Lafaek to learn about health and hygiene	0.85	0.006**
Parents read Lafaek	0.37	0.122
Played games related to health and hygiene	1.04	0.009**
Learned about Health and Hygiene from Lafaek	0.411	0.100

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

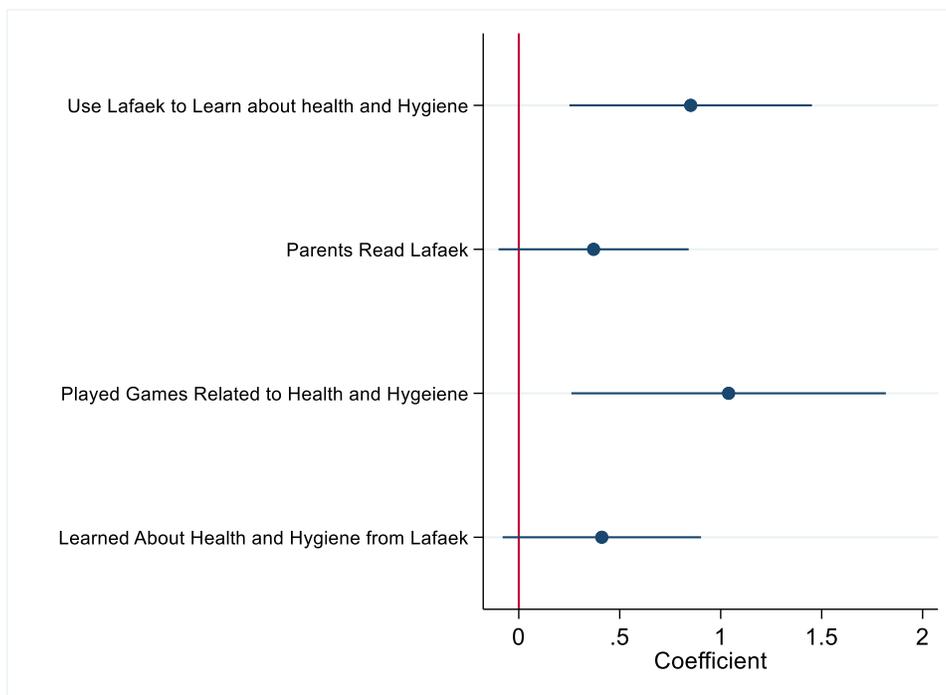


Figure 47: Predictors of COVID-19 Prevention Behaviors

HEALTH AND NUTRITION KNOWLEDGE

Caregivers were asked to provide examples of important maternal childcare practices during the household survey to gauge their knowledge of healthy nutrition practices. A health and nutrition knowledge score was generated based on the number of practices the caregiver was able to identify during the interview. Using household indicators of Lafaek use in the household and controlling for caregiver education and caregiver language, we examined the potential for Lafaek magazine in increasing knowledge of health and nutrition.

Using the Lafaek magazine to learn about health and hygiene was a strong predictor of the caregiver’s health and hygiene knowledge. These households are expected to have a health and nutrition knowledge score that is 2.63 points higher than a household that does not report using Lafaek to learn about health and nutrition when controlling for language and caregiver education. Surprisingly, households that reported receiving Lafaek were actually predicted to score 0.58 points lower than households that did not report receiving Lafaek.

Table 53: Use of Lafaek as a predictor of health and nutrition knowledge.

Predictors	Effect on Health and Nutrition Score	
	Coefficient	Significance
Household receives Lafaek Community Magazine	-0.58	0.035*
Use Lafaek to learn about health and hygiene	2.63	0.000***
Parents read Lafaek	0.33	0.26
Played games related to health and hygiene	0.85	0.12

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

In addition to receiving health info from the Lafaek Community Magazine, respondents also indicated other sources from which they receive information about health and nutrition practices. In order to

more closely examine the potential effect of Lafaek magazine on these practices (compared to other source)

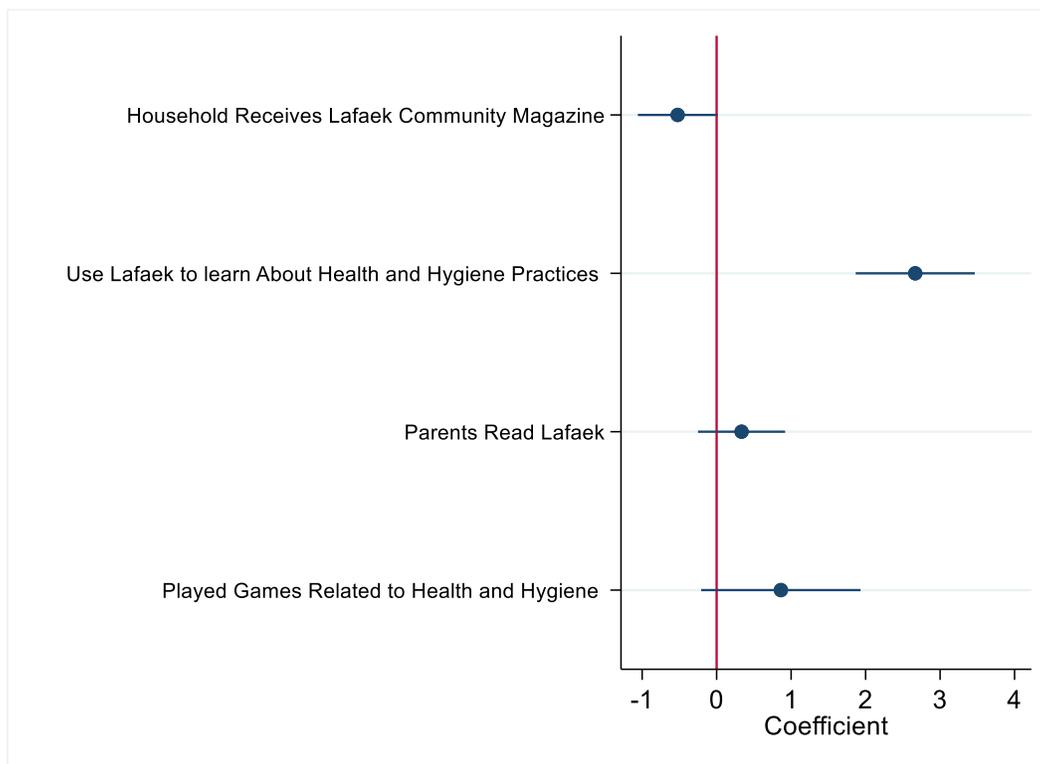


Figure 48: Predictors of Health and Nutritional Knowledge Score

We also looked at the relationship between the information source used to learn about health and the nutrition knowledge score while controlling for caregiver language and education.

Receiving information about health from community health volunteers, health clinics, family or neighbors, and radio or television were all strong predictors of health and nutrition knowledge. While only marginally significant (0.062), receiving information from the Lafaek Community Magazine also predicted an increase in respondent health and nutrition knowledge.

Table 54: Health information source as a predictor of health and nutrition knowledge score

Health Information Source	Effect on Health and Nutrition Score	
	Coefficient	Significance
None	-0.24	0.385
Community Health Volunteers	0.73	0.000***
Health Clinic	1.09	0.000***
Training	0.34	0.396
Radio or Television	1.11	0.000***
Lafaek Community Magazine	0.78	0.062
Lafaek’s Facebook Page	0.67	0.474
Family or Neighbors	1.42	0.016*

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

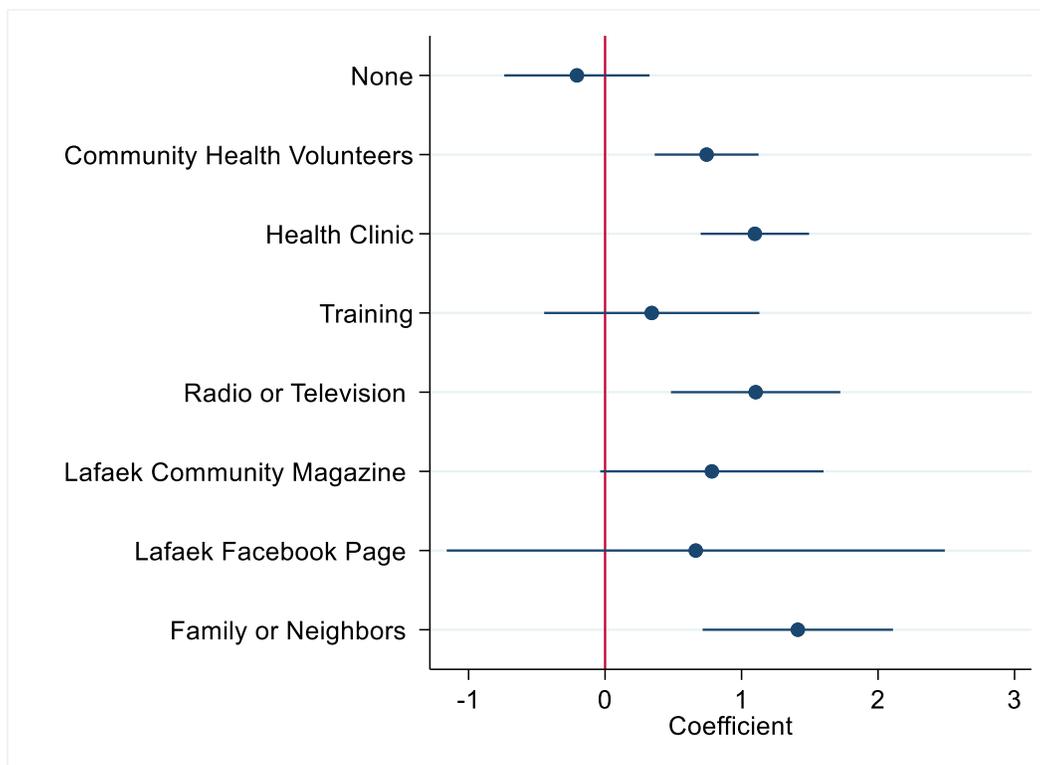


Figure 49: Effect of Information Source on Health and Nutrition Knowledge Score

HOUSEHOLD DIET

During the household survey, we collected data on the food consumption of caregivers and children under two. Women of child-bearing age play a fundamental role in their baby’s development and nutrition through the variety of foods they consume in the household. Caregivers interviewed during the household survey reported on the types of food they consumed the day before. The nine food groups include grain, roots, and tubers (e.g., maize, rice, bread, cereals/porridge, other foods made from grains such as maize and wheat, white potatoes and yams, cassava, and other foods made from roots); legumes, beans, nuts, and seeds (e.g., food made from beans, peas, lentils, peanuts, pumpkin seeds, and sunflower seeds); vitamin A-rich dark leafy greens (e.g., dark green leafy vegetables such as spinach, lettuce, and mustard greens); other vitamin A-rich vegetables and fruits (e.g., beta-carotene rich vegetables and fruits such as pumpkin, carrot, any dark yellow or orange-fleshed roots and tubers, ripe mangoes, melon, other fruits that are dark yellow or orange inside, and food made with red palm oil); other fruits and vegetables (e.g., cucumbers, tomatoes, cabbage, eggplant, watermelon, jackfruit, and any indigenous or wild fruits); flesh foods (e.g., meat such as beef, pork, goat, chicken, duck, wild animals, seafood, grubs, snails, and insects); organ meat (e.g., liver, kidney, heart, and other organ meats from domesticated animals and wild animals); dairy products (i.e. milk or food prepared with milk, excluding condensed milk); and eggs.

Using the information collected about the foods consumed the previous day, we calculated the household dietary diversity score, which is the average number of food groups (out of nine) that were consumed the previous day. In order to examine how the use of the Lafaek magazine may have on household diet, we used a linear regression model to examine how a household receiving Lafaek, using Lafaek to learn about health and hygiene, parents reading Lafaek, and playing games related to health and hygiene impacted household dietary diversity scores and the average number of protein rich foods consumed while controlling for caregiver language and education.

While households that used Lafaek to learn about health and hygiene actually had a negative effect on the household dietary diversity score, the effect was quite small (the coefficient is -0.04). Taken as a whole it does not appear that use of the Lafaek magazine at home has an impact on household dietary diversity. It is important to note, however, that the overall dietary diversity score is quite low (mean household dietary diversity score = 2.9) and that other limiting factors, such as the economic shock caused by COVID-19 and natural disasters, have a direct negative impact on dietary diversity. This is particularly salient to this study as it was conducted during Timor-Leste's "hungry season" (immediately before the maize/rice harvest took place, when food stocks were nearly depleted). Overall, 16% of the households had faced natural disasters during the previous three months; and during the previous 30 days, 13% of the households reported not eating at all for at least a day; 24% reduced the number of times they had eaten each day; 14% reduced the quantity of food eaten; and 7% reduced the quality of the food consumed. Given the high levels of food insecurity observed in the surveyed areas, changes in dietary practices due to improved knowledge are less likely to be observed.

Table 55: Use of Lafaek as a predictor of household dietary diversity.

Predictors	Household Dietary Diversity	
	Coefficient	Significance
Household receives Lafaek Community Magazine	0.00	0.541
Use Lafaek to learn about health and hygiene	-0.04	0.033*
Parents read Lafaek	0.01	0.292
Played games related to health and hygiene	0.04	0.079

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

While we were unable to detect a link between use of Lafaek and changes to household dietary diversity, there was ample evidence from the qualitative data to suggest that parents had increased knowledge related to the role of diet in maintaining a healthy lifestyle, even if they weren't always in a position to act on that information. During FGDs, parents were asked to indicate what they had learned from the community magazine about leading a healthy life and good food for health. Parents routinely responded how they had learned about the importance of ensuring their children ate vegetables, and although they did not use the term "dietary diversity" their responses indicated that ensuring that their family ate a number of different fruits and vegetables is important.

"Foods that are good for health that I know from Lafaek magazine for the community are nutritious foods such as marungi, avocado and fish, kale, papaya flower, potatoes, kidney beans and vegetables. eggs and meat, avocado and milk, pumpkin leaves. And watermelons. – Youth FGD, Covalima

We learn about healthy body here. And in regards to what we learn from Lafaek ba Komunidade magazine about good health, sometimes we don't read all the contents.

We prioritize on teaching letters to the kids. But, I also understand that when we consume rice, we need vegetables as well, and if we consume corn, we need to mix it with beans, peanuts, pumpkins, or cassava to make eus stronger and not weak. This is what we consume until now – Fathers FGD, Hatu-Ermera

Yes, we have. In our breakfast, we include vegetables like green spinach, passion fruit leaves, etc. We have rice for lunch and dinner with meat (sometimes), vegetables, beans, and egg. – Mother FGD Fatubessi

To improve it, then we need to feed them some vegetables, some fruits if we have, we can pick fruits just from our backyard when the fruits are ripe, and the children can have it day and night, we can also feed them with local food like corn porridge mixed with kidney beans, peanuts, soybeans and some vegetables, these are also good for them. Mothers FGD, Builico

We found in Lafaek magazine the mustard greens, water spinach, buffalo meat and eggs. Those are healthy food Mother FGD, Lehu-Tula

In addition to household level dietary diversity, we also examined how use of Lafaek magazine may impact the likelihood that a household will use exclusive breastfeeding for a child under 6 months of age. We used a linear regression model including variables for Lafaek use including whether or not the household received Lafaek, if the household uses Lafaek to learn about health and hygiene, if the parents read Lafaek, if the household played games related to health and hygiene, and if the caregiver said that they learned about how to feed under two from Lafaek magazine. We also controlled for caregiver language and education.

None of these indicators of Lafaek use predicted change in the likelihood that a mother would use breastfeeding exclusively.

Predictors	Used breastfeeding exclusively	
	Coefficient	Significance
Household receives Lafaek Community Magazine	0.02	0.794
Use Lafaek to learn about health and hygiene	-0.02	0.898
Parents read Lafaek	0.10	0.203
Played games related to health and hygiene	0.21	0.125
Caregiver said that they learned about how to feed children under two from the Lafaek community magazine	0.39	0.125

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

ECONOMIC EMPOWERMENT

Under the economic empowerment outcomes, we examine how Lafaek community magazine may be contributing to a household’s likelihood of having savings.

In order to assess the potential impact of the Lafaek community magazine on the likelihood that a household has savings, we used a linear regression model to explore how using the Lafaek community magazine to learn about business/finance, careers, and if the parents read the magazine as predictor variables (while controlling for caregiver language and education).

Households with parents who read Lafaek are 13% more likely to have savings compared to those who do not.

Table 56: Use of Lafaek as predictor of household having savings.

Predictors	Household has Savings	
	Coefficient	Significance
Use Lafaek to learn about business and finance	-0.16	0.732
Use Lafaek to learn about careers	0.08	0.164
Parents read magazine	0.13	0.007**

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

GENDER EQUALITY

One of the primary goals within the Lafaek program in Timor-Leste and for CARE globally is to increase women’s equality. As part of the goal, the Lafaek program has sought to increase women’s decision-making power. In the household survey, caregivers were asked about who controls decision-making related to productive assets including small and large household purchases, produce and livestock, and household businesses. In order to examine the potential role of Lafaek in helping to promote women’s decision making at the household level, we used a linear regression model to see if the parents reading the Lafaek Community Magazine or the caregiver saying that people in the household use the Lafaek magazine to learn about gender equality predict increased the likelihood that the caregiver would indicate that the decision was made jointly (as opposed the man, the woman, or grandparents being the primary decision makers).

Neither parents reading Lafaek nor a household using the magazine to learn about gender equality predicted an increase in the likelihood that any of the six categories of household decisions would be made jointly. These findings are largely in line with the qualitative findings. While there were many male and female respondents who affirmed ideas about men and women being equal, most respondents seemed to interpret that through the lens of work. Both female and male respondents seems to view equality in terms of an equal distribution of work; some seeing men and women working equally as hard on different things, whereas others saw it as men and women doing the same work. However that was little mention of men and women being equal in other dimensions such as decision making. While other studies, including CARE’ s2 015 gender analysis in Timor-Leste, found that men and women generally view the woman as having input into decision-making at the household level, however the ultimate decisions rest with men.

Table 57: Lafaek as a predictor of joint decision making at the household level

Predictors	Joint Decision Making- Small Purchases		Joint Decision Making- Large Purchases	
	Coefficient	Significance	Coefficient	Significance
A parent reads the Lafaek Community Magazine	-0.019	0.679	0.051	0.288
Use Lafaek to learn about gender equality	-0.040	0.712	0.036	0.753
Predictors	Joint Decision Making – Selling Produce		Joint Decision Making – Selling Chicken	
	Coefficient	Significance	Coefficient	Significance
A parent reads the Lafaek Community Magazine	0.004	0.404	0.090	0.056
Use Lafaek to learn about gender equality	-0.003	0.788	-0.143	0.206
Predictors	Joint Decision Making – Starting a Small Business		Joint Decision Making – How to Use a Loan	
	Coefficient	Significance	Coefficient	Significance
A parent reads the Lafaek Community Magazine	0.026	0.586	0.000	0.996
Use Lafaek to learn about gender equality	0.060	0.598	-0.050	0.306

Women and men have the same rights. We should not think that women should do domestic work or bearing children. They also have rights some small things like they mentioned today, vegetables. Some women in market as vendors and also do other things such as caring for their children. Fathers FGD, Riamori

Women have rights, just as we (men) do. We should share the workload, for example in the morning when we wash dishes or draw water. We (men) shouldn't expect the women to do all of the housework by themselves when we marry them and sit around doing nothing. We infringe their rights if we do that. Both women and men have the same rights and I think women know their rights. Men and women should cooperate when planning things and make collective decisions. – Father FGD, Oecusse

Equal rights because the work has to be done by both men and women, they complement each other. It can't be said that only women do it and only men don't, that's not correct at all. Women's work, men can also do, and men's work, women can also do Mothers FGD, Mirtutu

In Timor women and men have the same rights. However, traditions distinguish women and men doing different things, women do work related to kitchen and men do work related preparing the table. Girls help out with work in the kitchen when they finish from school. Fathers FGD, Riamori

A3: When it comes to gender, men and are equal. So, women's first priority rights, especially when they have a baby, it to breastfeed and looking after the baby. As for

men, they can prepare the fire, helping his wife and the baby, prepare hot water to support the mother to continue breastfeeding the baby. And for a newly formed family, since they don't have any kid yet, the husband must take full responsibility towards the wife. And if they have a child, then men must work, farming, growing vegetables, and the wife can also help by taking care of the crops or even helping a hand to grow the crops. They must support each other. That is what gender is all about. Now, if we come home from farming and find out that most of the household chores are abandoned because the baby has been crying and our wife could not do something about it. Then, we can take the responsibility as well to clean up the house, and prepare fire to cook anything that we can consume together later on. So that we can make her happy as well instead of coming home and show unfriendly face just because of the chores unfinished. And sometimes, we even look away and get angry. Sometimes our kid is crying and our wife just asks, "Are you hungry?", but we argue and say "why didn't you cook something or prepare anything?!" This sounds like a sanction for them. Sometimes we forget that men and women are equal. No matter how heavy the burden is, if husband and wife work together, it will be easy. But, if we put everything on the husband or the wife, sometimes even the most easy chores can be difficult. So, if they work together, everything will be easier. This is what men and women should do. Father FGD, Hatu-Ermera

In addition to indicators of shared decision making, we also wanted to explore how use of the Lafaek community magazine may attitudes around domestic violence. Caregivers were given four scenarios and were asked to indicate if they thought those scenarios justified use of violence by the husband against his wife. The four scenarios were: 1) She goes out without telling him, 2) She neglects the children, 3) She argues with him, and 4) She burns the food. We used a linear regression model to see if the parents reading the community magazine and using it to learn about gender equality predicted a decrease in the likelihood that a caregiver would agree that violence was justified.

Surprisingly neither of these factors predicted that a caregiver would be less likely to see violence by a husband against his wife as unjustified. While our own qualitative data did not directly touch on attitudes toward domestic violence, these findings do fit with CARE's 2015 Gender and Power Analysis for the Lafaek Learning Media Project report⁸⁷ and the Timor-Leste Demographic and Health Survey from 2010.⁸⁸ These studies found that a majority of women, as many as 86%⁸⁹ of women in Timor-Leste feel that there are instances in which a husband is justified in hitting his wife. These attitudes are likely tied to the vulnerable position of women in Timorese society. Since women are often saddled with reproductive work, care work, as well as productive work (often subsistence farming or unpaid agricultural work) and are unable to participate in broader economic activities. This leaves them in a position of dependence on their husbands and therefore vulnerable to spousal abuse⁹⁰

⁸⁷ CARE, 2015, Gender and Power Analysis for the Lafaek learning Media Project.

⁸⁸ Timor_este Demographic and Health Survey 2009-2010.

⁸⁹ IBID

⁹⁰ CARE, 2015, Gender and Power Analysis for the Lafaek learning Media Project.

Table 58: Lafaek as a predictor of attitudes toward domestic violence

Predictors	She goes out without telling him		Neglects the Children	
	Coefficient	Significance	Coefficient	Significance
A parent reads the Lafaek Community Magazine	0.036	0.206	0.011	0.732
Use Lafaek to learn about gender equality	0.048	0.482	-0.079	0.293
Predictors	Argues with Him		Burns the Food	
	Coefficient	Significance	Coefficient	Significance
A parent reads the Lafaek Community Magazine	0.021	0.467	0.010	0.631
Use Lafaek to learn about gender equality	-0.009	0.902	0.050	0.316

While respondents to the focus group discussions were not asked directly about their own experience with domestic violence, they were asked about their perception of how the COVID-19 pandemic impacted domestic violence. Respondents who were willing to acknowledge being aware of domestic violence in their community, indicated that increased food insecurity (due in part to economic restrictions stemming from the COVID-19 pandemic) was likely contributing to domestic violence. They pointed to increased stress and hunger leading to more tensions in the household which will lead to more violence not only among spouses, but by parents to their children.

Domestic violence happens when food is not available and can trigger fights within the household; our children cry because they have no food, we may beat them and spouses can also beat one another. Fathers FGD, Obulo

Yes, there are violence against children. Our movements have been limited. Adult could only eat casava daily, however the children only want to eat porridge even though the parents don't have the ability to purchase. It makes us stressed, and we could beat children. Fathers FGD, Riamori.

FACEBOOK SURVEY RESULTS

In this section, we present the results from a Facebook survey administered by the CARE Lafaek team. The purpose of this survey was to gather some information that represents urban populations (as the sample for this report is predominantly from rural areas), particularly with respect to the Lafaek Social Media content (access to internet is limited in rural areas). This information is being presented separately as this sample is entirely different and not comparable to the sample used for the previous analyses.

SAMPLE DEMOGRAPHICS

A total of 591 people responded to the survey posted on the Lafaek Facebook page. Among survey respondents, 54.7% were female and 45.3% were male. Most of the respondents were between the

ages of 10 and 30 (81.7%) with 18.3% being between the ages of 31-50.⁹¹ Nearly all of the respondents speak Tetum either as their only/primary language (55.7%) or speak to it in addition to another language (39.4%). Only 4.9% of those surveyed spoke only or mostly another language.

INFORMATION LANDSCAPE

The focus of this section is to characterize how users of the Lafaek Facebook page are interacting both with the Lafaek digital content and where they go to get information related to key outcomes under the Lafaek program. Doing so may help to shed light on the potential for expansion of digital content moving forward.

Respondents were asked what their main sources of information about health, hygiene, nutrition, and gender equality are. Facebook was the most commonly reported source of information on these topics with 75.6% of respondents including Facebook as one of their main sources. Television (65.3%), YouTube (56.7%), and other websites (37.6%) were also frequently reported as a main source of information. Print media including newspapers (26.9%) and Magazines (32.3%) were much less likely to be cited as a main source of information. Likelihood of preferring more traditional media sources (newspapers, magazines, television, and radio) vs digital media sources (Facebook, YouTube, other websites) did not differ among age groups.

Table 59: Main sources of information among respondents to Facebook Survey

Main Information Sources	N	%
Facebook	447	75.6%
Television	386	65.3%
YouTube	335	56.7%
Other Websites	222	37.6%
Magazines	207	35.0%
Newspaper	191	32.3%
Radio	159	26.9%

USE PATTERNS

Overall, respondents indicated that they interacted frequently with the Lafaek Facebook page with 44.3% indicating they visit every day and 35.9% indicating they visit once or twice a week. Respondents in the 10-30 age group were more likely to visit the page almost every day (46.2% vs 36.1% for those in the 31-50 age group). Overall, 95.6% of users indicated that they interacted with the Lafaek Facebook page at least a few times a month.

⁹¹ Respondents selected the age bin they belonged in rather than giving their precise age

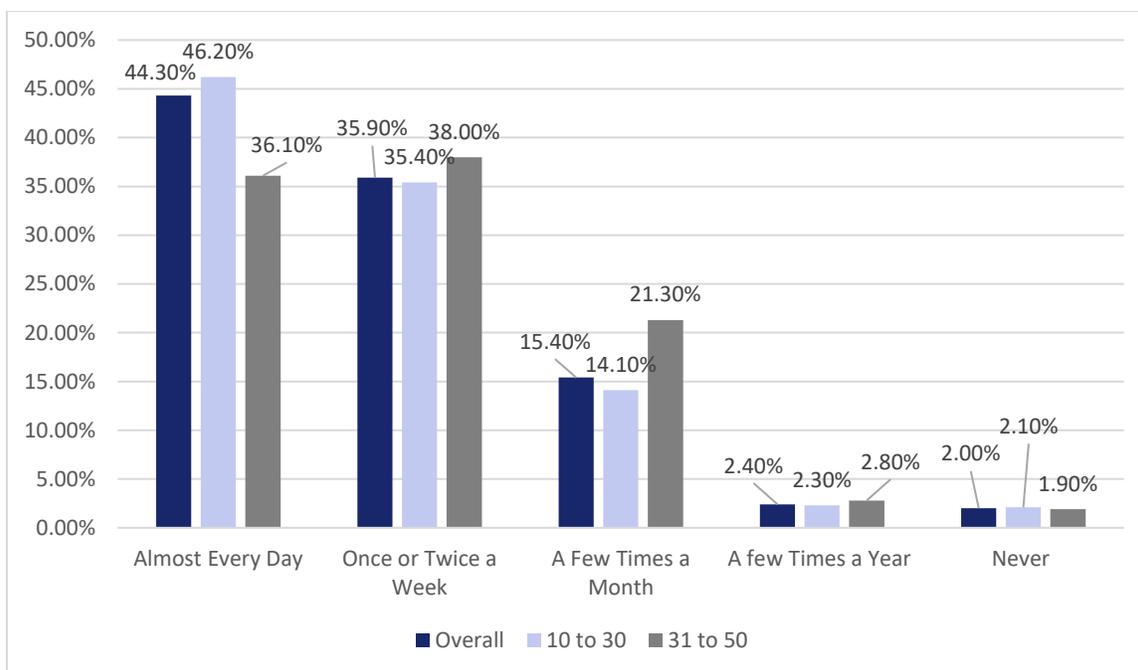


Figure 50: How often respondents visited Lafaek Facebook Page

Monitoring activities by the CARE Lafaek team show that the Lafaek Facebook page had 131,592 followers as of July 15th, 2020 and at that time, it was the fourth most liked and followed page in Timor-Leste (after the US Embassy, Australian Embassy, and Nivio Magalhaes)⁹² As the number of Lafaek’s Facebook followers continues to grow (142,754 followers as of Aug 31st, 2021) and opportunities for internet access in Timor-Leste increase, the potential for Lafaek to reach a wider audience while producing content that is less expensive and capable of being produced more rapidly (thereby allowing it to be more responsive).

Respondents were also asked questions aimed at understanding their level of satisfaction with the Lafaek Social Media content. Respondents were asked to rate the quality of information provided by the Lafaek Facebook page on a scale of: Excellent, Above Average, Average, below Average, Unsatisfactory, or Don’t know. Satisfaction was very high with 81.1% of respondents indicating that the information received was either excellent (42.6%) or above average (38.4%). Less than 3% of the respondents indicated that it was below average (1.9%) or Unsatisfactory (0.5%). Furthermore, almost all respondents (98.14%) indicated that they would recommend the Lafaek Facebook page to their family and friends (similarly 99.5% would recommend the magazines). When taken together, the frequent use of and the high satisfaction with the Lafaek Facebook content paints a positive picture of the potential for Lafaek social media and digital content to reach a wider audience. While a lack of access to the internet is a major impediment to most households in Timor-Leste in terms of being able to engage with Lafaek content online, as the digital landscape changes in Timor-Leste, a transition to or a focus on the development of digital media may allow for the program to have a wider reach at a much lower cost.

When visiting the site, most respondents indicated that they read the posts (52.1%) or engage with the content by liking and sharing (33.2%). The most popular posts are about Health and Nutrition (63.6%), Timorese History (58.4%) COVID-19 (51.8%) Gender Equality (46.4%), Tourism (42.5%),

⁹² Lafaek learning Media: Activity Progress Report, FY20, CARE International Timor-Leste.

and Job Vacancies (58.2%). Posts about Portuguese Literacy (14.9%) , Politics (11.7%), and Fashion (7.1%) were the least popular topics.

Table 60: Topics respondents had read about on the Lafaek Facebook Page

Topic Read About	N	%
Health and Nutrition	376	63.6%
Timorese History	345	58.4%
Job Vacancies	344	58.2%
COVID-19	306	51.8%
Gender Equality	274	46.4%
Tourism	251	42.5%
Tetum Language	185	31.3%
Literacy	131	22.2%
Portuguese Literacy	88	14.9%
Politics	69	11.7%
Fashion	42	7.1%

Respondents were also asked to indicate what kind of content they would like to see more of. While Timorese History (69.7%), Health and Nutrition (65.8%), Tourism (64.1%) and Quizzes and Competition (64.3%) were the most commonly requested content categories, all of the options presented were relatively popular with at least 38.8% of respondents choosing each option.

Table 61: Content that respondents would like to see more of on the Lafaek Facebook Page

Content Desired	N	%
Health and Nutrition	389	65.8%
Timorese History	412	69.7%
Tetum Language	229	38.8%
Tourism	379	64.1%
Quizzes and Competition	380	64.3%
Tips and Articles from the Lafaek Magazine	250	42.3%
Climate Change	270	45.7%

In all, among users captured in this survey, the popularity of the site is high both in terms of satisfaction and frequency of use. The users are interacting with a broad range of content and express a desire for a variety of content. While these results likely reflect a subset of the population that has regular access to the internet and those most motivated to engage with the Facebook page, one should be careful to over interpret these results and extrapolate out to the general public. However, given the overwhelming popularity among those captured in the survey, it is reasonable to be cautiously optimistic about the potential for the growth of the Lafaek social media and digital content as a way of gaining a wider audience, who has meaningful interactions with the content, in a cost-effective manner.

ADVOCACY EFFORTS

Up to this point, the study has focused on analyzing the Lafaek program’s contribution toward individual outcomes. In this section, we take more of a “bird’s eye” look at the Lafaek program in order to examine its advocacy efforts toward nation building in Timor-Leste.

From its inception, Lafaek was designed to facilitate the transition between Tetum (the most widely spoken language among Timorese students and de facto lingua franca in Timor-Leste) and the then language of instruction, Portuguese. During the transition to independence and the formation of the first Timorese government, Portuguese was selected as the language of instruction and Tetum was designated as an auxiliary language in classrooms. For many students and teachers not familiar with Portuguese, Lafaek provided access to a reading material in a language they could understand, as well as to content in natural and social sciences and guidance on classroom practices in Tetum. The barriers to the use of Portuguese as the language of instruction from grade 1 are well described in the 2005 Strategic Plan for Universal Primary Completion by 2015.⁹³ Using the feedback received from teachers and students and its own monitoring results as evidence, Lafaek worked with other partners in country – most notably UNICEF, UNESCO and Alola Foundation – to raise awareness on the importance of using a multilingual education approach to improve the acquisition of basic literacy skills, and advocated for its incorporation in the Basic Education Law (then under development). These efforts culminated on the participation of a senior delegation from the then Ministry of Education and Culture (joined by CARE and UNESCO representatives) at a Southeast Asian Ministers of Education Organization (SEAMEO) Consultative Workshop on multilingual education⁹⁴ and subsequent conference on multilingual education.⁹⁵ The MoEYS, with support from UNICEF, UNESCO and CARE, organized an international conference on multilingual education in Dili - *Helping Children Learn* – in April 2008. These efforts, along with the mobilization of local civil society, resulted in the recognition of Tetum as a language of instruction in the 2008 Basic Education Law⁹⁶; on the development of a draft mother tongue-based multilingual education policy on the development of a pilot project on multilingual education⁹⁷ The use of Tetum as a language of instruction in early primary grades was consolidated through the new curriculum for cycles 1 and 2.⁹⁸ The Lafaek team contributed to the development of the new curriculum as well as to the multilingual education policy, and to the design and implementation of the Multilingual Education Pilot Project.

In addition to helping establish new curriculum, multilingual education policy, and serving as the primary/only Tetum language reading material for many of students, teachers, and households in Timor-Leste, the Lafaek program has also contributed to nation building efforts by providing a set of common messages, stories, and characters that are shared among nearly every school aged child and many households in the country. While this contribution may be difficult to quantify, the fact that the student magazine has a larger reach among students than any other source of media (particularly among rural students), the impact of Lafaek in terms of providing a shared narrative and common set of narrative tools is likely to be substantial in terms of nation-building and creating a sense of social cohesion and unification.

SUSTAINABILITY

Over the past 20 years, Lafaek Magazines have become a fixture in the lives of students, teachers, and the broader community of Timor-Leste. Given their country-wide reach and importance for

⁹³ Timor-Leste Ministry of Education and Culture Strategic Plan for Universal Primary Completion by 2015 https://planipolis.iiep.unesco.org/sites/default/files/ressources/timorleste_strategic_plan_for_universal_primary_completion_by_2015.pdf.

⁹⁴ Using the Mother Tongue as Bridge Language of Instruction in Southeast Asian Countries: Policy, Strategies and Advocacy, February 2008, Bangkok - https://www.seameo.org/seameoweb2/images/stories/Projects/2008_MotherTongueBridgeLang/mother_tongue_project_consultative_workshop_report.pdf

⁹⁵ https://www.seameo.org/_ld2008/document.html

⁹⁶ Journal da Republica: Publicacao Oficial Da Republica Democratica De Timor-Leste, 2008, Serie 1, No. 40, SERIE I NO 40.pmd (moe.gov.tl)

⁹⁷ Timor-Leste Mother Tongue-Based Multilingual Education Pilot Project, 2014, The Timor-Leste Mother tongue-Based Multilingual Education Pilot Project (westernsydney.edu.au)

⁹⁸ Ibid

improving learning outcomes, spreading information, and helping to forge a common identity, CARE has invested heavily in trying to maximize the sustainability of the program and to ensure that it will continue to operate well into the future. As such, in this final section, we will explore some key components of sustainability to identify areas of strength and weakness and to try and identify key steps forward for ensuring that Lafaek is in the best possible position to continue producing and distributing magazines.

PARTNERSHIPS AND STRATEGIES FOR SUSTAINABILITY

Ministry of Education, Youth, and Sports (MoEYS)

Lafaek has worked closely with the Ministry of Education, Youth, and Sports since inception. The MoEYS serves primarily as a technical partner. The MoEYS sits on the internal advisory board and their primary role is to ensure that Lafaek content is aligned with the national curriculum and ensuring the CARE has access to students through the schools. Interviews with representatives from both CARE and the MoEYS suggest that this relationship is high functioning and positive and that the two are likely to remain strong partners moving forward.

However, the potential for the MoEYS to contribute in a significant way to the long-term sustainability of the program is limited. Initially, CARE had planned on trying to phase Lafaek into the MoEYS and eventually transition it into a government run program. In 2010, the magazine was briefly taken over by the government, but ultimately this process did not work as they were unable to produce a magazine of a similar quality and distribute it as efficiently. CARE ultimately decided to abandon this strategy and instead continue to include the MoEYS in a technical and advisory role.

Moving forward, the Lafaek team is still hoping to secure a portion of their funding from the Timorese government as a means of contributing to sustainability. Attempts to do so in the past were inhibited by the fact that the government had not approved a new budget, so the MoEYS was not able to contribute to the program since new money cannot be allocated until the new budget is approved. There have been discussions between the Lafaek team and the MoEYS about earmarking funds in the new budget for supporting Lafaek. In order to capitalize on this opportunity, the Lafaek team will need to continue to engage with the MoEYS and lobby to have Lafaek added into future budget discussions. However, this option is not likely to be sufficient for sustaining the program on its own. Additionally there is potential for the MoEYS to help ensure the sustainability of the Lafaek program by encouraging their other development partners in the education sector to sponsor Lafaek and utilize their technical and distribution capacities. These advocacy efforts have the potential to play a much more significant role (at least in the near-term) in helping Lafaek offset their annual costs.

Social Enterprise

The primary strategy pursued by Lafaek to increase their ability to internally fund Lafaek is by using a social enterprise approach. By leveraging their high brand recognition and county-wide distribution, Lafaek offers opportunities for the private sector and other development actors to advertise, buy page space, or release special editions of the Lafaek magazine.

PROGRESS OF THE LAFAEK SOCIAL ENTERPRISE

The social enterprise/sponsorship approach to funding Lafaek has become hugely successful. To date, Lafaek has been able to raise \$1,377,622.47 dollars through its sponsorship activities. According to CARE's 2018 Lafaek Social Enterprise Business plan, Lafaek was generating \$40,000 per edition through sponsorships. Given its strong brand recognition and national distribution, the potential for growth of the sponsorship revenue is high. In fact, the Lafaek social enterprise team has forecasted that Lafaek will achieve \$390,000 in annual revenue by the 2024 fiscal year. In doing so, Lafaek is already able to recover somewhere between 30% - 40% of its annual operating costs.

BARRIERS TO THE SOCIAL ENTERPRISE

During key informant interviews with CARE staff and with sponsorship partners, a number of themes emerged related to barriers to the ongoing sustainability of the project.

The primary barrier to the long-term sustainability of the project is that there is very little opportunity for cost reduction. During one KII with a member of CARE management, they estimated that approximately 60% of the annual operating expenses are tied to distributing the magazine. Given that the Lafaek is distributed to more than 1,500 school in difficult terrain, there does not seem to be any option in the near-term for improving sustainability by reducing project related costs, without significantly reducing the quality or the impact of the program. One potential option is to try coordinate Lafaek distribution schedules with the distribution schedules of other development agencies working in Timor-Leste as a means of sharing distribution costs. However, this is unlikely to significantly alter the overall costs of the program in the long-term and would require extensive planning and coordination.

Finding candidates to lead the social enterprise efforts in Timor-Leste as also proved to be a barrier to sustainability. CARE has trouble filling the position as launching this social enterprise requires candidates with the experience and skills to be able to build and grow the business and a willingness to commit long-term to living in Timor-Leste. One potential way toward alleviating this barrier in the long-term is to try to train a Timorese national to take over this role by making the international social enterprise position a temporary one, with a plan for that person to work closely with a candidate or candidates who could potentially grow into the role. Not only could this potentially help to stabilize the position, it would also likely represent a small, but meaningful reduction in operational costs.

While reducing costs is always something to strive for, one of the take home messages from several of the KIIs with CARE staff was that program sustainability is only going to be achieved by building increased and sustainable methods of generating revenue. While the current efforts to generate revenue through sponsorships have been quite successful, some insights from the interviews with Lafaek management and partners are worth noting here.

Representatives from partner organizations who have sponsored content in the Lafaek Magazine generally reported a high degree of satisfaction with the program and the value they received from their sponsorship. However, during these interviews, the respondents indicated that information about when new editions are being developed and the submissions deadlines for contributing to the edition is not readily available. Currently, the Lafaek program is relying on word of mouth to solicit sponsorships. Respondents to the KIIs with sponsorship partners indicated that it would be helpful if they were aware of the publishing schedule in advance and had more lead time for being able to put together funding and content in order to participate as a sponsor. By being more systematic in developing and disseminating a publishing schedule, the Lafaek program may be able to better recruit sponsors to increase the amount of revenue they are able to generate through sponsorships.

Another significant barrier to generating additional sources of income is that the print platform is not well-suited to take advantage of potential private sector opportunities. The private sector in Timor - Leste is small and the cost of advertising in the Lafaek magazine is high. While securing private sponsorships in the print media is unlikely to be wildly successful, there are opportunities for acquiring sponsorship and ad dollars through digital platforms.

During an interview with one of Lafaek's past sponsors, the opportunity for Lafaek to expand its services (and revenue) may be achievable through offering behavior change communication services. This partner is convinced that there is a need and market for high quality behavior change communication services in Timor-Leste and many potential development agencies may be eager to partner with CARE should they be able to provide these services. While we are not currently in a position to evaluate the market potential of this strategy, it is one that may bare further exploration. Given that Lafaek already enjoys huge brand recognition in Timor-Leste, and exiting distribution network, and experience in developing engaging, hugely popular content, being able to offer a more

comprehensive service (covering development, validation, and distribution of behavior change materials) may increase their ability to attract sponsors.

LAFAEK ONLINE

The Lafaek Facebook page is the fourth most visited page in Timor-Leste and boasts 142,754 followers with an average of 18,420 people seeing each post they make. Even though the Facebook page has already captured a wide audience, there is potential for continued growth as internet access and mobile phone usage is steadily increasing in Timor-Leste. Given that producing content for digital platforms is far less expensive and it requires no distribution costs, this is an area of great potential for the Lafaek social enterprise. While CARE is already pursuing this opportunity and has been working with consultants to explore how to best produce digital content for Facebook and YouTube platforms, there will be some challenges to being able to capitalize on this opportunity. In order to recruit sponsors, Lafaek in Timor-Leste would need to expand its own monitoring and evaluation capabilities for being able to track online trends, engagement, and produce analysis that can be used to recruit sponsors and to convince them to allocate their advertising dollars to a new and less-familiar platform. While this is unlikely to be accomplished in the very near term, investing in building these capacities now may be critical for ensuring sustainability in the long-term.

PROGRESS TOWARD THE RESULTS MANAGEMENT FRAMEWORK

In this section, we present the findings as related to the outcomes and indicators related to the program’ results management framework. In each subsection below, we present the program outcomes and associated indicators and provide the relevant information from this analysis to discuss progress toward those outcomes.

Results	Indicators	2021 Midterm Results
Long-Term Outcomes		
Long Term Outcome 1: Improved Learning Outcomes for Students in pre-school to grade 4	LTO 1.1: Literacy Rates for Boys and Girls	<p>Males: Mean overall Score- 18.2. Mean letter score- 24.0. Mean invented word fluency- 8.2. Mean familiar word fluency- 11.7. Mean passage fluency- 28.0. Mean reading comprehension- 20.1.</p> <p>Females: Mean overall score- 25.3. Mean letter score – 29.8. Mean invented word fluency- 12.9. Mean familiar word fluency- 17.0. Mean passage fluency- 35.8. Mean reading comprehension- 26.6.</p>

		<p>Evidence of Lafaek Improving Literacy:</p> <p>Students who reported reading Lafaek (5%), Their receiving the community magazine (2%), and recalling learning word games or stories from Lafaek (4%) all predicted an increase in overall performance on the EGRA. These factors predictor increased performance in all sub-tasks other than passage fluency.</p>
	<p>LTO 1.2: Numeracy Rates for boys and Girls</p>	<p>Not addressed in the 2021 midterm</p>
<p>Long term Outcome 2: Caregivers have improved practices to support families' economic and social well-being</p>	<p>LTO 2.1: % of community members who report they can apply any content from Lafaek magazine to their daily life</p>	<p>% Students who can name a topic that they learned about from Lafaek = 91.3%</p> <p>% of Heads of Household who can name something they learned about from Lafaek = 82.7%</p> <p>Based on the qualitative findings, parents cited numerous examples of learning useful information from the Lafaek community magazine. The most prevalent benefits were related to helping their child learn (specifically learn to read) through reading stories, playing games, and discussing pictures and other visual information presented in the magazines. Additionally, a large number of respondents indicated that they learned a great deal about improving their agricultural practices (growing crops and taking care of livestock). While these were the most frequently cited benefits, a host of other benefits were identified ranging from learning how to bake cakes and make crafts, to learning about how to better raise children and improve</p>

		family life, to learning about health and hygiene best practices.
	LTO 2.2: % of community members who demonstrate the result of an improved practice adopted from Lafaek ba Komunidade	While there is not evidence related to being able to demonstrate an improved practice as a % of the community, there are examples from the qualitative data suggesting that community members are able to demonstrate improved practices. Specific examples from the qualitative interviews include: Improved ability to help their child learn to read by providing literacy games, stories, and a resource for practicing reading in the home, improved diet by learning about nutritious foods (learning about the importance of consuming vegetables), learned about how to plant vanilla plants, learning how to make crafts (such as vases), improving soil quality, the importance of nutritious food for learning, the importance of handwashing planting trees to prevent landslides, weaving, and others.
Medium Term Outcomes		
Medium Term Outcome 1: Improved appropriate teaching and learning practices and Teachers have improved understanding of the importance of education through quality teaching and learning materials	MTO 1.1a: % of teachers who agree or strongly agree with the statement “The teacher’s magazine has directly helped me improve my teaching practices”	94% of teachers report using the teacher’s magazine. 85.4% of teachers indicated that they used the magazine to learn about at least one topic related to teaching content. 37.3% of teachers indicated they used the magazine to learn about the education profession more broadly. 93.5% of teachers use Ki’ik.
	MTO 1.2a: % of teachers able to identify at least one example of a particular lesson idea/approach for classroom	Teachers report using the Lafaek Teacher’s magazine and Ki’ik frequently in their classroom. While 30.5% of

	<p>management and/or increasing students' participation from the magazine</p>	<p>teachers indicated that they used it to learn about classroom management, specific examples did not emerge from the qualitative data set. Instead, teachers recounted examples of how they use the Lafaek lessons, play games and read stories to students, improve their content knowledge, and use the Lafaek materials of making difficult subjects more easily understood.</p>
	<p>MTO 1.3b: % of school staff who report that Lafaek ba Manorin has helped teachers to use one or more active learning methodologies in the classroom on a more consistent basis</p>	<p>Using Teacher's magazine to learn about classroom management predicted a 7% decrease in the likelihood of observing students repeating after the teacher. Given that repeating after the teacher is considered a particularly "inactive" or relatively unengaging classroom methodology, there is some evidence that teachers who engage with the Lafaek teacher's magazine are less likely to use useless active teaching methodologies.</p> <p>It is also important to note, that during FGDs and KIIs with school coordinators, respondents often cited Lafaek as an important tool for being able to do lessons that would not be able to do otherwise and that they the Lafaek magazine as a means of engaging students with games and stories.</p>
	<p>MTO 1.4b % of teachers who report that selected corporal punishment practices are not beneficial</p>	<p>63.8% of teachers do not feel it is justified to use corporal punishment against boys or girls</p>
<p>Medium Term Outcome 2: Caregivers have improved understanding to support family's economic well-being</p>	<p>MTO 2.1: % of families saying they read stories to children at home very often, often or sometimes</p>	<p>21.8% specify that they use Lafaek in the household to read stories.</p> <p>68.5% specify they use Lafaek for helping children learn.</p>

		32.3% specify they use Lafaek to Learn to Read/Count
	MTO 2.2: % of caregivers saying they play games with children at home very often, often or sometimes	42.2% indicate they use Lafaek to play games.
	MTO 2.3: % of children who report that someone at home reads to them on a regular basis (M/F)	We do not have this data from the child's perspective, but 69.5% of caregivers report using Lafaek to help children learn, 32.3% report using it help their child learn to read and count, and 21.8% report using it to read stories (although the question does not specify that they read the stories to their children.
Medium term outcome 3: Lafaek Learning Media has successfully incorporated social enterprise model into its program for more sustainable operation	MTO 3.1: Amount of revenue generated by social enterprise to strengthen sustainability	\$1,377,622.47 dollars raised through sponsorships
Short Term Outcomes		
Short term Outcome 1: Teachers and students have enhanced access to inclusive teaching and learning materials	STO1.1: % of school staff who report that Lafaek ba Manorin has helped teachers to use one or more active learning methodologies in the classroom on a more consistent basis	Cannot address this directly. Using Teacher's magazine to learn about classroom management predicted a 7% decrease in the likelihood of observing students repeating after the teacher. While not a direct measurement of this indicator, it does suggest they are less likely to use at least one "inactive" learning methodology. When looking at the data from the school observations we did not detect a predictor of increased use of active teaching strategies.
	STO1.2: % teachers who report that they have received to printed information from Lafaek ba Manorin magazine in each school trimester	94% of teachers report using the teacher's magazine.
	STO1.3: % students from preschool to primary grade 4 who saying that they have received Ki'ik and/or Prima	87.7% students read Lafaek. 90.9% of schools observed have Lafaek archives.

	magazine in each school trimester	93.3% of schools allow students from all grades to take magazine home. 6.4% allow only some grades.
	STO1.4: % of students report that Lafaek Ki'ik and/or Prima make schools more fun	Cannot address this directly
Short Term outcome 2: Caregivers have enhanced access to information to improve their social and economic well-being	STO2.1: % caregivers who report that they have access to printed information from Lafaek ba Komunidade magazine to improve their social and economic well being	44.1% of households receive community magazine in this sample. However, if the sample were to be collected today, it would likely be much higher. This sample was collected prior to the distribution of the first edition of the magazine in 2021. Since the sample is primarily made up of students entering the second grade and their parents/caregivers, households where their second grader is their oldest, would have answered yes to this question if the survey were a little later.
	STO2.2: % girls from grade 3 to 4 who feel that they are able to take on leadership and decision-making roles	Cannot address this directly
	STO2.3: % of caregivers who say that it is important for the kids to attend school.	98.7% of caregivers feel it is very important for their children to go to school
Short Term outcome 3: Operationalized Lafaek Social Enterprise Business Plan	STO 3.1: Number of partnerships developed	Lafaek has partnered with 31 institutions who have sponsored a page or more.
Outputs		
Output 1: Children's magazines developed and distributed three times annually to all children enrolled in preschool and primary grades 1-4 nationally	Output 1.1: Lafaek magazine provided to the children (Lafaek Ki'ik)	93.3% of schools allow students from all grades to take magazine home. 6.4% allow only some grades. In 2020 the average number of magazines distributed (averaged across edition) for each magazine: Prima = 130,180 Ki'ik = 101,629
	Output 1.2: Number of Children receiving the magazine in preschool and primary schools' grade 1-2 (m/f)	
	Output 1.3: Lafaek magazines provided to children (Lafaek Prima)	
	Output 1.4: Number of children receiving the magazines in primary schools grade 3-4	

Output 2: Teacher’s magazine produced and distributed three time annually to teachers of preschool and primary grades 1-6	Output 2.1: Lafaek magazines provider to teachers	94% of teachers use the Lafaek Teacher’s Magazine
	Output 2.2: Number of teachers receiving the magazine	In 2020 the average number of magazines distributed (averaged across edition) for the teacher’s magazine was 9,688
Output 3: Community magazine produced and targeted at caregivers and low literacy and other vulnerable adults, distributed three times annually	Output 3.1: Lafaek Magazine provided to caregivers (Lafaek ba Komunidade)	44.08% of households receive community magazine
	Output 3.2: Number of households receiving the magazine	In 2020 the average number of magazines distributed (averaged across edition) for the community magazine was 103,617
Output 4: Relevant media content developed and published to reach youths and young adults through partner’s engagement and sponsors	Output 4.1: # of published media content sponsored by partners	
	Output 4.2 # of people reached through social media platforms	Lafaek Facebook Page has 142,754 followers and each post is seen by 18,420 people on average.
Care Global Indicators		
CARE 2020 goals	% of women who are able to equally participate in household financial decision-making	<p>54.4% of respondents indicate that starting a small business is a joint decision.</p> <p>59.8% of respondents indicate that the final say on large household purchases is a joint decision.</p> <p>36.7% of respondents say that decisions on small purchases are a joint decision.</p> <p>38.5% of respondents say that final say on selling produce is a joint decision.</p> <p>54.8% say that selling chicken is a joint decision.</p> <p>59.6% say decision to sell livestock is a joint decision</p>
	# of people better able to build resilience to the effects of climate change and variability	Not able to address this directly

CONCLUSIONS

In this final section, we summarize the key findings presented above in relation to each of the evaluation areas of focus and related research questions and provide recommendations based on the findings.

EDUCATIONAL OUTCOMES

Exposure

The analysis shows that Lafaek is the main (and often only) reading material available to students and households. Among households who had reading materials available for their children, 85.9% relied completely on Lafaek magazine. Furthermore, interviews with Lafaek project staff, teachers, parents, and students indicate that Lafaek is often the only Tetum language reading material available in schools or in the home. This heavy reliance on Lafaek as the sole reading material available to most students and households in Timor-Leste is perhaps the most significant finding of this (and other) evaluations of the Lafaek program and is worth keeping in mind when evaluating other impacts of the program.

In addition to being the only reading materials available to many households, readership among students and households is high. In nearly all of the households surveyed (93.3%), respondents indicated that the school provides copies of the Lafaek Magazine to students of pre-school and grades 1-6 to take home and only 1% of respondents indicated that the magazine is not offered to children of any grade. While nearly all of the teachers and students indicated that Lafaek Prima or Lafaek Kiik is used in their classrooms (meaning that nearly all of the students surveyed are exposed to Lafaek content at some point), more than three-quarters (78.2%) also read Lafaek at home. Readership among parents (43.2%) and non-school-aged youth (33.0%) are all also high, with substantial engagement with Lafaek content reported in the home. Furthermore, more than half (57.8%) of the households surveyed report reading Lafaek “often” or “very often” These results suggest Lafaek is a major part of the lives of most people in Timor-Leste and that the potential for positive impacts to learning outcomes is high. In fact, given the difficulties of detecting and measuring impact in the absence of a control group (as is the case in this study), the impact is likely larger than what is captured here.

Not only do most households have the opportunity to interact with Lafaek, and do so often, they are also interacting with Lafaek in a number of different ways. Heads of household were asked about 16 potential categories of use of the Lafaek Magazine. Only 11.0% of respondents indicated that they did not use Lafaek for any of those purposes. Households are primarily using Lafaek to help their children learn generally (68.5%), learn to read or count (32.3%), read stories (21.8%), play games (9.4%) and to learn about health and hygiene (8.4%). Parents indicate a variety of intended uses of Lafaek. However, these are likely a reflection of their primary uses of Lafaek, as when asked to recall specific things they have learned from Lafaek, the range of topics that they have meaningfully interacted with grows even wider. When asked directly if they play the games in Lafaek with their children, 42.2% of parents say that they do. Among those that recalled playing games, 61.3% indicated that they played literacy games while 52.2% played numeracy games and 70.6% of heads of household surveyed said they did so “often” or “very often”. Furthermore, when asked what they had personally learned from Lafaek, parents recalled learning about health and hygiene practices (31.3%), crafts (26.7%), finance (17.7%), reading (15.1%), childcare (11.2%), and family relationships (9.9%). Analysis of the qualitative data further supports this finding. During FGDs, parents were asked to recall instances of what they learned from Lafaek with respect to health (hygiene practices and nutrition), Tetum language, Timorese culture, starting businesses, savings and financial practices, agricultural practices, the environment, creativity and crafting and social issues (such as gender equality and child’s rights). Despite relatively few respondents indicating that they use Lafaek to learn about these

topics (all less than 10% in the survey), nearly all of the FGDs were replete with specific, tangible examples of things they had learned with respect to each of those categories.

Predictors of use

In addition to characterizing the patterns of use of Lafaek, we also examined the predictors of its use. While readership among all municipalities is high, a student from Bobonaro is 7.4% less likely to read the magazine than a student from other municipalities ($p=0.016$). Proxies for household well-being and socio-economic status were also examined to see if they predicted the likelihood that a student would read Lafaek. Students who had eaten the day of the survey were 8.7% more likely to report reading Lafaek than students who had not ($p=0.009$) and students from households where nobody had gone a day with having something to eat during the past 30 days were 5.7% more likely to report reading Lafaek ($p=0.049$).

Inclusivity

One of the most impressive aspects of the Lafaek program is that it is distributed country-wide. In 2020, 321,000 community magazines were distributed. In the same year, 750,000 school magazines (420,000 copies of Prima and 330,150 copies of Ki'ik) and 38,550 Teacher's magazines were distributed to more than 1,500 schools. Distribution of the magazine through schools maximizes the likelihood that the students have access to it, preventing students from being excluded based on their ability to retrieve the magazine or bypass gatekeepers. There were no major differences between boys and girls having access to the magazine (in fact, girls are slightly more likely to report reading the magazine) and students who were identified as having a disability were only slightly less likely (82.4%) than those without (89.0%) to read the magazine.

The biggest issue with inclusivity is with regards to language barriers. Nearly half (42.4%) of all respondents who receive the community magazine reported challenges to reading the magazine at the household level. Among those who indicated that there are challenges to reading the magazine, primary challenges are that a member (or members) of the household can't speak Tetum (17.9%), the Tetum being used is too difficult (5.8%), or the entire household is illiterate (12.8%). These results are in line with the 2015 Timor-Leste population census that found 34.5% of households are illiterate or not attending schools. When looking at the data by municipality, we find that these language challenges go hand in hand. In other words, if a municipality reports on of these challenges (household members do not speak Tetum; the Tetum is too difficult; and the household is illiterate) they are likely to report all three of these challenges at similar rates. The municipalities where respondents are most likely to report facing one or all of these challenges are Bobonaro (respondents from Bobonaro were most likely to report one member or the entire household being illiterate), Manatuto, Ermera, Ainaro, and Aileu. While these challenges are important to mention here, it should also be noted that they are already well documented among the Lafaek team, who has taken proactive measures to help mitigate these challenges. For example, during magazine distribution, students are encouraged to read the magazines to their illiterate parents. This is supported in the qualitative data where parents discuss their children reading them stories or them working through the text together. Furthermore, during FGDs, participants in both parent and youth discussions regularly mentioned the pictures, graphics, and/or illustrations as an important mechanism for people who cannot read the Tetum to still be able to meaningfully interact with the content and use them as a springboard for improving their Tetum language skills.

Lafaek social media

A Facebook survey was administered to ascertain the potential of the Lafaek digital content - particularly with respect to engagement with the Lafaek social media platforms. This data was gathered to capture information on urban populations (as the sample for this report is predominantly from rural areas).

Respondents were asked to give their primary sources of information related to health, hygiene, nutrition, and gender equality. Facebook was the most popular source among this sample with 75.6% users citing it as their primary source. Television (65.3%), YouTube (56.7%), and other websites (37.6%) were also commonly cited. Print media sources were less likely to be a primary source of information on these topics, for this sample, with magazines being cited by 35% of the respondents and Newspaper by 32.3%.

Overall, respondents indicated that they interacted frequently with the Lafaek Facebook page, with 44.3% indicating they visit every day and 35.9% indicating they visit once or twice a week. Respondents in the 10-30 age group were more likely to visit the page almost every day (46.2% vs 36.1% for those in the 31-50 age group). Overall, 95.6% of users indicated that they interacted with the Lafaek Facebook page at least a few times a month.

Monitoring activities by the CARE Lafaek team show that the Lafaek Facebook page had 131,592 followers as of July 15th, 2020 and at that time, it was the fourth most liked and followed page in Timor-Leste. As the number of Lafaek's Facebook followers continues to grow (142,754 followers as of Aug 31st, 2021) and opportunities for internet access in Timor-Leste increase, the potential for Lafaek to reach a wider audience through digital content provides an interesting opportunity for providing low-cost alternatives to the print magazine.

Respondents were also asked to rate the quality of information provided by the Lafaek Facebook page on a scale of: Excellent, Above Average, Average, Below Average, Unsatisfactory, or Don't know. Satisfaction was very high with 81.1% of respondents indicating that the information received was either excellent (42.6%) or above average (38.4%). Less than 3% of the respondents indicated that it was below average (1.9%) or unsatisfactory (0.5%). Furthermore, almost all respondents (98.1%) indicated that they would recommend the Lafaek Facebook page to their family and friends (similarly, 99.5% would recommend the magazines).

When taken together, the frequent use of and the high satisfaction with the Lafaek Facebook content paints a positive picture of the potential for Lafaek social media and digital content to reach a wider audience. While a lack of access to the internet is a major impediment to most households in Timor-Leste in terms of being able to engage with Lafaek content online, as the digital landscape changes in Timor-Leste, a transition to or a focus on the development of digital media may allow for the program to have a wider reach at a much lower cost.

Literacy

One of the primary purposes of this evaluation was to gain a better understanding of Lafaek's contribution to improved learning outcomes, teacher practices, and caregiver support for early learning. While there were some limitations to our ability to detect the likely impact of Lafaek given the research design (our inability to use a quasi-experimental design), it is clear that Lafaek is having a positive impact on learning outcomes in Timor-Leste.

The impact on overall literacy scores was one of the strongest findings to emerge from the quantitative analysis. Overall literacy scores and subtask scores were strongly predicted by a student having Lafaek in their home, the student saying that they read Lafaek, and the student being able to recall word games or stories from the magazine (an indicator of past engagement with Lafaek). However, indicators of exposure that were mediated through another person (for example, a teacher or caregiver reading to the student), did not predict literacy scores. One interpretation of this result is that the key to Lafaek's impact on literacy is that it ensures that every student has a physical copy of the magazine that is their own, and that they can interact with on a personal level and in their own way. However, given the reduced time spent at school due to COVID-19, it is possible that this reduced impact of mediated interactions may not hold under normal school conditions.

Among individual subtasks, the largest effects of the use of Lafaek were observed in passage fluency. In the passage fluency portion of the assessment, students were asked to read a 61-word passage and were scored based on the number of words they were capable of reading correctly in one minute.

Students in the medium dose group are expected to get 10.38 more words correct than students in the low dose group ($p=0.000$) while students in the high dose group (those with the highest exposure to Lafaek between home and school) are expected to get 11.9 more words correct ($p=0.000$). The effect of students saying that they read Lafaek is also shown to have a large impact with students in this group expected to get 8 more words correct ($p=0.023$).

The quantitative analysis showed a modest, but detectable effect of students' personal engagement with the magazine (the student reading Lafaek, the student recalling a story from Lafaek, and the household receiving Lafaek) on overall reading comprehension scores and on individual subtasks. However, its impact is likely far greater than these results suggest. Given that Lafaek is the primary/only Tetum language reading material for many of the students, teachers, and households in Timor-Leste, without Lafaek, many students may not have access to any materials to practice and develop their literacy skills. Furthermore, the qualitative data overwhelming showed that not only are students reading Lafaek (87.8% of students surveyed reported reading Lafaek), but members of their household are as well (the community magazine and the student magazine). It is clear that Lafaek is playing an important role for caregivers helping their child learn how to read: 68.5% of heads of household say they use Lafaek to help their children learn; 32.3% say they use it specifically to help their child learn to read/count; and 21.8% say they use it to read stories to their child. In addition, parents use Lafaek as a spring board to engage with their child in literacy skill development through playing literacy games (which are very popular), creating learning interactions between the parent and their child (for example, when the child asks their parents about a picture from a magazine a story they read), and providing parents (many of who are illiterate themselves) the scaffolding required to help their child learn. For example, there were several instances in the interviews where a parent said that, even though they themselves cannot read, the pictures in the magazine allowed them to help their child learn by naming pictures of animals or being able to talk to their child about the images they saw.

Lafaek and Mitigating the Impacts of COVID-19 on Learning

Due to the COVID-19 pandemic, schools closed on March 23, 2020, and most schools did not reopen again until July. As a result, the government instituted a remote learning program called "School Goes Home". Once schools did reopen, many schools opted for reducing the time spent in school by half (dividing the number of students in the school by two and having them come in two shifts) or having them go to school every other day for the full 5 hours. In the household survey, we collected some information on how schools were impacted by the COVID-19 shutdown and if students studied while the school was closed.

While schools were closed, 80.9% of caregivers indicated that their child studied from home. Lafaek magazine was the most commonly used study material while schools were closed (67.6%), suggesting that Lafaek magazine may have been an important tool for helping students minimize how far they fell behind.

Lafaek was also shown to have a positive effect on students who used it to study when schools were shut down during COVID. Students who used Lafaek to study while schools were shut down showed increased overall literacy scores; a regression model of EGRA scores with students who used Lafaek to study when school was closed predicted a 5% increase in the overall EGRA score of 2nd grade students compared to students who used any other material to study.

Qualitative interviews with parents support these quantitative findings. Parents generally indicated that their students generally studied from home (Unsurprisingly, parents also indicated that their children didn't study as much as they would like or were often distracted) and many parents indicated that the Lafaek magazine was the only learning resource they had available for their child. Even though parents, teachers, and school administrators were all in agreement that learning suffered a great deal as a result of school closures, Lafaek served an important role in providing some opportunity for continued learning while schools were closed.

Improved Teacher Knowledge and Practices

Nearly all of the teachers included in the sample report using the Lafaek Teacher's magazine. Teachers report that it is one of the most important tools they have access to. In fact, of the 185 grade two teachers surveyed during the midline evaluation, only 11 (6.0%) indicated that they did not use the Lafaek Teacher's magazine. Teachers primarily report using the magazine as a means of learning about content (with more than half of all teachers saying they use the teacher's magazine to learn about how to teach Reading, Tetum, and Mathematics). During FGDs, teachers expressed that the teacher magazine plays an important role in their ability to get up to speed on the topics they are covering in class, develop (in many cases copy) lessons for teaching about those topics, and for some of the more difficult topics (such as math and science), they indicate that the teacher magazine is absolutely essential to their ability to teach those topics. Although the teacher's magazines are popular among teachers and almost universally used, teachers do have problems being able to fully utilize the magazine's benefits. Among teachers surveyed, 12.4% indicated that the Tetum is too difficult and 7.0% indicate that they lack the materials to put the information they are learning about into practice. These concerns emerged during some of the FGDs as well, most notably in relation to teaching science. Some of the teachers expressed frustration that the magazine would include a really interesting lesson for teaching some aspect of science, only to realize they did not have the materials needed to conduct the lesson in their classroom.

About one-third (30.5%) of the teachers surveyed indicated that they used Lafaek to learn about classroom management. However, further evidence of improved classroom management skills is minimal. In FGDs, several teachers make general statements about learning classroom management techniques from Lafaek. A few teachers used singing to students (as a means of refocusing their attention) as an example. However, most teachers, when asked to provide examples of how they have used Lafaek, few bring up classroom management specifically. Most reiterate that it is used to learn about content and to develop lessons. It should be noted that the absence of details of specific classroom management techniques does not necessarily mean that teachers are not using the magazine to develop these skills. Rather, evidence for other uses by teachers is far stronger. At the same time, there is some evidence that teachers resorting to corporal punishment and using harsh language as a means of managing their class, rather than sound classroom management strategies.

To be clear, most teachers and school coordinators acknowledge that using corporal punishment and harsh tones is not only wrong, but detrimental to learning. However, there were examples of teachers in qualitative interviews who discussed hitting students, twisting their ears, or yelling at them, with some describing these as necessary. During classroom observations, the use of corporal punishment was observed in 12.4% of the observations (boys (52.2% were only slightly more likely than girls (47.8%) to experience it) and the use of harsh or angry tones by the teacher in 42.2% of the observations. The teacher's reported use of the magazine to learn about classroom management was not a significant predictor of a teacher's likelihood to use corporal punishment. While it is clear that teacher attitudes toward corporal punishment are trending toward its disfavor, it is likely that the use of corporal punishment is likely an ongoing issue in a meaningful number of schools and classrooms.

During classroom observations, enumerators collected data on teaching strategies used, which were then developed into an index of classroom activity. The single most significant finding of the analysis of this index was that teachers who reported using Lafaek as a means of learning about classroom management were 7% less likely to be observed having students repeating after them ($p=0.015$).

Since all of the classes being observed were second grade Tetum classes, we examined the relationship between teachers' use of Lafaek (specifically for Tetum language instruction) and classroom management to see if they predict classroom activity. There was a marginally significant relationship ($p=0.073$) between a teacher using the magazine to learn about teaching Tetum and classroom activity (the model predicts that these teachers will use on average .5 more active strategies per lesson).

FAMILY WELL-BEING

In addition to having positive impacts on educational outcomes and teaching practices, Lafaek is having positive impacts on the well-being of families. While the analysis has focused on health, nutrition, hygiene, and economic outcomes, it should be noted here that one of the most positive aspects of the Lafaek program is that it provides opportunities for households to learn and engage with one another in a variety of ways. This maximizes opportunities for all family members to benefit from the magazine. One of the most striking findings from the reading of the FGDs is the variety of things people recalled learning from the magazines. While the analysis here focuses on a number of specific categories of specific interest to the evaluation, the fact that Lafaek is being used as a resource for such a wide range of topics is one of its biggest strengths.

Another positive aspect that emerged from the qualitative data (that may be hard to tease out from all the findings in the body of the report) is that Lafaek has helped to support bringing parents and children together. Examples of this are abound: parents shared stories of being able to help their child learn because the illustrations in the magazine gave them the something they could interact with (even if they do not speak Tetum); a mother described bonding with her daughter over the cake recipe that they read about in one of the editions; a CARE staff member recalled how, after one of the Lafaek characters changed their haircut, youth all over the country were changing their hairstyle to match.

Health and Nutrition

Using Lafaek to learn about health and hygiene was a strong predictor of a caregiver's knowledge related to maternal healthcare practices (this was one of the most robust findings to emerge from the quantitative analysis). Caregivers who reported using Lafaek to learn about health and hygiene are predicted to be able to identify and additional 2.6 maternal health practices relative to caregivers who do not (0.00).

Lafaek was not a predictor of improved household dietary diversity score. As is the case with many of the project outcomes of interest, lack of knowledge was not necessarily the primary determinant of household dietary diversity. While many respondents to the qualitative interviews were able to recount all kinds of information about healthy foods, the importance of eating breakfast, how to grow various crops, and the importance of eating proteins and vegetables, this knowledge did not help them increase the presence of these food in their diets. It should be noted that the survey was conducted during the "hungry-season" which takes place immediately prior to the maize and rice harvests and this food insecurity was compounded by the COVID-19 pandemic. Thus, it is possible that our inability to detect positive impacts of Lafaek on Household Dietary Diversity Score (HDDs) could be due to the timing of the evaluation.

Hygiene

. Parents who use Lafaek specifically to learn about health and hygiene and those who report playing games related to health and hygiene are both predicted to know one more COVID-19 prevention strategy and utilize one additional COVID-19 prevention behavior ($p < 0.006$ for all comparisons). Similarly, households that reported receiving the community magazine were 13% more likely to have a handwashing station in their home ($p=0.003$) while those that use Lafaek to learn about health and hygiene are 16% more likely to have a handwashing station in their home ($p=0.012$).

During qualitative interviews, respondents recalled learning about the importance of washing with soap and water, washing before meals, the link between handwashing and preventing COVID-19 and other disease, and the importance of washing produce prior to consumption. However, many respondents indicated that despite their understanding of hygiene best-practices, a lack of access to water made it difficult to act on that knowledge.

Economic Outcomes

Household where the parents read the Lafaek magazine were 13% more likely to have savings compared to those who did not. However, we did not collect qualitative data that would allow us to expand upon these findings.

GENDER EQUALITY

In order to examine the potential role that Lafaek has on changing attitudes and practices related to gender equality, we looked at patterns of use of Lafaek to see if they predicted equal participation of men and women in household decision making and in attitudes toward domestic violence. We were not able to detect an impact of the Lafaek magazine on these two factors in the quantitative analysis. In the qualitative data set, there are many instances of both men and women affirming beliefs about the equality of men and women. There was a broad recognition that men should play an equal role in helping with household duties and chores and that women are just as capable of working outside the home and participating equally in household decisions. However, many of the respondents affirmed ideas about men and women having different roles and responsibilities and emphasizing differences between men and women. That respondents were able to recall learning about gender equality and being exposed to these kinds of messages is a good sign that Lafaek is contributing positively to promoting equality. However, these kinds of attitudes and practices are a result of a variety of factors and attributing the specific impact of Lafaek is difficult.

SOCIAL COHESION

As the primary/only Tetum language reading material for many of students, teachers, and households in Timor-Leste, the Lafaek program has helped to develop a common set of messages, stories, and characters that are shared among nearly every school aged child and many households in the country. While this contribution may be difficult to quantify, the fact that the student magazine has a larger reach among students than any other source of media (particularly among rural students), the impact of Lafaek in terms of providing a shared narrative and common set of narrative tools is likely to be substantial in terms of nation-building and creating a sense of social cohesion and unification.

ADVOCACY

From its inception, Lafaek was designed to facilitate the transition between Tetum (and the then language of instruction, Portuguese. For many students and teachers not familiar with Portuguese, Lafaek provided access to a reading material in a language they could understand, as well as to content in natural and social sciences and guidance on classroom practices in Tetum. The Lafaek team contributed to the development of the new curriculum as well as to the multilingual education policy, and to the design and implementation of the Multilingual Education Pilot Project.

The Lafaek program has also contributed to nation building efforts by providing a set of common messages, stories, and characters that are shared among nearly every school aged child and many households in the country. While this contribution may be difficult to quantify, the fact that the student magazine has a larger reach among students than any other source of media (particularly among rural students), the impact of Lafaek in terms of providing a shared narrative and common set of narrative tools is likely to be substantial in terms of nation-building and creating a sense of social cohesion and unification.

SUSTAINABILITY

CARE is making great strides toward long-term sustainability have raised more than \$1,300,000 to date through its sponsorship strategy and by 2024, is project to raise just shy of \$400,000 annually in

sponsorships (30%-40% of its annual costs). Additionally, the Lafaek Facebook page is currently the fourth most visited page in Timor-Leste and has more than 140,000 followers and its posts are seen by more than 18,400 people on average. CARE is currently pursuing promising strategies to reach more people, broaden their impact, and recruit additional sponsors by continuing to expand its digital presence.

RECOMMENDATIONS

1. Expand efforts to make content available in additional languages.

Nearly half of the respondents to the survey (42.4%) report having difficulty using the community magazine because they do not speak Tetum, the Tetum is too difficult to understand, or the entire household is illiterate. While it may be cost prohibitive to print additional versions of the entire magazine in languages other than Tetum, other (relatively) low-cost options may be worth exploring. Digital content is essentially free to distribute and including small inserts (one or two pages) with key messages or a “spotlight” story may be an affordable way to increase engagement of non-Tetum speakers beyond the illustrations and pictures.

2. Offer additional guidance to teachers and parents on how to encourage students to engage with the magazine in personal ways.

The strongest predictors to emerge from this analysis were all associated with the child reading Lafaek Ki'ik and Prima magazines themselves (as opposed to listening to stories or playing games). In order for Lafaek to maximize its impact, it needs to maximize the opportunities for children to have meaningful, personal engagement with the content. By informing parents and teachers of the unique benefits of the child engaging with Lafaek content outside the context of classroom activities or in the context of family time (such as listening to stories) and providing strategies for encouraging the child to do so, Lafaek may be able to increase the impact of the magazine on literacy.

3. Try distributing Lafaek Komunidade to preschool and grade 1 students in remote locations.

One cost effective way of increasing the reach of the community magazine is to use the existing distribution channels to provide the community magazine through the schools as well. While there are currently concerns about making students that age responsible for bringing the magazine home, there may be ways around this such as targeting distribution around school drop-off/pick-up times.

4. Expand/emphasize content on effective classroom management techniques.

Given the evidence of the use of corporal punishment (by a subset of teachers) and harsh tones observed during classroom observations, placing an emphasis on supporting teachers to develop their classroom management techniques is important. While continuing to change attitudes toward the use of corporal punishment may also be effective, ineffective classroom management practices are often the source of student behavioral issues. By emphasizing the importance of and providing more strategies for using effective classroom management techniques, Lafaek may be able to decrease the risks of students being subjected to corporal punishment while also helping teachers to learn techniques that can translate into more effective instruction. Since teachers are already turning to Lafaek to develop lesson plans, perhaps making management strategies an explicit part of the lesson plans may help encourage teachers to use them more often

5. Support teachers in understanding the link between classroom management, lesson planning, and an active classroom.

Creating an active learning environment requires careful planning and unique and effective classroom management techniques⁹⁹. While the Lafaek teacher's magazine offers content aimed at helping teachers to learn about all three of these facets of teaching (active classroom strategies, lesson planning, and classroom management), teachers indicate that they predominantly use the Lafaek teacher magazine to learn about the subject matter they teach and activities that they can use in their classroom. Relatively few teachers point to using the teacher's magazine for learning about classroom management. Expanding Lafaek content and training to help teachers recognize how classroom management, lesson planning, and active classrooms are intertwined, may increase engagement with the teacher magazine to learn more about classroom management and planning strategies.

6. Focus the content of Lafaek Manorin to include more discrete lessons plans that utilize low-cost, readily accessible materials.

Teachers seem to really value content that is directly translatable to their lessons, especially when they can be executed within the material and experiential limitations they have. Offering teachers example lessons that are feasible given their material constraints will maximize the benefit of the teacher's magazine.

7. Continue to lobby the MoEYS to include the Lafaek Program in their annual budget and continue to monitor their progress toward a new budget.

Capturing financial support from the Timorese Government may be a helpful step toward achieving long-term sustainability of the program. While waiting for the government to adopt its new budget (when new line items can be added), continue to lobby the MoEYS for inclusion of Lafaek in the new budget.

8. Encourage the MoEYS to advocate to other education development partners to use Lafaek as a vehicle for delivering their content.

Given that the MoEYS oversees other education programs in Timor-Leste, encouraging the MoEYS to advocate for the inclusion of Lafaek in other education initiatives in the country may help to secure future funding and sponsorship opportunities.

9. Continue investing in expanding Lafaek's reach through digital content.

The potential for generating sponsorship dollars at a lower cost is going to continue to increase over time and investments into this aspect of the program now may pay large dividends later.

10. Invest in increasing the capacity of the Lafaek Team to monitor and respond to online trends.

Related to the previous recommendation: In order to capitalize on the digital potential, the project team should develop in-house capacities for monitoring, analyzing, and disseminating information on engagement, reach, and the audience of digital platforms.

11. Make it easy for potential sponsors to integrate their timelines into the publishing schedule of Lafaek.

Make the publishing schedule and calls for submissions readily available and widely disseminated among potential partner organizations. Some partner organizations expressed that they

⁹⁹ For a good description of the link between classroom management, planning, and engaging adolescents in active learning see: McCoy BL., (2012). Classroom Management to Support Emerging Adolescents in Active Middle School Classrooms. *Journal of Education and Learning*. Vol. 6 pp. 201-206

would be more likely to sponsor Lafaek if they could more easily have access to information about upcoming deadlines and publication schedules.

ANNEX 1: MAGAZINE CONTENT FOR ALL 2019 AND 2020 EDITIONS OF LAFAEK COMMUNITY MAGAZINE

Magazine	Year	Edition	Content	Page number	Summary	Sponsor
Kommunidade	2019	1	Did you know?	3	Keeping meat fresh for longer/preservation. Vegetable preservation	
			Microbusiness	4-5	How to make profits at your market stall	
			Nutrition	6-7	Importance of fish in diet (especially for children). Sponsored under Tomak	Tomak
			Agriculture	8-9	How to make your farm more profitable	
			Children's (girl's) rights	10 (top half)	Rights of girls (Plan sponsored)- half a page	Plan
			Literacy	10 (bottom half)	Learning about letters, words and syllables	
			Literacy	11	How you can read quickly	
			Nutrition (focus on pregnant and breastfeeding women)	12	Nutritious food for pregnant and breastfeeding women (Pregnant: nuts, eggs, taro, fruit) (Breastfeeding: Fruit, greens, beans, fish)	
			Health game	13	Crossword puzzle (nutritious food related)	
			Female leadership	14-15	Classroom scenario (a story)- students voting for the leader for the term. A breakout box (image of the girl) 'When voted as class leader I felt a little scared at first, but I got support from	

					my teacher and other students. I faced problems such as students being noisy and not asking for permission. I asked the class to be calm and I gave the incentives (food) to be calm. I feel really proud, as in my school a girl can be the leader'	
			Creativity	16-17	Steps on how to make a lamp with recycled products	
			Mathematics	17-19	Calculation and multiplication (using fruit)	
			Portuguese	20	Learning Portuguese alphabet	
			Recipe	21	Cooking with corn	
			Community voice	22	2 men and 2 women share why they like Lafaek ba Komunidade	
			Story legend/ folktale	23	A community member shared a Timorese folk tale (story on water collection)	
			Photos	24	Photos of people with magazine, photos of touristic places in Timor. information about two municipalities (population, local language, local products, economic potential)	
Kommunidade	2019	2	Recipe	3	Baking avocado pudding	
			Community microbusiness	4-5	Profile of a male barista (Cafe Atsabe). Explains he left school to support his family. Although he didn't have any experience, searched for work opportunities and landed a job as a barista in a coffee shop in Dili. Here he learnt a lot about how to produce and serve coffee to people at a high quality. With this experience had confidence could do this in the future. With encouragement from others decided to open his own cafe (despite not having a lot of money). Had an opportunity to gain experience in Australia. for 6 months fruit picking. With the small	. With

					savings he bought products for his coffee business. Built a coffee production place and taught family and community how to produce good quality coffee. Explanation of the coffee production process and products.	
			Supporting your children to be smart (literacy focus)	6-7	Steps on how to support your child learn (sounds and words), using local products and games	USDA
			Agriculture	8-9	Organic fertilizer (using eggshells)	
			Come learn to count with Bingo	10	Steps on how to play the game to support kids to count	
			Literacy	11	Game: Matching words with the photo (different food products)	
			Health - mother and child	12	When a mother is pregnant and giving birth - important the whole family supports. Steps: need to go to close family health centre (min. 4 times when pregnant, for immunisations and received various vitamins), when ready to give birth need to be ready with money, clothes for mum and baby, ensure breastfeeding for first 6 months then continue until 2 years, take children to health centre for vaccinations. Follow your health centres family planning guidelines.	
			Nutrition for mum and children	13	Good foods for a healthy diet- food for strength (corn, potatoes, flour, rice). Food that makes your body grow (fish, meat, eggs, beans), food to prevent illnesses (vegetables and fruit), food for the brain (fish, bananas, avocado), food for the eyes (pumpkin, carrots, tomatoes, avocado)	
			Women's	14	A women's career in leadership. Profile	

			leadership		of women in a leadership positions (prezident) in a parliamentary group). Lafaek young journalists (children as interviewees) ask about her career working in parliament. What are her roles and responsibilities, what is the main focus of her work, her opinion of the gender equality situation in TL, her thoughts of Lafaek magazines (great resource0 uses simple language so people can learn quickly), her tips to parents	
			Creativity	16-17	Making plastic leaves (for decoration) using recycled products	
			Logic game	18	A logic game -'Minu goes to the market monday, tues, wed, Mena goes to the market THursday and Friday - a dialogue between the characters, Question: what day is today?	
			Portuguses	19	Story on a cat and a mouse	
			Creativity	20	Drawing a bear	
			Recipe	21	Baking a cake (rainbow like a flag)	
			24Community's voice	22	3 women, 2 men share their thoughts on Lafaek (why they like it, favourite article)	
			Folktale	23	Community member shares a traditional story	
			Photos	24	Photos, profile on municipalities and tourist sites	
Kommunidade	2019	3	Recipe	3	Making coconut biscuits (step by step instructions)	
			Micro-businesses in the community	4	Profile on the coordinator (female) in a community group. Objective of the group is to support women in their business skills. Article is about how they make soap from local products. Explain how the soap can be used (wash clothes etc). How they sell the	

					<p>soap in the supermarket and the income they've been able to generate. They've done promotions in Australia, Italy, Hong Kong and Germany.</p> <p>Step by step on how they make the soap</p>	
			Literacy	6-7	<p>How to use things around the home to help your kids. Parents can help their children understand different sounds and letters by using things around the home.</p> <p>Step by step guide using images.</p>	USDA
			Agriculture		<p>Protecting natural springs. In a story form explains how a community is facing a water scarcity issue - begins by explaining each day they push each other to fetch water. Explains how because people are pushing each other, an elderly community member falls over. The children also feel sad as each day the situation leads the children to be late to school. The village chief also feels sad as his community faces challenges to fetch water.</p> <p>The village chief speaks to the community. The chief explains there is less water because the community cut down trees near the water source and through rubbish into the water source and don't replant trees. Explains how if they work together to replant trees they can improve the water source issue. End of story everyone is happy as the water increases and community no longer faces issues with water scarcity.</p>	
			Agriculture - focus on a CARE agricultural project - Haforsa	9	<p>Making income from new water sources. An article about a group in rural Timor-Leste who always face issues of water scarcity in dry season. As the group is in a rural area they are far from public spaces and electricity</p>	

					<p>access issues.</p> <p>The female group member speaks of the benefit from CARE's Haforsa (agriculture project) that's supporting the group with some of the challenges they are facing.</p> <p>Joahina explains how a common challenges is how to grow vegetables in the dry season and ability to sell vegetables - but there's always the issue of less water. Due to this issue they don't receive income from agriculture.</p> <p>Through the Haforsa project able to overcome these challenges. Thanks Haforsa for support in repairing water supply/spring and manage to overcome the challenges. The new water supply system changed their life.</p> <p>They also now receive a lot more income during dry season and now they can have a lot of vegetables because the water is plentiful.</p>	
			Sexual reproductive rights	10 (top half page)	<p>Girls have the same rights as everybody else.</p> <p>No's - touching their body, hair, private parts. People ask to have a sexual relation with them, people ask them into their home - especially bedroom or other places they don't feel secure, people offer them gifts in return to touching their body, people invite them out of night and then expect a sexual intercourse.</p> <p>Parents need to keep an eye on their children, girls and boys and protect from dangerous people. By teaching them about appropriate clothing in the household, public place, school,</p>	Plan

					preparing them for their menstrual cycle and good hygiene, strong self confidence and able to report to their parents or teachers if someone commits sexual abuse, parents can't leave children alone and ask them to understand dangers when going to other places or there are different people	
			Numbers game	10 (half bottom page)	Come count and match the money. A game to link coins with their equivalent note value.	
			Literacy game	11	Help children to read. How parents can help their children who can't yet read, to be able to read well. Images to show step by step instructions for game (materials you need - glue, scissors, texta, drink bottle caps), Draw each letter of the alphabet on different bottle caps (i.e A), then you can make words	
			Nutrition		<p>Want smart children - the first 1,000 days are important. Diagrams to show what's needed during different periods of the first 1,000 days. The first 1,000 days is to when a child is two years. Very important period for a child's development. Shares nine important messages.</p> <ol style="list-style-type: none"> 1. While a woman is pregnant need a variety of health foods. 2. go to health centre a minimum of 4 times during pregnancy. 3. Drink vitamins to increase blood flow. 4. Start breastfeeding immediately. 5. Continue exclusive breastfeeding or breastfeeding until baby is 6 months. 6. weigh baby each month at the health centre. 7. take baby to health centre for immunisation. 8. Continue breastfeeding until baby is 2 years. 9. Give nutritious food to baby from 6 months while continue breastfeeding 	
					Page 13 - Baby nutrition from 6 months	

					<p>to 2 years.</p> <p>Months 6-9: continue to breastfeed, give food from the three nutrition groups (enriching, protection and strength) Each day twice with 2-3 spoon fulls.</p> <p>Months 9-12: Continue to breastfeed and child to eat 3 times each day and snacks (merenda) twice a day-examples cooked bananas, papaya, avocados, soft food and chopped in small pieces, food that baby can hold.</p> <p>Age 1-2- continue to breastfeed, from age 1 can start to give adult food, each day three times plus two snacks (fruit)</p>	
			Not just women's work	14	<p>During dry season communities face water shortages. In villages, communities can just use a little water. Tells a story on a family and their water usage (in the household such as wash dishes, cooking and cleaning).</p> <p>The wife (Maria) collects water each day from the water source that is far away. Even when tired Maria continues to smile. When the water is full, Maria also returns to wash the dirty clothes.</p> <p>After Maria returns she sees all the water she's carried is gone. Heated discussed between Maria and her husband, husband tells her it's her responsibility. Maria is sad.</p> <p>The husband goes outside and sees a male neighbour carrying the water. He asks the man 'why are you doing that, that's a women's job.</p>	

					<p>The male neighbour says, don't think like that, husband and wife need to work together. Don't give heavy/hard work to your wife. You/we must support our wives in the household and that's how our families will be happy.</p> <p>Maria's husband regrets his behaviour towards maria. Upon returning home he asks Maria for forgiveness. Immediately Maria and her husband start doing household tasks together. Maria is also happy her husband is doing household work and their family are happy and don't have the problems like before.</p>	
			Creativity	16	Make a table from leaves. Steps to make table via photos (materials - gloves, paintbrush, shovel, net, leaves, cement).	
			Good road: family success: inclusion	19	<p>Illustrations of a scenario in a village where the road condition isn't good. The poor roads creates challenges for the community to access places and feel isolated. Community chief - there's a road development program coming to the village to fix the road condition.</p> <p>On hearing this information, uncle Luis has a discussion with his family. During this discussion aunty Joana also wants to work and everyone is supportive and agree.</p> <p>Voice bubbles on the characters - 'women too can do this work' 'as a husband I'm very supportive'. 'We too can help, important we help supportive the economy' - youth</p> <p>Once the project launches, community mobilisation and explain opportunity for all the community. Explain everyone can support - men, men, youth and people with a disability. And they'll get</p>	Australian Aid, Roads for Development , UN Women

					<p>money to support their family.</p> <p>On hearing this, Joana and Luis starting working to both support their families financial situation.</p> <p>The community is happy as the road is much better and achieve objective of the roads for development project.</p> <p>Sign showing project objectives</p> <ol style="list-style-type: none"> 1.Flx the roads 2.Different people can receive income to support their families such as opening a kiosk, raise animals 3.Quicker and cheaper access to markets 4. Better access to water springs 5.Acess to tourist sites 6.Increase number of tradespeople 7.Gives decision making power 	
			Story	20	Why does the deer have horns? 'Parents you can read the story together with your children'. Folk story on how the deer got its horns	
			Recipe	21	How to bake a cake. Photo step by step instructions. Reminds audience to wash their hands with soap.	
			Community's voice	22	3 women and 2 men - explain why they like Lafaek and how they've used magazine	
			Folk tale	23	Community member shares one of their favourite folk stories	
			Photos of Lafaek magazine with community	24	Photos, profile on 3 municipalities and tourist sites	

Kommunidade	Edition 2020	1	Recipe	3	Step by step instructions (with photos) on how to make bbq'd corn, can be served with fish. Reminder to wash hands with soap.	
			Microbusiness	4-5	<p>Vanilla growing group. Profile on a vanilla farmer (male). He explains he saw a lot of potential for vanilla and a good price. From initial stages of seeds, he's now successfully growing. Speaks of support from Ministry of Fisheries and Agriculture- seeds and equipment (like nails and fencing). Formed a community group and all agreed to grow vanilla. The groups started getting really good results and selling the vanilla at very good prices and earning strong profits. Seeing this, lots of others in the communities want to start growing vanilla.</p> <p>Explains they've already had results, look for guidelines on how to sell with Cafe Cooperative Timor-Leste and other company. They said the quality of the vanilla is very good.</p>	
			Support children to read spelling letter at home	6-7	Provide basic literacy guidance to parents to teach and read basic word spelling for children using simple local materials at home. Explained step by step from beginning to the end.	USDA
			Health (Message for healthy family)	8-9	Sharing information about fish cultivation process from the beginning until the harvesting period. They can consume and also sell to get an income. Fish has important nutrients beneficial for kids brain developments and significantly contribute to forming their ability to perform better at the schools later.	
			Portuguese literacy	10	Introducing different kitchen materials/items and its detailed function of the usage. In addition is filling up an empty line with portuguese word based on image in the magazines.	

			Literacy game	11	Provide simple instruction to parents to use existing home made materials to sharp children reading skills at home. Because children can learn, read, play and discover. "Wash hand upon the completion of plasticine.	
			Let's protect the mangrove at the coastal	12-13	Focus on displaying a message to raise public awareness on protection of mangrove at the coastal, such as not cutting down, burning and throwing solid rubbish to destroy mangrove trees, Mangrove existence is to provide protection to various coastal animals such as fish, turtles, sea birds and etch. The content was sponsored by UNDP in partnership with GEF & GoTL.	UNDP
			Women voice	14-15	Describe a role of fisherman women in Atauro island. Fishing was mainly done by man. However, she wants to support her husband to increase household income to support their children's education, therefore, she does net fishing, going along for fishing at sea and swimming if required.	
			Creativity session	16-17	Using banana leaf mode to produce a complete chair with frame.. Provide detailed instruction and materials that used to construct chair, such as cements, wirenet, plastic bottle, shoes and unused trousers to construct full set of chair.	
			Role of parents to support children learn effectively.	18	Parents should be actively involved in terms of supporting kids at home such as prepare learning schedule, ask what they have learned, review progress, read with children, provide nutritious food the kids for brain development and always praise for what they have achieve.	
			Tourism for all.	19	Everyone, including children could become the ambassador of change in the tourism sector of Timor-Leste.	

			Recipe	21	Make cake with ripe corn for selling and family consuming. Provide detailed instruction and step by step how to make them. 'Wash your hand with soap before and after preparing cakes'.	
			Community perspective	22	Interviews were conducted with different HH beneficiaries from 4 municipalities to gather their perspective on the importance of community magazine contribution.	
			Folktale	23	Community member shares a traditional story	
			Photos	24	Photos, profile on municipalities and tourist sites	
Kommunidade	Edition 2020	2	Recipe	3	Provide instruction details and materials needed to make Pizza for selling and HH consumption."Wash hand with soap before and after cooking and feeding your kids.	
			Macrobusiness"Community business development"	4	The lafaek team was working with a creative engineering group to promote their innovation materials in the lafaek magazine. Their members consist of youth group who have the potential ability to create and produce various innovations with recycled materials such as craft, bags, painting, illustration which can be solid through social media platforms such facebook & exhibitions. The group was founded with cash of \$100.00, Within a few months their income increased to \$ 500.00.	
			Literacy	6-7	How to use things around the home to help your kids. Parents can help their children understand different sounds and letters by using things around the home. Step by step guide using images. Promote parents teachers association	USDA

					(PTA) role and responsibilities to share & control performance of students both at home & schools.	
			Health "Message for Health family"	8-9	- Mr Alfredo as a role model for others. He can play a key role to support his wife while pregnant, taking her to nearby health facilities for treatment, he look after the kids, cooks and washing clothes include other relevant household work.	
			Poruguese literacy	10	Introduction of basic household materials in portuguese as a guide for parents to teach their children at home. Complete missing word to the text provide	
			Literacy game	11	Find the specific word in the box to fill them in an empty line of balloon provide.	
			Do not destroyed a mangrove tree	12-13	Telling stories about the importance of protecting mangrove trees on the coastal side and raising social awareness, advocacy to conserve the mangrove existence for future generations. This is important because it will protect the coastal residents from unexpected wild typhoons or hard weaving.	UNDP
			Women voice	14-15	Promoted the career of a young lady who actively led the "Dili model for United Nations" DMUN, She went to the USA as TL DMUN representative and delivered a speech to other country representatives. She became a role model and her story could inspire other women out there to explore their best potential to be actively play key role in a civil society and government.	"Water for women"
			Creativity	16-17	Produce a broom using a water plastic bottle. Provide guidance, materials and step by step on how to make a plastic broom as part of recycling usage.	

			Numeracy	18	Teach the subtraction to the children using finger drawing from number 1 up to 10 and how to subtract it based on the image shown in the magazine. "Avoid corporal punishment, while teaching your kids".	
			Recipe	19	Provide instruction or step by step and materials needed to transform potatoes to become nutritious food. "Wash hand with soap before cooked and feed your kids"	
				20-21	Provide tips and simple instruction for parents to support children's writing & reading skills using local fruits materials.	
			Community perspective	22	Interviews were conducted with different HH beneficiaries from 4 municipalities to gather their perspective on the importance of community magazine contribution to their different needs at HH level	
			Folktale	23	Community members shares a traditional story on monkey and turtle.	
			Photos	24	Photos, profile on municipalities and tourist sites	
Kommunidade	Edition 2020	3	Recipe	3	How to make meatballs. Details materials and step by step instruction from beginning until becoming a real meatball to be eaten or could be sold to generate additional income. " Wash hand with soap before cooking and feed children "	
			Microfinance	4	How to manage saving from your direct and indirect income/business. Develop your business plan to manage your income properly. You should have high discipline and be committed to it to prepare for your own future and the kids.	
			The Impact	5	The beneficiary shared his experience	

			story from lafaek beneficiaries		learned from community magazine. He mentioned, there is a lot of relevant content in the magazines that can be replicated. He received community magazine 3*a year and read all the contents. Finally he found a section on how to make tempeh and try to perceive all instructions. He successfully implemented the initiative and was able to sell it. Daily earnings was \$ 8.00/ day. Within a month, earned \$240.00 and monthly net income is between \$100-120.	
			Healthy message	6-9	Lets wash hands with Mau Sexta (one of Lafaek famous characters), provide a message and briefly explain the step by step process from unhealthy habits to real behaviour change to stay healthy. Homemade tippy taps for regular proper hand washing at home as part of covic 19 prevention mechanism and other disease.	USDA
			Creativity	10	Planting vegetables using banana tree trunk as part of a home gardening initiative.	
			Healthy message	11	Provide instruction and step by step to stay healthy.	
			Mangrove protection message	12-13	Let's protect a mangrove tree at the coast through numeracy. Gameplay focuses on read and green numbers which refers to do and don't.	UNDP
			Women voice	14		
			Portuguese Literacy	15	Introduction of domestic animals and common items in portuguese as a guidance for parents to teach their children at home. Complete missing word to the text provide	
			European Union	16-18	European Union CESSO International S.A supports the government of Timor-Leste through the "Ai ba Futuru" project. They also sponsor content in	EU CESSO International S.A

					lafaek ba komunidadade and reach nationwide as well.	
				19	Support children to write down their name. The specific example was provided as guidance for parents to support children write name at home.	
			Numeracy	20	Counting number using local fruits.	
			Literacy game	21	Foster your brain memory by filling empty vertical and horizontal boxes with letter draw from domestic animals and items.	
			Community perspective	22	Interviews were conducted with different HH beneficiaries from 4 municipalities to gather their perspective on the importance of community magazine contribution to their different needs at HH level	
			Folktale	23	Community members share a traditional story between sun and moon.	
			Photos	24	Photos, profile on municipalities and tourist sites	

ANNEX 2: DATA COLLECTION TOOLS

EARLY GRADE READING ASSESSMENT

Ask for the consent of the Grade 2 teacher to conduct this activity with some of his/her students. Explain that the activity will take about 10 minutes. Explain to the teachers that the students will be randomly selected from the attendance list.

In order to select 20 students from the Grade 2 class, enter the total number of students in the attendance list in the random number generator. You'll get a random number. Look for the number in the attendance list and ask the corresponding student if he/she would like to participate in the activity or not. If he/she doesn't want to join, generate another random number and call the corresponding student. If this student is absent or has dropped out of school, generate another number and so forth.

Explain to the teacher that the students may feel shy or afraid if doing this activity in the presence of the teacher. It is recommended that the researcher conducts the activity alone with the child, although the teacher can watch from a distance and observe if the child is comfortable or not. If there is any issue, the activity can be stopped immediately.

Ask for the child's consent to conduct this activity with him/her. If the child wants to stop the activity, he/she can do so at any time. Accept his/her decision and give thanks for the cooperation.

Questions for the child

- I. Have you eaten anything today?
[] 1 Yes [] 0 No

- II. Do you feel that you can pay attention to the teacher?
[] 1 Yes [] 0 No

Letter recognition

Please read the letters.

[Ask the child to read from the left to the right, from the top to the bottom. Mark in the tablet if the letter was read correctly or not]

m	i	a	L	T	s	u	N	e	R
1	2	3	4	5	6	7	8	9	10
B	o	k	t	d	v	E	F	U	N
11	12	13	14	15	16	17	18	19	20
h	t	j	x	p	Z	G	A	f	r
21	22	23	24	25	26	27	28	29	30
B	l	O	K	r	l	v	f	M	S
31	32	33	34	35	36	37	38	39	40
x	z	w	e	H	P	u	R	d	H
41	42	43	44	45	46	47	48	49	50
J	G	b	á	i	n	K	T	F	m
51	52	53	54	55	56	57	58	59	60
h	k	í	P	R	ñ	e	V	D	a
61	62	63	64	65	66	67	68	69	70
j	s	L	B	o	u	á	g	l	E
71	72	73	74	75	76	77	78	79	80
Z	k	P	o	L	n	M	J	A	b
81	82	83	84	85	86	87	88	89	90
Ú	é	v	H	g	í	z	ñ	W	r
91	92	93	94	95	96	97	98	99	100

Non-word reading

Now I'd like to ask you to read aloud the following words.

[Ask the child to read from the left to the right, from the top to the bottom.

Give an example to the child to avoid confusing this task with the previous one: "Do you see the letters n and o here? This is the word "no".

Use the stopwatch to mark 60s, but do not tell the child that you are marking the time. Mark the number corresponding to the last word read by the child when reaching 60s.]

io	oa	due	biu	nai	beo	obu	alu	emi	eti
1	2	3	4	5	6	7	8	9	10
ulo	ime	dui	tuko	deda	naki	kusa	bato	numi	bima
11	12	13	14	15	16	17	18	19	20
sima	ruse	numi	niba	moke	telu	madi	ein	uan	bian
21	22	23	24	25	26	27	28	29	30
doin	ulus	mien	muon	edon	miik	anon	bais	elus	inis
31	32	33	34	35	36	37	38	39	40
moen	koar	daus	diur	boon	molun	dakal	kenas	milur	nemar
41	42	43	44	45	46	47	48	49	50
kadik	taden	biras	sodes	norau	salin	adiri	Ladis	amiluki	dokunar
51	52	53	54	55	56	57	58	59	60

Number of the last word read: ____

Mark the time spent (if the child spent one minute, mark 60s):

Frequent word reading

Please read the following words aloud.

[Ask the child to read from the left to the right, from the top to the bottom.

Use the stopwatch to mark 60s, but do not tell the child that you are marking the time. Mark the number corresponding to the last word read by the child when reaching 60s.]

au	la	ita	ema	bei	tau	sai	nia	etu	rai
1	2	3	4	5	6	7	8	9	10
rua	iha	ida	busa	mana	soru	manu	same	tama	sira
11	12	13	14	15	16	17	18	19	20
taka	kuda	loke	toba	semu	moos	bani	hili	oan	ain
21	22	23	24	25	26	27	28	29	30
inan	ulun	aman	ibun	tein	maun	biin	inus	boot	udan
31	32	33	34	35	36	37	38	39	40
anin	isin	naan	tuur	Aileu	lalar	liman	talin	manas	tulun
41	42	43	44	45	46	47	48	49	50
talas	karau	besik	tudik	nanal	kabun	laran	belun	malirin	tuirmai
51	52	53	54	55	56	57	58	59	60

Number of the last word read: ____

Mark the time spent (if the child spent one minute, mark 60s):

Is the child able to recognize letters, to read words, or unable to read at all?

1 Cannot read any letters

2 Recognize letters only

3 Read words

[If the child cannot recognize letters or just recognize letters (cannot read any words), stop the activity here and mark “no response” in all subsequent questions. Tell a story to the child so the he/she feels ok about this activity. Please don’t simply send the child back to the class; he/she may feel humiliated because of his/her inability to read.]

Oral reading fluency - story

Please read the following story aloud for me.

[Ask the child to read from the left to the right, from the top to the bottom. Mark one minute in the stopwatch. Once finished, mark the number corresponding to the last word read by the child]

Anoi no Asu

Anoi¹ iha² asu³ ida⁴. Anoi⁵ nia⁶ asu⁷ metan⁸ no⁹ furak¹⁰.

Loron¹¹ ida¹², Anoi¹³ lori¹⁴ nia¹⁵ asu¹⁶ ba¹⁷ toos¹⁸.

Anoi¹⁹ sente²⁰ dukur²¹ no²² toba²³. Asu²⁴ halimar²⁵ no²⁶ halai²⁷ ba²⁸ dook²⁹.

Anoi³⁰ buka³¹ asu³² to'o³³ kole³⁴. Anoi³⁵ hetan³⁶ asu³⁷ iha³⁸ mota³⁹ sorin⁴⁰.

Asu⁴¹ tuur⁴² besik⁴³ Anoi⁴⁴ nia⁴⁵ Apá⁴⁶.

Apá⁴⁷ kail⁴⁸ ikan⁴⁹ barak⁵⁰ ona⁵¹. Apá⁵² dehan⁵³, "Mai⁵⁴ ita⁵⁵ ba⁵⁶ uma⁵⁷ hodi⁵⁸ han⁵⁹ ikan⁶⁰ tunu⁶¹!"

Reading comprehension – Level 1

Now I'm going to give you some time to read the story till the end.

[Allow the child to spend as much time as needed to read the story till the end]

Anoi and the dog

Anoi has a dog. Anoi's dog is black and pretty.

One day, Anoi brought her dog to the farm.

Anoi was tired and fell asleep. The dog was playing and run away.

Anoi looked for the dog until she got tired. Anoi found the dog on the margin of the creek.

The dog was sitting next to Anoi's Dad.

Dad had already caught a lot of fish. Dad said, "Let's go home to eat grilled fish!"

I'll ask a few questions. Could you please respond them?

[Ask the following questions to the child; allow enough time for him/her to respond each question]

Questions:

- What color is the dog?
[Black]

- Where did the dog run to?
[The dog ran to the creek (or to the margins of the creek)]

- Who was sitting with the dog on the creek side?
[Anoi's Dad]

- What was Dad doing at the creek?
[Dad was fishing]

- What will Anoi and her Dad eat?
[They will eat grilled fish.]

Reading comprehension - Level 2

Please read the following story:

Akai and his older sister live with their dad. Early in the morning, Akai was waiting for his sister to go to school. The sister had gone to fetch water with their dad. To help them, Akai cooked breakfast. When they got back, Akai served porridge to his sister. The sister was happy as she was feeling hungry already. Because they share the chores, Akai and his sister manage to get to school on time, even though they have to walk far.

The teacher met Akai's dad at the market. The teacher said, "Your children, Maria and Akai, are very hardworking." The dad responded, "My children help each other. That's why they are successful."

I'll ask a few questions. Could you please respond them?

[Ask the following questions to the child; allow enough time for him/her to respond each question]

-Who cooked the porridge in the morning?

[response: Akai cooked the porridge]

-How do Akai and his sister manage to arrive at school on time?

[Because they share the chores.]

-What is the name of Akai's sister?

[Maria.]

-What did the teacher say to the father?

[Your children are very hardworking]

-The father think that his children are successful because they do what?

[Because they help each other.]

Working Memory Assessment

I'm going to show you some drawings. Please try to remember them.

[Show each image separately to the student, saying out loud what is in each image (ball, cat, etc). After showing all images to the student, flip the cards so the student cannot see them anymore]

Instructions for Re-contacting Students

1. You have received a list of children who have participated in the baseline study. The list includes information on their current grades. You will locate each one of those children and conduct the assessment with them.
2. Go to the relevant grade/class and ask the teacher's permission to conduct the assessment with the child whose name is in the list. If the child is not in class on that day, you can conduct the assessment in his/her home instead (please ask the parents' permission first). If the child has moved to another location, is sick or has dropped out of school altogether, there is no need to conduct the assessment.
3. Ask the child if he/she agrees to participate, using the script provided. If the child refuses to participate, it's ok. If the child refuses but the teacher insists, decline politely and reassure the teacher and the child that this is not an issue. Please locate the next child and conduct the assessment with him/her instead.
4. DO NOT REPLACE THE CHILD WITH ANYONE ELSE FROM THE SAME CLASS. IF THE TEACHER DOESN'T WANT YOU TO CONDUCT THE ASSESSMENT WITH THIS CHILD AND SUGGESTS DOING IT WITH ANOTHER CHILD, POLITELY DECLINE AND INSIST IN CONDUCTING THE ASSESSMENT WITH THE ORIGINAL CHILD.
5. If the child agrees to participate, follow the same procedure as above. Remember that the child is free to stop the activity at any time.

CLASSROOM OBSERVATION TOOL

Description	Choice options
School location	1 Ainaro, 2 Ermera, 3 Liquica, 4 Manatuto
Enumerator code	1 Ainaro, 2 Hatu-udo, 3 Hatubuilico, 4 Maubisse, 5 Ermera, 6 Letefoho, 7 Atsabe, 8 Hatolia, 9 Railaco, 10 Liquica, 11 Maubara, 12 Bazartete, 13 Manatuto Vila, 14 Laclo, 15 Laclubar, 16 Laleia, 17 Barique-Natarbora, 18 Soibada
Enumerator name	
Today's date	
Municipality	
Subdistrict	
Village	
Hamlet	
EMIS	
School name	
is this a central or a filial school?	1 Central basic school, 2 Filial school
how many Grade 2 classes exist in this school?	
Choose a grade 2 class to carry out the observation. If there is only one class, there is no need to choose - just conduct the observation there. If there is more than one grade 2 class, enter the total number of classes in the "random number generator" and generate a random number. If grade 2a=1; grade 2b=2; 2c=3; 4d=4. Conduct the observation in the selected class. DON'T FORGET - YOU'LL ONLY OBSERVE TETUM CLASSES.	
[REQUEST THE DIRECTOR/COORDINATOR'S CONSENT BEFORE ASKING THE TEACHER'S CONSENT AS FOLLOWING] How are you doing? I am interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your permission to sit in your class and observe the students. I will write down some notes to use in our research but we will not mention you by name or share your personal details with anybody outside of our team. The notes about your class will be mixed with the answers from other schools, and therefore the information for an individual school will not be identified. This observation will help us to learn more about the status of children's education in Timor-Leste. We will use this information to adjust our project's design. Do you accept to be part of this observation?	1 yes, 0 no
Teacher name	
Is the teacher a man or a woman?	1 male, 2 female
ASK THE TEACHER: How old are you?	
ASK THE TEACHER: What is your highest level of education?	1 secondary school, 2 teaching diploma (minimum qualification), 3 diploma issued by teacher training institute or faculty of education , 4 undergraduate course in another area (not education), 5 post-graduation, 99 don't know

ASK THE TEACHER: How many years have you been teaching in this school?

ASK THE TEACHER: How many years have you been teaching Grade 2 (at this school and in other schools)?

VERY IMPORTANT: OBSERVE ONLY THE TETUM CLASS.
PLEASE WAIT UNTIL THE TETUM CLASS HAS STARTED.

How many boys are attending the Grade 2 class?

How many girls are attending the Grade 2 class?

Write the name of the lesson the teacher is teaching now (ask the teacher or check the blackboard)

Start the observation. Select a part of the class to focus attention on.

Students spend most of the time copying from the board	1 observed, 99 did not observe
Students spend most of the time repeating after the teacher	1 observed, 99 did not observe
Students participate in reading activities with others (group reading, participating in reading games)	1 observed, 99 did not observe
Students read by themselves	1 observed, 99 did not observe
Teacher reads to the students	1 observed, 99 did not observe
Teacher uses the reading corner in literacy activities	1 observed, 99 did not observe
Teacher uses the Lafaek magazine in literacy activities	1 observed, 99 did not observe
Teacher uses games or exercises and students participate actively in those	1 observed, 99 did not observe
Teacher asks open questions (with more than one answer) - asks the students to reflect / think	1 observed, 99 did not observe
Teacher asks the students' opinion ("what do you think?" "what do you like?")	1 observed, 99 did not observe
When the student does not participate in class, the teacher calls on his/her and tries to engage him/her in activities	1 observed, 99 did not observe
Students work together in groups	1 observed, 99 did not observe
male and female students have equal access to desks, seats, learning materials (if some of them are sharing, male and female are sharing in equal proportions)	1 observed, 99 did not observe
Girls have less access to desks, seats and learning materials	1 observed, 99 did not observe
Teacher encourages male students ("good answer", "you are almost there")	1 observed, 99 did not observe
Teacher encourages female students ("good answer", "you are almost there")	1 observed, 99 did not observe
Teacher asks questions to male students	1 observed, 99 did not observe
Teacher asks questions to female students	1 observed, 99 did not observe
Teacher asks questions primarily to boys or girls (not to all students)	1 observed, 99 did not observe
Teacher uses angry voice tone or harsh language with students	1 observed, 99 did not observe
Teacher uses angry voice tone or harsh language with male students	1 observed, 99 did not observe
Teacher uses angry voice tone or harsh language with female students	1 observed, 99 did not observe
Teacher uses corporal punishment with girls	1 observed, 99 did not observe
Teacher uses corporal punishment with boys	1 observed, 99 did not observe

Select 10 students to observe for one minute. How many students are paying attention to the topic explained by the teacher?	
Wait until the class is over and then ask the following questions of the teacher.	
ASK THE TEACHER: Do you use formative assessments? Ask the teacher if he/she has records of formative assessments and their results. Mark "Observed" if there is documentation available; if not, thank the teacher and mark "not observed".	1 observed, 99 did not observe
ASK THE TEACHER: Do you use the Lafaek teachers' magazine?	1 yes, 0 no, 99 don't know
ASK THE TEACHER: How do you use the Lafaek teachers' magazine?	1 classroom management, 2 teaching mathematics, 3 teaching to read, 4 teaching Portuguese, 5 teaching Tetun, 6 teaching science, 7 health, 8 learn from other teachers' experiences, 9 information from the Ministry of Education, 10 learn about Timor-Leste, 11 peace education, 12 other
Other (explain)	
ASK THE TEACHER: How do you use the Lafaek Ki'ik magazine?	1 students practice reading in class, 2 prepare homework, 3 read stories to students, 4 games with students, 5 teach students to count, 6 teach students to read, 7 learn about Timor-Leste, 8 teach about science, 9 teach about health, 10 teach mathematics, 11 teach arts/ crafts, 12 teach Tetun, 13 other
Other (explain)	
ASK THE TEACHER: What are the main challenges to use the Lafaek teachers' magazine?	1 the Tetum used is too difficult, 2 the methodology is not appropriate, 3 activities are difficult to implement, 4 activities do not match the curriculum, 5 the topics are not appropriate for young children, 6 lack of materials, 7 director/coordinator does not authorize to use, 8 other
Other (explain)	
ASK THE TEACHER: What are the main challenges to use the Lafaek Ki'ik magazine?	1 the Tetum used is too difficult, 2 children don't speak Tetum, 3 stories are too long, 4 games are too complicated, 5 the math is too difficult for young children, 6 inappropriate drawings, 7 topics do not match the curriculum, 8 children don't want to use the magazine/ don't like it, 9 director/coordinator does not authorize to use, 10 other
Other (explain)	

SCHOOL SURVEY TOOL

Description	Choice options
GPS	
Enumerator code	
Enumerator name	
today's date	
municipality	1 Ainaro, 2 Ermera, 3 Liquica, 4 Manatuto
subdistrict	1 Ainaro, 2 Hato-Udo, 3 Hatobuilico, 4 Maubisse, 5 Ermera, 6 Letefoho, 7 Atsabe, 8 Railaco, 9 Liquica, 10 Maubara, 11 Bazartete, 12 Manatuto Vila, 13 Laclo, 14 Laclubar, 15 Laleia, 16 Barique-Natarbora, 17 Soibada
village	
hamlet	
School EMIS	
school name	
is this a central or a filial school?	1 Central basic school, 2 Filial school
Does the school have morning and afternoon shifts?	dadeer: morning, dadeer_lorokraik: morning and afternoon, lorokraik: afternoon
Does this school have a preschool?	1 yes, 0 no
CONSENT: How are you? I am interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your permission to interview you. I'd like to ask some questions about this school. I will write your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers. Your responses will help us to learn more about the situation of education in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?	1 yes, 0 no
ENUMERATOR: Are you speaking with the school director/ coordinator or his/her representative?	1 director/coordinator, 2 representative
ENUMERATOR: What is the position of the respondent?	1 central basic school director, 2 deputy director, 3 technical advisor, 4 filial school coordinator, 5 teacher, 6 other
Name of the school director/ coordinator or his /her representative	
Contact number for the director/coordinator [DON'T RECORD THE NUMBER OF THE REPRESENTATIVE]	
For how many years has the director/coordinator been in his/her position?	
What is the highest grade in the school?	1 grade 4, 2 grade 5, 3 grade 6, 4 grade 7 (pre-secondary grade 1), 5 grade 8 (pre-secondary grade 2), 6 grade 9 (pre-secondary grade 3), 7 grade 1 secondary, 8 grade 2

	secondary , 9 grade 3 secondary, 10 technical school, 11 preschool, 12 other
How many permanent teachers work in this school?	
How many contracted teachers work in this school?	
How many volunteer teachers work in this school?	
sum of permanent, contracted, volunteer teachers	
You said that there are \${Mestre_permanente_na_hira_iha_eskola_ne_e} permanent teachers, \${Mestre_kontratadu_na_hira_iha_eskola_ne_e} contracted teachers, and \${Mestre_voluntariu_na_hira_iha_eskola_ne_e} volunteer teachers. That means there are a total of \${total_teachers} at this school. Is that correct?	
How many teachers teach in Grade 2?	
How many of the grade 2 teachers are female?	
How many male teachers work in this school? [INCLUDING PERMANENT, CONTRACTED AND VOLUNTEERS]	
How many female teachers work in this school? [INCLUDING PERMANENT, CONTRACTED AND VOLUNTEERS]	
The number of male teachers and female teachers must add up to \${total_teachers}	
From the teachers who teach grades 1-3, how many have attended training on literacy teaching?	
What is the highest education level attained by the director/coordinator?	1 secondary school (including secondary level teacher training), 2 teacher training degree (lower level diploma- minimum qualification), 3 teacher training institute or Faculty of Education degree, 4 another undergraduate course (not on education), 5 post-graduation, 99 don't know, 6 other
How many male teachers have concluded bacharelato or teachers training college?	
How many female teachers have concluded bacharelato or teachers training college?	
How many teachers should be teaching in this shift?	
[COUNT HOW MANY TEACHERS ARE PRESENTLY TEACHING IN CLASS] How many teachers are teaching in class right now?	
[CHECK THE TEACHERS ATTENDANCE LIST] How many teachers were in school yesterday?	
How many grade 1 teachers normally work in this school?	
How many grade 1 teachers should be teaching in this shift?	
How many grade 1 teachers are teaching in class right now?	
How many grade 1 teachers are currently on leave?	
How many grade 1 teachers are currently attending training?	
How many grade 2 teachers normally work in this school?	
How many grade 2 teachers should be teaching in this shift?	
How many grade 2 teachers are teaching in class right now?	
How many grade 2 teachers are currently on leave?	
How many grade 2 teachers are currently attending training?	

Is the director /coordinator providing coaching to teachers on literacy teaching on a weekly, monthly, quarterly basis or not at all?	1 weekly, 2 monthly, 3 every trimester, 4 never provided coaching, 99 don't know
When was the last time the director/coordinator provided coaching to the Grade 2 teacher on literacy?	1 last week, 2 last month, 3 last year, 4 didn't provide, 99 don't know
if the director/coordinator is having challenges in providing coaching, who could provide help?	1 central school director, 2 deputy director, 3 technical advisor, 4 inspector, 5 municipal education officer, 6 NGO or project, 7 other, 99 don't know
Other (explain)	
Did grade 1-2 teachers participated in the teacher working group meetings in 2020?	1 yes, 0 no
Is there any project supporting literacy / reading development in this school?	1 yes, 0 no
Can you share the name of the project?	
Does the school have a PTA?	1 yes, 0 no
How many members take part in the PTA?	
When was the last time the PTA met at the school? (does not include one member visiting the school)	1 last week, 2 last month, 3 more than a month ago, 4 did not meet this year, 99 don't know
does the PTA do any activities in the following areas? (READ THE ANSWERS)	1 school budget management, 2 learning quality, 3 improve school infrastructure (buildings, toilets, kitchen, fence), 4 oversee the school feeding, 5 monitor safety and security, 6 monitor student attendance, 7 monitor teacher attendance, 8 monitor dropout, 0 does not do anything
does the school have a school improvement plan?	1 yes, 0 no
if a boy or a male teacher harasses or abuses a girl at the toilet, who is the first person the girl can report this to?	1 family/ relatives, 2 director/ coordinator, 3 deputy central school director or technical advisor, 4 teacher, 5 PTA, 6 municipal education officer, 7 police, 8 head of village/ head of the hamlet, 9 traditional leader, 10 clinic, 11 other, 12 cannot tell anyone, 99 don't know, 98 did not respond
if a male teacher pays unwanted attention to a girl against her wishes or harasses her, who is the first person she can report this to?	1 family/ relatives, 2 director/ coordinator, 3 deputy central school director or technical advisor, 4 teacher, 5 PTA, 6 municipal education officer, 7 police, 8 head of village/ head of the hamlet, 9 traditional leader, 10 clinic, 11 other, 12 cannot tell anyone, 99 don't know, 98 did not respond
how many classrooms does the school have?	
How many classes are multigrade classes?	
Are grade 2 classes operating in shorter shifts now due to COVID-19 restrictions?	1 yes, 0 no
Are grade 2 classes operating every day?	1 yes, 0 no
Grade 2 students are attending class for how many hours a day?	
how many toilets are available for the students in this school? (INCLUDE ONLY FUNCTIONAL TOILETS)	
How many toilets are available for female students (considering only functional toilets)	
How many handwashing stations are currently functional in this school (have water)? [OBSERVATION]	
How many of the handwashing stations have soap? [OBSERVATION]	
does the school have water?	1 yes, 0 no
Where does the school get water from?	1 well in school compound, 2 borehole in school compound, 3 piped water to the school, 4 piped water in another

	location (not at the school), 5 well or water pump in nearby location (not at the school), 6 no water available or water point is too far, 7 spring or water brought from springs through split bamboo "pipes", 8 rainwater harvesting
Does the school have electricity?	1 yes, 0 no
ASK TO VISIT GRADE 2] is there a reading corner in this classroom?	1 yes, 0 no
[OBSERVATION ONLY] Are there storybooks or magazines that can be used by Grade 2 students?	1 yes, 0 no
Do the children in this grade have the Lafaek magazine with them? [OBSERVATION]	1 yes, 0 no
OBSERVATION ONLY] is there sufficient light within grade 2 to allow students to read?	1 yes, enough light for the entire room, 2 enough light in some parts of the classroom, 0 no
Does the school lend story books for studens to take home?	1 yes, 0 no
Why the school is not lending books to students?	1 may lose the books, 2 not enough books, 3 students are careless, 4 books were lost / stolen, 5 children don't know how to read, 6 other
How many students borrowed books last week?	
does the school have Lafaek archives? (copies of previous magazines for teachers to use)	1 yes, 0 no
does the school gives the Lafaek magazines to the students to take home?	1 yes, to all grades, 2 yes, to some grades only, 0 no
how do the teachers use the Lafaek teacher magazine?	1 classroom management, 2 teaching mathematics, 3 teaching to read, 4 teaching Portuguese, 5 teaching Tetun, 6 teaching science, 7 health, 8 learn from other teachers' experiences, 9 information from the Ministry of Education, 10 learn about Timor-Leste, 11 peace education, 12 other
Other (explain)	
how do the teachers use the children's Lafaek magazine?	1 students practice reading in class, 2 prepare homework, 3 read stories to students, 4 games with students, 5 teach students to count, 6 teach students to read, 7 learn about Timor-Leste, 8 teach about science, 9 teach about health, 10 teach mathematics, 11 teach arts/ crafts, 12 teach Tetun, 13 other
Other (explain)	
[ASK TO SEE THE ENROLMENT RECORDS] Male students enrolled in Grade 1	
Female students enrolled in Grade 1	
Male students enrolled in Grade 2	
Female students enrolled in Grade 2	
Male students enrolled in Grade 3	
Female students enrolled in Grade 3	
Male students enrolled in Grade 4	
Female students enrolled in Grade 4	
Male students enrolled in Grade 5	
Female students enrolled in Grade 5	
Male students enrolled in Grade 6	
Female students enrolled in Grade 6	
PLEASE GO TO EACH GRADE AND COUNT HOW MANY STUDENTS ARE IN CLASS RIGHT NOW. IF THE GRADE IS SPLIT ACROSS SEVERAL CLASSES, PLEASE COUNT THE TOTAL	

NUMBER OF STUDENTS IN THE GRADE (FOR EXAMPLE, IF GRADE 1 IS SPLIT ACROSS CLASSES A, B AND C, COUNT ALL THE MALE STUDENTS AND WRITE DOWN THE NUMBER; THEN COUNT ALL THE FEMALE STUDENTS AND WRITE DOWN THE NUMBER.

How many male students are in Grade 1 today?

How many female students are in Grade 1 today?

How many male students are in Grade 2 today?

How many female students are in Grade 2 today?

How many male students are in Grade 3 today?

How many female students are in Grade 3 today?

How many male students are in Grade 4 today?

How many female students are in Grade 4 today?

How many male students are in Grade 5 today?

How many female students are in Grade 5 today?

How many male students are in Grade 6 today?

How many female students are in Grade 6 today?

how many classes had attendance books?

CHECK THE ATTENDANCE RECORDS AGAIN AND LOOK FOR INFORMATION ON THE NUMBER OF CHILDREN WHO HAVE DROPPED OUT. BEFORE ENTERING THE DATA, PLEASE CHECK WITH THE TEACHER IF THERE ARE OTHER DROPOUTS WHO HAVE NOT BEEN MARKED AS SUCH BY THE SCHOOL.

How many male students dropped out from Grade 1 this year?

How many female students dropped out from Grade 1 this year?

How many male students dropped out from Grade 2 this year?

How many female students dropped out from Grade 2 this year?

How many male students dropped out from Grade 3 this year?

How many female students dropped out from Grade 3 this year?

How many male students dropped out from Grade 4 this year?

How many female students dropped out from Grade 4 this year?

How many male students dropped out from Grade 5 this year?

How many female students dropped out from Grade 5 this year?

How many male students dropped out from Grade 6 this year?

How many female students dropped out from Grade 6 this year?

Are teachers and students wearing masks? [OBSERVATION]

4 most teachers and students wear masks, 3 most teachers wear masks but not students, 2 some teachers wear masks, 1 some students wear masks, 0 both teachers and students do not wear masks

Is social distancing being practiced in the classes? [OBSERVATION]	2 most classes are observing social distance, 1 some classes are observing social distance, 0 none of the classes is observing social distance
Does the school buy local produce from farmers for the school feeding?	1 yes, sometimes, 2 yes, all the time, 0 no
What types of produce does the school buy from farmers?	1 rice, maize, bread, 2 pumpkin, carrot, purple sweet potato, 3 potato, taro, yellow sweet potato, cassava, 4 dark green vegetables such as water spinach, lettuce, mustard, pumpkin leaves, cassava leaves, 5 cucumber, tomato, cabbage, eggplant, 6 mango, papaya, honeydew melon, passionfruit or other yellow fruits, 7 watermelon, tamarind, jackfruit, 8 beef, pork, sheep, goat, chicken or duck, 9 fish (fresh or dried), shrimp or other seafood, 10 beans, peas, soybeans, peanuts, 11 milk (not condensed milk), 12 coconut oil, 13 condiments, 14 tofu or tempe, 15 eggs, 99 don't know, 98 did not respond
why isn't the school buying produce for school feeding from farmers or farmers' groups?	1 no budget to buy local produce, 2 farmers' produce is not sufficient, 3 farmers don't want to sell to the school, 4 poor quality of local produce, 5 production drops at certain times, availability of produce is uncertain, 6 local produce is not nutritious, 7 other
Other (explain)	
does the school have a menu for school feeding?	1 yes, 0 no, 99 don't know
who is responsible for the oversight of the school feeding in this school?	1 director or coordinator, 2 deputy director, 3 PTA, 4 teachers, 5 other
Other (explain)	
did the school provide meals to the students today?	1 yes, 0 no
what foods were included in today's meal?	1 rice, maize, bread or foods prepared with rice, maize or wheat, 2 pumpkin, carrot, purple sweet potato, 3 potato, taro, yellow sweet potato, cassava, sago, 4 dark green vegetables such as water spinach, spinach, lettuce, mustard, pumpkin leaves, cassava leaves, 5 Cucumber, tomato, cabbage, eggplant, 6 mango, papaya, honeydew melon, passionfruit or another yellow fruit, 7 watermelon, tamarind, jackfruit, 8 beef, pork, sheep or goat meat, chicken or duck, 9 fish (fresh or dry), shrimp or another seafood, 10 beans, peas, soybeans or peanuts, 11 fresh milk (not condensed milk), 12 condensed milk, 13 other, 14 eggs
is there any project supporting school meals in this school?	1 yes, 0 no
which project is supporting school meals in this school?	
does the school have a kitchen?	1 yes, 0 no
Which kind of stove is used to cook the meals?	gas: gas, wood: wood, electricity: electricity
is clean water available to prepare meals?	1 yes, 0 no
Is there a handwashing station at the kitchen?	1 yes, 0 no
Does the handwashing station at the kitchen have soap?	1 yes, 0 no
does the school have plates / cutlery for the students?	1 yes, 0 no
do you use detergent to clean the kitchen?	yes_every_day: yes, every day, yes_often: yes, often, yes_sometimes: yes, sometimes, no_never: no, never
Is there a scale in the kitchen?	1 yes, 0 no
[OBSERVATION ONLY] Are there animals in the kitchen (chicken, dog, cat or other)?	1 yes, 0 no, 99 did not observe
Is there a canteen/ space to eat at the school?	1 yes, 0 no

is there a place to store food at the kitchen or near the kitchen?	0 no, do not have, 2 some, 1 yes, enough
is the storage space within the school?	1 yes, 0 no
what material is the storage space floor made of?	cement: cement, mud: mud, gravel: gravel, wooden_bamboo: wood or bamboo, sand: sand, tile: tile
what material are the storage space walls made of?	bricks: bricks, wood_bamboo: wood or bamboo, sand: sand , tile: tile, mix: mix
what material is the storage space roof made of?	bamboo: bamboo, aluminium: aluminium sheet, tile: tile, branches_leaves: branches and leaves
Is the roof leaking? (can you see marks of water in the wall or floor?)	1 yes, 0 no
Is the storage space ventilated? (does it have windows, a fan or orifices for ventilation)	1 yes, 0 no
is the storage space clean or not?	yes: yes, storage space is clean (for example, there are no food remains or pests, and the food is correctly stored on the cement floor), mainly: yes, storage space is mostly clean (some kernels on the floor, most of the food is correctly stored, and there are no pests), somewhat: storage space is somewhat dirty (for example, some food remains and kernels around; materials are partially open and not correctly stored; non-food materials are stored in the same space), no: no, the storage space is dirty (dirty floor and walls, dusty bags, incorrectly stored and not closed, non-food items stored along with the food, presence of pests)
are there other items stored there?	1 yes, 0 no
are there pallets or another way of raising the food from the floor?	shelves: shelves, pallets: pallet, none: no shelves, food is placed on the floor, other: other
how do you secure the food?	lock: door with lock, watchman: watchman, camera: camera, none: no security, other: other

HOUSEHOLD SURVEY TOOL

Description	Choice options
Enumerator code	
Name of the enumerator	
Today's date	
Unique Student ID [INSERT FROM LIST OF INTERVIEWED STUDENTS]	
Student name [INSERT FROM LIST OF INTERVIEWED STUDENTS]	
Sex (student)	2 female, 1 male
School name (INSERT FROM THE LIST OF INTERVIEWED STUDENTS)	
School ID (INSERT FROM THE LIST OF INTERVIEWED STUDENTS)	
Was the student randomly selected from Grade 2 or was the student identified from the baseline interview list?	1 sampled from grade 2, 2 identified through the baseline list
How are you? I am interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your permission to interview you. Feel free to consult other people in the household before you respond. I would like to ask you some questions about your household and the children who currently live here. Then, I may ask to speak with other members of the household if they agree to participate. I will write your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers. Your responses will help us to learn more about the status of children's education, nutrition and health in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?	1 yes, 0 no, 99 don't know
GPS coordinates	
Municipality	1 aileu, 2 ainaro, 3 baucau, 4 bobonaro, 5 covalima, 6 ermera, 7 liquica, 8 manatuto, 9 manufahi
Subdistrict	1 aileu-vila, 2 ainaro, 3 alas, 4 atabae, 5 atsabe, 6 baguia, 7 balibo, 8 barique, 9 baucau, 10 bazartete, 11 bobonaro, 12 cailaco, 13 ermera, 14 fatululic, 15 fatumean, 16 fohorem, 17 hato-udo, 18 hatolia, 19 hatu-builico, 20 laclo, 21 laclubar, 22 laleia, 23 laulara, 24 lequidoe, 25 letefoho, 26 liquica, 27 lolotoe, 28 maliana, 29 manatuto, 30 maubara, 31 maubisse, 32 maukatar, 33 quelicai, 34 railaco, 35 remexio, 36 same, 37 soibada, 38 suai, 39 tilomar, 40 turiscas, 41 vemasse, 42 venilale, 43 zumalai
What is your main occupation?	11 Civil servant, 12 Elected official (village chief, head of the hamlet), 13 Health worker (e.g. medical doctor, nurse, midwife), 14 Teacher, 15 Salesperson or service worker (e.g. retailer at a shop, market, or stall; restaurant worker), 16 Business owner, 17 Farmer (for own consumption), 18 Farmer (for sale), 19 Fisherman, 20 Artisan/ craftsman (weaver, ceramist, etc), 21

	Armed forces, 22 Police, 23 Student, 24 Traditional leader/ religious leader, 25 Retired, 26 Mason or plumber, 27 Temporary worker, 28 Does not have an occupation, 29 Other
Other (explain)	
What is your highest education level?	0 No education, 1 Literacy course, 2 Incomplete primary (did not reach Grade 6), 3 Completed primary (Grade 6), 4 Incomplete pre-secondary, 5 Completed pre-secondary, 6 Incomplete secondary or technical school, 7 Completed secondary or technical school, 8 Completed university, 9 Non-formal education (accelerated education)
Which language do you normally speak at home?	1 Mambae, 2 Galolen, 3 Tokodede, 4 Kemak, 5 Bunak, 6 Tetun Terik, 7 Tetun Prasa, 8 Idate, 9 Mdiki, 10 Makasae, 11 Other
Other (explain)	
How many people sleep and eat regularly in this household?	
How many of those are children less than three years of age?	
How many of the children age 5-15 are girls?	
How many of the children age 5-15 are attending school?	
How many of the children age 5-15 who are in school are girls?	
Among the women living in this household, are there any pregnant mothers?	1 yes, 0 no, 99 don't know
Among the women living in this household, are there any lactating mothers?	1 yes, 0 no, 99 don't know
Now I'd like to ask some questions about household finances.	
Does anyone in this household have savings?	1 yes, 0 no, 99 don't know
If yes, where are the savings kept?	1 VSLA (Savings Group), 2 Microfinance Group, 3 savings kept at home, 4 Bank, 5 Other, 99 Don't know
How many people in this household are participating in VSLA?	
Among those participating in VSLA, how many are female?	
What do you mainly use the savings for?	
Food	0 not mentioned, 1 mentioned
Health care	0 not mentioned, 1 mentioned
Education expenses	0 not mentioned, 1 mentioned
Agriculture (including livestock, seeds, plough, etc)	0 not mentioned, 1 mentioned
Invest in business	0 not mentioned, 1 mentioned
Funeral/ wedding/ traditional ceremony	0 not mentioned, 1 mentioned
Pay debt	0 not mentioned, 1 mentioned
investing in a household asset (e.g. phone, motorcycle, etc)	0 not mentioned, 1 mentioned
Have you, or the other people participating in VSLA in this household, borrowed money from the group during the past three months?	1 yes, 0 no, 99 don't know
What did you use the loan for? [DON'T READ THE ANSWERS]	1 Food, 2 health care, 3 Education expenses, 4 Agriculture (including livestock, seeds, plough, etc), 5 Invest in business, 6 Funeral/ wedding/ traditional ceremony, 7 Pay debt, 8 investing in a household asset (e.g. motorcycle, phone, tv, etc), 99 Don't know
Who made the final decision about how to use the loan?	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my

	grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not applicable
How often did the VSLA group meet last month?	
What has been the greatest benefit of VSLA participation? [DON'T READ THE ANSWERS]	1 group solidarity, 2 obtain capital for business, 3 obtain money for family needs, 4 obtain information/ learning, 5 save money for future needs, 6 other
Other (explain)	
Who in the household has the final say on LARGE household purchases? (sale of large livestock, purchase of major household asset, etc)	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not applicable
Who in the household has the final say on SMALL household purchases? (food for daily consumption, small fees for transport, etc)	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not applicable
Where do you get information about doing small business from? [DON'T READ THE ANSWERS]	1 Lafaek magazine, 2 Lafaek facebook page, 3 Other, 0 Did not receive any information, 99 Don't know
What information did you get about doing small business? [DON'T READ THE ANSWERS]	1 cook bakso, 2 prepare a budget, 3 make tempeh, 4 plant vegetables in a banana trunk, 5 cook pizza, 6 make crafts (trash bin, painting, frame, bag), 7 make a broom, 8 make perkedel, 9 make biobriket from corn cobs, 10 plant vanilla, 11 make a leaf-shaped stool, 12 make corn kukus, 13 make coconut cookies, 14 soap making, 15 prepare terang bulan, 16 make avocado pudding, 17 make multi-color pudding, 18 make pickles, 19 make beef jerky, 20 make spicy popcorn, 21 market strategy, 22 savings, 23 fish farming, 24 other
Other (explain)	
Does the household receive the Lafaek ba Komunitade magazine?	1 yes, 0 no, 99 don't know
Do you or someone else in this household read the Lafaek ba Komunitade magazine?	1 yes, 0 no, 99 don't know
What did you learn from Lafaek ba Komunitade?	1 about health and hygiene practices (including nutrition/ cooking nutritious food), 2 about better family relationships, 3 about gender equality, 4 child care, teaching children, 5 crafts, 6 agriculture, 7 business/ finance, 8 environment, 9 about Timor-Leste, 10 stories, 11 child rights, 12 reading, 13 mathematics/ numeracy, 14 games, 15 other, 99 don't know
other (explain)	
Now I'd like to speak with \${naran_aluno}'s mother or primary caregiver. [IF YOU ARE ALREADY SPEAKING WITH THE STUDENT'S MOTHER OR CAREGIVER, THERE IS NO NEED TO ASK FOR CONSENT AGAIN – JUST CHOOSE YES]	
	1 yes, 0 no, 99 don't know
Hello, I am interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your permission to interview you. Feel free to consult other people in the household	

before you respond. I would like to ask you some questions about your household and the children who currently live here. Then, I may ask to speak with other members of the household if they agree to participate. I will write your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers. Your responses will help us to learn more about the status of children's education, nutrition and health in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?	
Name of the mother/ caregiver	
Gender - mother/ caregiver	2 female, 1 male
How old are you?	
What is your relationship with \${naran_aluno}?	1 Mother, 2 Father, 3 Grandmother, 4 Grandfather, 5 Another relative, 6 Non-relative
[ASK OR RECORD] Are \${naran_aluno}'s parents alive?	1 Mother and father are alive, 2 Deceased mother, 3 Deceased father, 4 Double orphan, 99 Don't know
What is your main occupation?	11 Civil servant, 12 Elected official (village chief, head of the hamlet), 13 Health worker (e.g. medical doctor, nurse, midwife), 14 Teacher, 15 Salesperson or service worker (e.g. retailer at a shop, market, or stall; restaurant worker), 16 Business owner, 17 Farmer (for own consumption), 18 Farmer (for sale), 19 Fisherman, 20 Artisan/ craftsman (weaver, ceramist, etc), 21 Armed forces, 22 Police, 23 Student, 24 Traditional leader/ religious leader, 25 Retired, 26 Mason or plumber, 27 Temporary worker, 28 Does not have an occupation, 29 Other
Other (explain)	
What is your highest education level?	0 No education, 1 Literacy course, 2 Incomplete primary (did not reach Grade 6), 3 Completed primary (Grade 6), 4 Incomplete pre-secondary, 5 Completed pre-secondary, 6 Incomplete secondary or technical school, 7 Completed secondary or technical school, 8 Completed university, 9 Non-formal education (accelerated education)
Which language do you normally speak at home?	1 Mambae, 2 Galolen, 3 Tokodede, 4 Kemak, 5 Bunak, 6 Tetun Terik, 7 Tetun Prasa, 8 Idate, 9 Mdiki, 10 Makasae, 11 Other
Other (explain)	
How old is \${naran_aluno}?	
Did \${naran_aluno} attend pre-school?	1 yes, 0 no, 99 don't know
What is the name of the school \${naran_aluno} attends?	
Which grade is \${naran_aluno} in?	
How long does it take for \${naran_aluno} to walk to school?	1 Less than 30 minutes, 2 Between 30 minutes and one hour, 3 Between one and two hours, 4 More than two hours, 99 Don't know
Does \${naran_aluno} take any form of transportation to go to school?	1 yes, 0 no, 99 don't know
How safe is it for \${naran_aluno} to walk to school every day? Is it very safe, fairly safe, fairly unsafe or very unsafe?	1 Very safe, 2 Fairly safe, 3 Fairly unsafe, 4 Very unsafe, 99 Don't know

What makes the journey to school unsafe? [DO NOT READ THE ANSWERS]	1 Long distance, 2 Traffic, 3 Poor roads, 4 Heat or rain, 5 River crossings, 6 Environmental disruptions (e.g. flood, landslides, fires), 7 Wild animals, 8 Risk of being verbally abused by other children or young people, 9 Risk of being physically abused by other children or young people, 10 Risk of being sexually abused by other children or young people, 11 Risk of being verbally abused by adults, 12 Risk of being physically abused by adults, 13 Risk of being sexually abused by adults, 14 Kidnappings, 15 Roadblocks, 16 Conflict, violence, open fighting, 17 Sorcery, traditional beliefs, 18 Other
How many days of school did \${naran_aluno} miss last week?	
What was the main reason why \${naran_aluno} did not go to school last week?	1 sick, 2 household chores or caring for other people within the household, 3 funeral, marriage, traditional ritual, 4 did not have school materials, 5 farm work, 6 helped parents with business, 7 was working for money, 8 did not want to go to school, 9 natural disaster, strong rains, 10 school was closed, 11 teacher did not attend, 12 parents or relatives don't want him/her to attend, 13 other
Other (explain)	
Does \${naran_aluno} sometimes don't want to go to school?	1 yes, 0 no, 99 don't know
Is \${naran_aluno} sometimes afraid of going to school?	1 yes, 0 no, 99 don't know
How many days of school did \${naran_aluno} miss due to sickness last month?	
Can \${naran_aluno} speak Tetun?	1 yes, 0 no, 99 don't know
Did \${naran_aluno} ever repeat a grade?	1 yes, 0 no, 99 don't know
Since \${naran_aluno} started school, did he/she ever drop out of school?	1 yes, 0 no, 99 don't know
Did \${naran_aluno} study at home when the school was closed last year due to COVID-19?	1 yes, 0 no, 99 don't know
How did \${naran_aluno} study at home while the school was closed due to COVID-19?	1 television (eskola ba uma program), 2 used books received from school, 3 used Lafaek magazine, 4 taught by parents or other relatives, 5 used mobile phone, 6 other
Other (explain)	
Does \${naran_aluno} have difficulty seeing?	1 No, no difficulty, 2 Yes, some difficulty, 3 Yes, a lot of difficulty, 4 Cannot do at all, 99 Don't know
Does \${naran_aluno} wear glasses?	0 not mentioned, 1 mentioned
Does \${naran_aluno} have difficulty hearing or cannot hear at all?	1 No, no difficulty, 2 Yes, some difficulty, 3 Yes, a lot of difficulty, 4 Cannot do at all, 99 Don't know
Does \${naran_aluno} have difficulty walking or climbing steps?	1 No, no difficulty, 2 Yes, some difficulty, 3 Yes, a lot of difficulty, 4 Cannot do at all, 99 Don't know
Does \${naran_aluno} have difficulty remembering things or concentrating?	1 No, no difficulty, 2 Yes, some difficulty, 3 Yes, a lot of difficulty, 4 Cannot do at all, 99 Don't know
Does \${naran_aluno} have difficulty with self care such as washing all over or dressing?	1 No, no difficulty, 2 Yes, some difficulty, 3 Yes, a lot of difficulty, 4 Cannot do at all, 99 Don't know
Using your usual language, does \${naran_aluno} have difficulty communicating; for example understanding or being understood?	1 No, no difficulty, 2 Yes, some difficulty, 3 Yes, a lot of difficulty, 4 Cannot do at all, 99 Don't know
In the last year, has \${naran_aluno} had any serious illnesses? [serious illness means an illness that put \${naran_aluno}'s life in danger]	0 not mentioned, 1 mentioned

Does \${naran_aluno} have difficulty making friends?	1 No, no difficulty, 2 Yes, some difficulty, 3 Yes, a lot of difficulty, 4 Cannot do at all, 99 Don't know
How often does \${naran_aluno} seem very anxious, nervous or worried?	1 Daily, 2 Weekly, 3 Monthly, 4 A few times a year, 5 Never
How often does \${naran_aluno} seem very sad or depressed?	1 Daily, 2 Weekly, 3 Monthly, 4 A few times a year, 5 Never
Does \${naran_aluno} spend time caring for younger or older family members?	1 yes, 0 no, 99 don't know
Does \${naran_aluno} spend time doing housework (e.g. cooking or cleaning)?	1 yes, 0 no, 99 don't know
Does \${naran_aluno} help with fetching water or firewood?	1 yes, 0 no, 99 don't know
Does \${naran_aluno} help with agricultural work (e.g. guarding livestock; planting, watering or harvesting crops)?	1 yes, 0 no, 99 don't know
Does \${naran_aluno} help with a family business or work outside the home (non-agricultural)?	1 yes, 0 no, 99 don't know
Usually how much time does \${naran_aluno} spend on those tasks on a day?	1 Whole day, 2 Half day, 3 Quarter day / a few hours, 4 A little time / an hour or less, 99 Don't know, 0 Does not do chores
Do those tasks ever cause \${naran_aluno} to arrive late at school?	1 Yes, many times, 2 Yes, sometimes, 3 No, 99 Don't know
Do those tasks reduce \${naran_aluno}'s time to study at home and do homework?	1 yes, 0 no, 99 don't know
Is there anyone at home who helps \${naran_aluno} with homework?	1 yes, 0 no, 99 don't know
Do you consider that the PTA is very active, somewhat active or inactive?	1 very active, 2 somewhat active, 3 inactive/ does not exist, 99 Don't know, 98 refused to respond
Do you or another person in this household participate in the school's PTA?	1 yes, 0 no, 99 don't know
Is \${naran_aluno}'s school PTA doing any activities to improve school hygiene?	1 yes, 0 no, 99 don't know
Is \${naran_aluno}'s school PTA doing any activities to improve school feeding?	1 yes, 0 no, 99 don't know
Is \${naran_aluno}'s school PTA doing any activities to improve student learning?	1 yes, 0 no, 99 don't know
Did this school provide meals to the students last week?	1 yes, 0 no, 99 don't know
I'll read some statements about the meals now being offered in this school. Please tell me if you agree completely, agree somehow, disagree somehow or disagree completely with each one of these statements.	
The quantity of the food is sufficient.	1 Agree completely, 2 Agree partially, 3 Disagree partially, 4 Disagree completely, 99 Don't know
The food is prepared in a hygienic manner.	1 Agree completely, 2 Agree partially, 3 Disagree partially, 4 Disagree completely, 99 Don't know
The food is available every day.	1 Agree completely, 2 Agree partially, 3 Disagree partially, 4 Disagree completely, 99 Don't know
The food is tasty.	1 Agree completely, 2 Agree partially, 3 Disagree partially, 4 Disagree completely, 99 Don't know
What does the teacher normally do when a child misbehaves in class? [DO NOT READ THE ANSWERS]	
Gives a verbal warning	0 not mentioned, 1 mentioned
Shouts at the child	0 not mentioned, 1 mentioned

Uses corporal punishment	0 not mentioned, 1 mentioned
Assigns chores to the child	0 not mentioned, 1 mentioned
Inform the parents	0 not mentioned, 1 mentioned
Have a conversation with the child	0 not mentioned, 1 mentioned
Are there any instances when it is justifiable for the teacher to use corporal punishment on boys?	1 yes, 0 no, 99 don't know
Are there any instances when it is justifiable for the teacher to use corporal punishment on girls?	1 yes, 0 no, 99 don't know
Who do you think is more skilled at reading and writing? [READ THE ANSWERS]	1 Boys and girls have the same capacity, 2 Girls have more capacity than boys, 3 Boys have more capacity than girls, 4 Neither boys nor girls have capacity, 99 Don't know
Who do you think is more skilled in mathematics? [READ THE ANSWERS]	1 Boys and girls have the same capacity, 2 Girls have more capacity than boys, 3 Boys have more capacity than girls, 4 Neither boys nor girls have capacity, 99 Don't know
Who does the teacher encourage to participate in classroom activities? [READ THE ANSWERS]	1 Encourage boys and girls equally, 2 Encourage girls more than boys, 3 Encourage boys more than girls, 4 Do not encourage girls or boys, 99 Don't know
Who is able to ask questions in class? [READ THE ANSWERS]	1 Boys and girls equally, 2 Girls more than boys, 3 Boys more than girls, 4 Neither boys nor girls, 99 Don't know
Who is able to ask the teacher for help? [READ THE ANSWERS]	1 Boys and girls equally, 2 Girls more than boys, 3 Boys more than girls, 4 Neither boys nor girls, 99 Don't know
Who is able to use the toilets at school? [READ THE ANSWERS]	1 Boys and girls equally, 2 Girls cannot use, 3 Boys cannot use, 4 Neither boys nor girls can use, 5 There are no toilets or their condition does not allow for use, 99 Don't know
I'm going to read some statements. Please let me know if you agree completely; agree in part; disagree in part; or disagree completely with each statement.	
§{naran_aluno} is learning well at school.	1 Agree completely, 2 Agree partially, 3 Disagree partially, 4 Disagree completely, 99 Don't know
§{naran_aluno} has enough books at school.	1 Agree completely, 2 Agree partially, 3 Disagree partially, 4 Disagree completely, 99 Don't know
We parents are consulted when decisions are made in §{naran_aluno}'s school	1 Agree completely, 2 Agree partially, 3 Disagree partially, 4 Disagree completely, 99 Don't know
Do you think that §{naran_aluno} is having difficulties to learn to read?	1 yes, 0 no, 99 don't know
Which challenges does §{naran_aluno} face to learn to read?	0 Does not speak the language of instruction, 1 Teacher does not explain well, 2 Classes are too short, 3 Teacher is often absent, 4 Child struggles to pay attention, 5 No reading materials at school, 6 Child lacks stationery, 7 Child is a "slow learner", 8 Child has a disability, 9 Child is afraid of the teacher, 10 There is no teacher, 11 Child is often absent or late, 12 No reading materials for children at home, 13 Family is unable to help the child to learn, 14 Other
Other (explain)	
Does §{naran_aluno} receive the Lafaek magazine?	1 yes, 0 no, 99 don't know
Does the school allow §{naran_aluno} to bring the Lafaek magazine home?	1 yes, 0 no, 99 don't know

Do you have any children books or magazines at home? Can I see them?	1 observed, 0 did not observe
ENUMERATOR: Which reading materials (children's books or magazines) are available in this home?	1 Lafaek magazine only, 2 Children's books, 3 Both Lafaek magazine and children's books
Does \${naran_aluno} read at home?	1 yes, 0 no, 99 don't know
Is there anyone at home who helps \${naran_aluno} learn to read?	1 yes, 0 no, 99 don't know
Did \${naran_aluno} borrow any books from school during the past 3-4 months?	1 yes, 0 no, 99 don't know
Who reads the Lafaek magazine at home?	1 children, 2 youth, 3 parents, 4 grandparents, 5 other relatives, 0 No one
How do you use the Lafaek magazine at home?	1 Help children to learn, 2 Learn about health, hygiene, 3 learn about Timor-Leste, 4 Learn about business, finance, 5 Learn about agriculture, 6 Learn about gender, 7 Learn about careers, 8 Learn to read / count, 9 Read stories, 10 Play games, 11 Learn about childcare, good relationships at home, 12 Learn Portuguese, 13 Learn Tetum, 14 Learn about crafts, 15 Learn about the environment, 16 Other, 17 Does not use the magazine
Other (explain)	
How often do you or other household members read the stories in the Lafaek magazine for your children?	3 Very often, 2 Often, 1 Sometimes, 0 Never, 96 All household members are illiterate, 99 Don't know
How often do you or other household members play games with your children?	3 Very often, 2 Often, 1 Sometimes, 0 Never, 99 Don't know
Do you ever use the games in the Lafaek magazine with your children?	1 yes, 0 no, 99 don't know
Which games do you use in the Lafaek magazine? [DO NOT READ THE ANSWERS]	1 literacy games, 2 numeracy games, 3 health games, 4 crafts, 5 fine motor skills (connect the dots, maze), 6 Other, 99 Don't know
Do people in this household face any challenges to read the Lafaek magazine?	1 yes, 0 no, 99 don't know
What challenges do you face to read the Lafaek magazine?	1 Do not speak Tetun, 2 The Tetun used is too difficult, 3 None of the household members is literate, 4 The content is too difficult, 5 The content is irrelevant, 6 Design issues (small font, dark colors), 7 The content is inappropriate, 8 Visual disability, 9 Other
How important do you think it is for \${naran_aluno} to attend school?	4 very important, 3 somewhat important, 2 not very important, 1 not important at all, 99 don't know, 98 refused to respond
What is the maximum level of education you can support \${naran_aluno} to attend?	1 Primary (grade 6), 2 Pre-secondary (grade 9), 3 Secondary school (grade 12), 4 Technical school, 5 University, 99 Don't know
If anyone abuses or harasses \${naran_aluno} at school, who can you report it to?	1 Head teacher, 2 Police, 3 Social services, 4 Local authorities, 5 Cannot report, 6 Other (specify)
Enumerator: Please explain 'other' reporting mechanism	
Did \${naran_aluno} eat breakfast before leaving for school today?	1 yes, 0 no, 99 don't know
List as many examples as you can of important maternal child care practices.	
[DO NOT READ THE RESPONSES. MARK ALL THAT APPLY.]	
INITIATE BREASTFEED W/IN 1 HR OF DELIVERY	0 not mentioned, 1 mentioned
EXCLUSIVE BREASTFEED FOR SIX MONTHS	0 not mentioned, 1 mentioned

INTRODUCTION OF APPROPRIATE, SAFE, AND ADEQUATE COMPLEMENT FOODS AT 6 MONTHS UP TO 2 YEARS AND BEYOND	0 not mentioned, 1 mentioned
BREASTFEED FREQUENTLY ON DEMAND, BOTH DAY AND NIGHT	0 not mentioned, 1 mentioned
USE OF VARIETY OF NUTRITIOUS, LOCALLY AVAILABLE FOODS FOR INFANTS AND YOUNG CHILDREN	0 not mentioned, 1 mentioned
PREGNANT/LACTATING WOMEN RECEIVE APPROPRIATE CARE AND ENCOURAGED TO CONSUME ADEQUATE QUANTITIES OF NUTRITIOUS FOOD	0 not mentioned, 1 mentioned
WHEN INFANT UNABLE TO SUCKLE, EXPRESSED BREASTMILK FED BY CUP OR TUBE	0 not mentioned, 1 mentioned
MAINTAINS HEALTH CARD TO MONITOR GROWTH AND DEVELOPMENT OF CHILD	0 not mentioned, 1 mentioned
FEEDING FREQUENT MEALS AND SNACKS TO THE CHILD	0 not mentioned, 1 mentioned
TAKE THEIR CHILD/REN TO HEALTH PROMOTION SESSIONS OR HEALTH FACILITY	0 not mentioned, 1 mentioned
CONTINUE OR INCREASE BREASTFEEDING WHEN MOTHER OR CHILD IS SICK	0 not mentioned, 1 mentioned
FEEDING FOODS RICH IN IRON (red meat; poultry; eggs; tofu; beans; dark green leafy vegetables)	0 not mentioned, 1 mentioned
ENSURE TIMELY IMMUNIZATIONS	0 not mentioned, 1 mentioned
ENSURE CHILD SLEEPS UNDER TREATED MOSQUITO NET	0 not mentioned, 1 mentioned
CONTINUE BREASTFEEDING FOR 1 YEAR OR 2 YEARS	0 not mentioned, 1 mentioned
<p>Now I would like to ask you about liquids or foods that you ate yesterday during the day or at night. I am interested in whether you had the item even if it was combined with other foods. For example, if you ate a porridge made with a mixed vegetable, you should reply yes to any food I ask about that was an ingredient in the porridge. Please do not include any food used in a small amount for seasoning or condiments (like chilies, spices, herbs), I will ask you about those foods separately.</p> <p>Yesterday during the day or night did you drink/eat any [ASK QUESTIONS BELOW)</p>	<p>1 Bread, cereals/porridge, noodles, rice, mash/residue or other foods made from grains such as maize or wheat., 2 Pumpkin, carrots, squash, orange flesh sweet potatoes or any other dark yellow or orange fleshed roots, tubers and vegetables?, 3 White potatoes, white yams, white sweet potato, cassava, or any other foods made from roots?, 4 Any dark green leafy vegetables such as spinach, lettuce, chard, amaranth, pumpkin leaves, cassava leaves, bean leaves, sweet potato leaves, or cowpea leaves?, 5 Any other vegetables, like cucumbers, tomatoes, cauliflower, cabbage, broccoli, eggplant, etc.?, 6 Ripe mangoes, ripe papaya, melon, passionfruit or other fruits that are dark yellow or orange inside?, 7 Any indigenous (wild fruits), 8 Any other fruits like watermelon, tamarind, jackfruit etc., 9 Any liver, kidney, heart, blood or other organ meats from domesticated animals such as cow, pig, goat, chicken or duck?, 10 Any meat from domesticated animals, such as beef, pork, lamb, goat, chicken, or duck?, 11 Any organs from wild animals, such as game meat, bush rats, birds, wild pigeons, guinea fowl, deer, wild boar?, 12 Any flesh from wild animals, such as game meat, bush rats, wild birds, deer, wild boar, wild goat?, 13 Eggs, 14 Fresh or dried fish, shellfish or seafood?, 15 Any foods made from beans, peas, lentils, peanuts or other legumes such as cowpeas, pigeon peas?, 16 Any foods made from nuts and seeds such as pumpkin, sunflower seeds?, 17 Milk, cheese, yogurt or other milk products? (DO NOT count condensed milk here), 18 Any shea nut oils, other oils, fats, butter or foods made with any of these?, 19 Any sugary foods such as chocolates, sweets, candies, pastires, cakes or biscuits?, 20 Condiments for flavor, such as chilies,</p>

	spices, herbs, or fish powder?, 21 Grubs, snails or insects?, 22 Foods made with red palm oil, red palm nut, or red palm nut pulp sauce?
Did you take a vitamin supplement of iron and folic acid during your latest pregnancy?	1 yes, 0 no, 99 don't know
During the past 30 DAYS was there a time when you or others in your household went without eating for a whole day because of lack of money or other resources?	1 yes, 0 no, 99 don't know
During the past month, did your household face any of the following? [READ THE ANSWERS]	reduced_the_number_of_meals: reduced the number of meals, reduced_the_quantity_of_food_eaten_in_ea: reduced the quantity of food eaten, reduced_the_quality_of_the_food_eaten_in: reduced the quality of the food eaten
During the past three months, did this household face any natural disasters?	1 yes, 0 no, 99 don't know
During the past three months, did any member of this household experience a serious illness or died?	1 yes, 0 no, 99 don't know
During the past three months, did this household make any major contribution to traditional ceremonies?	1 yes, 0 no, 99 don't know
Who makes the decision on what children should eat in this household?	1 Myself alone, 2 Myself and my husband, 3 Myself and/or my husband in consultation with elders, 4 Elders/grandparents
If you or anyone in this household needs to go to the doctor/clinic, can you afford the costs associated with it? [READ THE ANSWERS]	1 all the time, 2 most of the time, 3 sometimes, 4 cannot sell
If \${naran_aluno} needs school materials, can you afford these all the time, most of the time, sometimes, or never?	1 all the time, 2 most of the time, 3 sometimes, 4 cannot sell
Who in the household has the final say on LARGE household purchases? (sale of large livestock, purchase of major household asset, etc)	1 Myself alone, 2 Myself and my husband, 3 Myself and/or my husband in consultation with elders, 4 Elders/grandparents
Who in the household has the final say on SMALL household purchases? (food for daily consumption, small fees for transport, etc)	1 Myself alone, 2 Myself and my husband, 3 Myself and/or my husband in consultation with elders, 4 Elders/grandparents
What is the main source of drinking water for your household?	1 Piped into dwelling, 2 Piped to the yard/plot, 3 Public tap, 4 Borehole, 5 Dug well (protected), 6 Dug well (unprotected), 7 River/lake, 8 Rainwater harvesting, 9 Trucked water, 10 Spring/ bamboo pipes
Is there a time of the year when drinking water becomes unavailable?	1 yes, 0 no
For how long is drinking water unavailable at that time of the year?	1 Some days, 2 A month, 3 More than a month, 99 Don't know
What type of toilet is used in this household?	1 No toilet, 2 Pit latrine, uncovered, 3 Pit latrine with a slab, 4 Improved pit latrine with ventilation, 5 Composting latrine, 6 Flush toilet
I'm going to show you some images. Please let me know if you should wash your hands before doing those things.	
before caring for children	1 yes, 0 no, 99 don't know
before feeding children	1 yes, 0 no, 99 don't know
before eating	1 yes, 0 no, 99 don't know
before working	1 yes, 0 no, 99 don't know
before cleaning	1 yes, 0 no, 99 don't know
before preparing food	1 yes, 0 no, 99 don't know

I'm going to show you some drawings. Please let me know if you should wash your hands after doing each of those activities.	
after caring for animals	1 yes, 0 no, 99 don't know
after reading books	1 yes, 0 no, 99 don't know
after cleaning children	1 yes, 0 no, 99 don't know
after picking the trash	1 yes, 0 no, 99 don't know
after using the phone	1 yes, 0 no, 99 don't know
after using the toilet	1 yes, 0 no, 99 don't know
Please point to the drawings showing good hygiene behaviors.	
drink boiled water	1 yes, 0 no
use the toilet to defecate/urinate	1 yes, 0 no
playing	1 yes, 0 no
clean a runny nose	1 yes, 0 no
keeping livestock in the kitchen	1 yes, 0 no
wash fruits and vegetables	1 yes, 0 no
bury the trash	1 yes, 0 no
cover the food after preparing it	1 yes, 0 no
write	1 yes, 0 no
use sandals/shoes	1 yes, 0 no
trim nails	1 yes, 0 no
wash clothes	1 yes, 0 no
throw trash outside	1 yes, 0 no
wash the dishes	1 yes, 0 no
brush teeth	1 yes, 0 no
play soccer	1 yes, 0 no
What behaviors help to prevent COVID-19? [DO NOT READ THE ANSWERS]	1 wearing a mask when leaving the home, 2 handwashing with soap, 3 staying at home, 4 maintaining social distance, 5 avoid gatherings, 6 staying away from sick people, 7 not spitting in public spaces, 8 if experiencing fever, coughing, sneezing or difficulty breathing, seek treatment immediately, 9 cover your sneeze or cough using a tissue or your elbow, 10 throw used tissues in the trash
What are you doing to prevent COVID-19? [DO NOT READ THE ANSWERS]	1 wearing a mask when leaving the home, 2 handwashing with soap, 3 staying at home, 4 maintaining social distance, 5 avoid gatherings, 6 staying away from sick people, 7 not spitting in public spaces, 8 if experiencing fever, coughing, sneezing or difficulty breathing, seek treatment immediately, 9 cover your sneeze or cough using a tissue or your elbow, 10 throw used tissues in the trash
where do you get information about health, hygiene and nutrition from?	1 SISCA/ community health volunteers, 2 health clinic, 3 training, 4 radio, television, 5 Lafaek ba Komunitade, 6 Lafaek's facebook page, 7 neighbors or family, 8 other
What information did you learn from Lafaek ba Komunitade about health, hygiene or nutrition?	1 make bakso, 2 make tempeh, 3 handwashing/ make a tippy-tap, 4 make perkedel with potatoes and meat, 5 make kukus from corn, 6 how to feed children under two years of age, 7 using onion as medicine, 8 healthy foods for mothers and children, 9 make beef jerky, 10 make pickles, 11 fish is good for children/ removing

	fish bones before feeding children, 12 myths about foods that should not be eaten by pregnant and lactating women, 13 other
other (explain)	
Who makes decisions on children's hygiene practices in your household? (ie: handwashing, bathing, etc)	1 Myself alone, 2 Myself and my husband, 3 Myself and/or my husband in consultation with elders, 4 Elders/grandparents
In your opinion, is a husband justified in hitting or beating his wife in the following situations:	
If she goes out without telling him	1 yes, 0 no, 99 don't know
If she neglects the children	1 yes, 0 no, 99 don't know
If she argues with him	1 yes, 0 no, 99 don't know
If she burns the food	1 yes, 0 no, 99 don't know
Is the respondent a farmer?	1 yes, 0 no, 99 don't know
Did you receive training on keyhole gardens and/or permagardens?	3 both on keyhole gardens and permagardens, 1 keyhole garden only, 2 permagarden only, 0 none, 99 don't know
Do you have a keyhole garden you are currently cultivating?	1 yes, 0 no
What are the primary crops you grow in the keyhole garden?	1 carrots, 2 onion, 3 garlic, 4 spinach, 5 mustard greens, 6 lettuce, 7 kangkung, 8 collard greens, 9 other
other (explain)	
Do you have a permagarden you are currently cultivating?	1 yes, 0 no
What are the primary crops you grow in the permagarden?	1 carrot, 2 peanut, 3 mustard greens, 4 Kangkung/ morning glory, 5 lettuce, 6 chilli, 7 cucumber, 8 parsley, 9 cabbage, 10 bok choy, 11 onion, 12 garlic, 13 tomato, 14 eggplant, 15 Other
Other (explain)	
Do you grow vegetables in your permagarden(s) for sale or for your own household's consumption?	1 for sale only, 2 for household consumption only, 3 both for sale and for household consumption, 99 don't know, 96 permagarden is not producing
We would like to understand what proportion of the vegetables grown in your permagarden(s) you sell and what proportion is used for your own household's consumption. Here we have 10 stones. Imagine that they are all the vegetables you are growing in the permagarden. I would like you to use them to show which proportion of vegetables grown in your permagarden are sold and the proportion is used for consumption. Please put the stones representing the vegetables sold here [point] and the stones representing the vegetables used for household consumption there [point]. ENUMERATOR: mark how many stones have been set aside as "sold".	
During the past six months, did you make any profit by selling produce from your permagarden?	1 yes, 0 no, 99 don't know
have you faced any challenges with the permagarden?	1 yes, 0 no, 99 don't know
What challenges did you face with the permagarden?	1 natural disaster, 2 limited production, 3 poor quality of seeds, 4 produce was stolen or damaged by others, 5 unable to sell the produce, 6 lack of tools, materials or seeds, 7 personal issues (illness, disability, lack of time, family issues, etc), 8 poor quality of produce, 9 limited amount of land, 10 lack of technical support, 11 lack of money to invest, 12 other
other (explain)	

Do you receive support from agriculture extension services/PPL?	1 yes, 0 no, 99 don't know
where do you get information about agriculture?	1 training, 2 agriculture extension services, 3 NGO worker, 4 revista Lafaek ba Komunitade
What information about agriculture did you learn from Lafaek ba Komunitade?	1 plant vegetables on a banana trunk, 2 planting vanilla, 3 make organic fertilizer, 4 other
Who has the final say in this household on decisions about what to plant in the keyhole garden?	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not
Who has the final say in this household on decisions about what to plant in the permagarden?	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not
Who has the final say in this household on whether or not to sell your produce?	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not
Who has the final say in this household on whether or not to sell or consume a chicken?	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not
Who has the final say in this household on whether or not to sell or consume large livestock?	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not
If you would like to start a small business, who would have the final say on it?	1 Myself, 2 My spouse, 3 Me and my spouse together, 4 Grandparent (parents of the respondent/spouse), 5 Myself and my grandparent, 6 Myself, my grandparent, my spouse, 7 My spouse and grandparents (parents of the respondent/ spouse), 8 Someone else, 9 Not
In this household, is there a child under two years of age? A child born after February 2019?	1 yes, 0 no, 99 don't know
<p>[IF THE CHILD'S MOTHER IS A DIFFERENT PERSON, SEEK CONSENT; IF NOT JUST PRESS YES] Hello, I am interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your permission to interview you. Feel free to consult other people in the household before you respond.</p> <p>I will write your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers.</p>	

Your responses will help us to learn more about the status of children's nutrition and health in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?	
What is the baby's name?	
Now I would like to ask some questions about your child under 2 years of age \${bebe_naran}	
In what year was your child born? (If the child has a health card can ask to see it to get the birthdate)	1 2019, 2 2020, 3 2021, 99 Other
In what month was your child born? (If the child has a health card can ask to see it to get the birthdate)	1 January, 2 February, 3 March, 4 April, 5 May, 6 June, 7 July, 8 August, 9 September, 10 October, 11 November, 12 December
Was the child born after February 2019?	1 yes, 0 no, 99 don't know
How old is your baby in months?	
Has \${bebe_naran} ever been breastfed?	1 yes, 0 no, 99 don't know
Was the \${bebe_naran} breastfed during the day or night?	1 Day, 2 Night, 3 Both during the day and the night
Sometimes babies are breastfed by another woman or given breast milk from another woman by spoon, cup, bottle, or some other way. This can happen if a mother cannot breastfeed her own baby for various reasons, such as the mother is sick or away, mastitis, etc.	1 yes, 0 no, 99 don't know
Did \${bebe_naran} consume breast milk in any of these ways yesterday during the day or at night?	
Now I would like to ask you about some medicines.	
Was \${bebe_naran} given oral rehydration solution yesterday during the day or at night?	1 yes, 0 no, 99 don't know
Next I would like to ask you about some liquids that \${bebe_naran} may have had yesterday during the day or at night. Did \${bebe_naran} have:	
Did \${bebe_naran} drink plain water yesterday during the day or the night?	1 yes, 0 no, 99 don't know
Did \${bebe_naran} drink infant formula such as (SGM 0-6, or S26) yesterday during the day or the night?	1 yes, 0 no, 99 don't know
Did \${bebe_naran} have any milk such as tinned, powdered or fresh animal milk?	1 yes, 0 no, 99 don't know
Did \${bebe_naran} have any juice or juice drinks?	1 yes, 0 no, 99 don't know
Did \${bebe_naran} have any clear broth?	1 yes, 0 no, 99 don't know
Did \${bebe_naran} have any thin porridge?	1 yes, 0 no, 99 don't know
Did \${bebe_naran} drink breastmilk only yesterday?	1 yes, 0 no, 99 don't know
Any other liquids	1 yes, 0 no, 99 don't know
How many times yesterday did \${bebe_naran} consume formula?	
How many times yesterday did \${bebe_naran} consume any milk?	
Other (explain)	
Now I would like to ask you about (other) liquids or foods that \${bebe_naran} ate yesterday during the day or at night. I am interested in whether your child had the item even if it was combined with other foods. For example, if \${bebe_naran} ate a rice porridge made with a mixed vegetable, you should reply yes to any food I ask about that was an ingredient in the porridge.	1 Bread, cereals/porridge, noodles, rice, mash/residue or other foods made from grains such as maize or wheat., 2 Pumpkin, carrots, squash, orange flesh sweet potatoes or any other dark yellow or orange fleshed roots, tubers and vegetables?, 3 White potatoes, white yams, white sweet potato, cassava, or any other foods made from roots?, 4 Any dark green leafy vegetables

Please do not include any food used in a small amount for seasoning or condiments (like chilies, spices, herbs, or fish powder), I will ask you about those foods separately.	such as spinach, lettuce, chard, Amaranth, pumpkin leaves, cassava leaves, bean leaves, sweet potato leaves, or cowpea leaves?, 5 Any other vegetables, like cucumbers, tomatoes, cauliflower, cabbage, broccoli, eggplant, etc.?, 6 Ripe mangoes, ripe papaya, melon, passionfruit or other fruits that are dark yellow or orange inside?, 7 Any indigenous (wild fruits), 8 Any other fruits like watermelon, tamarind, jackfruit etc., 9 Any liver, kidney, heart, blood or other organ meats from domesticated animals such as cow, pig, goat, chicken or duck?, 10 Any meat from domesticated animals, such as beef, pork, lamb, goat, chicken, or duck?, 11 Any organs from wild animals, such as game meat, bush rats, birds, wild pigeons, guinea fowl, deer, wild boar?, 12 Any flesh from wild animals, such as game meat, bush rats, wild birds, deer, wild boar, wild goat?, 13 Eggs, 14 Fresh or dried fish, shellfish or seafood?, 15 Any foods made from beans, peas, lentils, peanuts or other legumes such as cowpeas, pigeon peas?, 16 Any foods made from nuts and seeds such as pumpkin, sunflower seeds?, 17 Milk, cheese, yogurt or other milk products? (DO NOT count condensed milk here), 18 Any shea nut oils, other oils, fats, butter or foods made with any of these?, 19 Any sugary foods such as chocolates, sweets, candies, pastires, cakes or biscuits?, 20 Condiments for flavor, such as chilies, spices, herbs, or fish powder?, 21 Grubs, snails or insects?, 22 Foods made with red palm oil, red palm nut, or red palm nut pulp sauce?, 23 breast milk
Yesterday, during the day or at night, did \${bebe_naran} eat any of the following?	
ENUMERATOR: Did the child eat anything other than breastmilk?	1 yes, 0 no, 99 don't know
[IS THE CHILD UNDER SIX MONTHS OF AGE - BORN FROM SEPTEMBER 2020 ONWARDS]	1 yes, 0 no, 99 don't know
What are the main reasons for giving food to the baby?	
Lack of time for breastfeeding	0 not mentioned, 1 mentioned
Insufficient milk/ cannot breastfeed	0 not mentioned, 1 mentioned
I think that It's good for children	0 not mentioned, 1 mentioned
Recommendation of relatives	0 not mentioned, 1 mentioned
Traditional/religious belief	0 not mentioned, 1 mentioned
Other	0 not mentioned, 1 mentioned
Other (explain)	
Who makes the decision on what \${bebe_naran} should eat?	1 Myself alone, 2 Myself and my husband, 3 Myself and/or my husband in consultation with elders, 4 Elders/grandparents

FGD WITH FATHERS

Pergunta kualitativa ba aman sira/ FGD with fathers

1. Hili aman sira-ne'ebe iha oan ne'ebe tama ba klase 2-4 iha eskola ne'ebe refere ba ka oan ne'ebe seidak to'o tinan 2 (bele mos bebe-oan). Husu aman na'in 6 to'o 8 husi aldeia sira-ne'ebe besik ba eskola. **IMPORTANTE:** Karik sira-nia oan tama ba eskola seluk, sira labele hola parte iha entrevista grupu.

Choose fathers whose children are attending grade 2-4 at the sampled school or fathers of children under two (including babies). Ask 6-8 fathers living in villages near the school.

IMPORTANT: If their children are attending other schools, they cannot participate in the focus group.

2. Entrevista ne'e sei hala'o iha grupu. Labele involve inan ka mestre; involve aman sira de'it. This interview will be conducted as a focus group. Don't invite mothers or teachers – just fathers.

3. Molok tama ba entrevista, esplika didi'ak kona-ba konsentimentu: "Ita-boot di'ak ka lae? Ha'u hala'o entrevista ba projetu HATUTAN ne'ebe buka atu hadia edukasaun no nutrisaun ba labarik sira iha Timor-Leste. Ohin loron, ha'u husu ita-boot sira-nia konsentimentu atu ko'alia ho ami. Karik presiza, bele konsulta ho ema seluk iha uma laran molok hatan mai ha'u.

Ha'u hakarak husu pergunta balun kona-ba nutrisaun ho edukasaun. Ha'u sei grava resposta hodi uza fali ba peskiza maibe sei la temi ita-nia naran ka informasaun pesoal ho ema seluk; informasaun ne'e ami-nia ekipa de'it maka sei uza no rai hanesan segredu. Ami sei kahur ita-boot nia resposta ho ema seluk nian hodi labele identifika se maka fo resposta ida-idak. Ita-boot sira-nia resposta sei tulun ami hodi aprende tan kona-ba situasaun edukasaun, nutrisaun ho saude iha rai Timor-Leste. Ami sei uza informasaun ne'e hodi hadia ami-nia projetu. Ita-boot simu atu hola parte iha entrevista ne'e?"

Before starting the interview, explain about the research and seek their informed consent:

Hello, how are you? I'm interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your permission to interview you. Feel free to consult other people in the household before you respond.

I would like to ask you some questions about nutrition and education. I'm going to record your answers to use in our survey but will not mention your name or personal details to other people. This information is for our team only and will be treated confidentially. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers.

Your responses will help us to learn more about the status of children's education, nutrition and health in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?

4. Di'akliu husu pergunta ho lia lokal de'it karik aman sira ko'alia lia lokal, la'os Tetum. Ita-nia objetivu maka sira bele komprende pergunta sira-ne'e ho di'ak. Favor esplika mos ba sira katak sira bele hatan ho lia ida-ne'ebe sira hakarak uza.

Please ask questions in the local language if the fathers speak it instead of Tetum. Our objective is to ensure that they are able to understand the questions correctly. Please also explain to them that they can respond in any language they choose to use.

5. Uza gravador (voice recorder). Tenke liga voice recorder molok hahu no tes voice recorder hodi garante katak ida-ne'e funsiona duni.

Use the voice recorder. Please turn the voice recorder on before starting and test it to ensure that it is working correctly.

<p>1. La tama eskola/ husik eskola; Absenteeism and dropout</p>
<p>Iha tinan kotuk, ami observa katak labarik absensia ka la tama eskola beibeik, liu-liu bainhira eskola loke fali iha fulan Agostu/Setembru. Tuir aman sira-nia hanoin, tanbasa mosu situasaun ne'e?</p> <p><i>Karik la temi: Eskola ka APP halo buat ruma atu labarik sira fila fali ba eskola? Saida de'it mak sira halo?</i></p> <p><i>Last year, we observed that many students were absent when the schools reopened in August/September. Why do you think that this is happening?</i></p> <p><i>Follow-up in case not mentioned: Did the school/ PTA do something to bring children back to school? What did they do? Was it effective? If no, why not?</i></p>
<p>Ami mos haree katak iha kazu balun labarik husik eskola iha tinan kotuk, liu-liu kazu labarik la fila ba eskola bainhira eskola loke fali iha fulan Agostu/ Setembru. Tuir aman sira-nia hanoin, tanbasa mosu situasaun ne'e? Iha diferenza entre labarik feto ho mane, labarik ki'ikoan ho boot uitoan?</p> <p><i>Karik la temi: Eskola ka APP halo buat ruma atu labarik sira fila fali ba eskola? Saida de'it mak sira halo?</i></p> <p><i>Last year, we also noticed a number of dropout cases, particularly cases of children who did not return to school once the school reopened in August/September. Why do you think that this is happening? Is there a difference between boys and girls, younger and older children?</i></p> <p><i>Follow-up in case not mentioned: Did the school/ PTA do something to bring children back to school? What did they do? Was it effective? If no, why not?</i></p>
<p>Ho situasaun Estadu Emerjensia agora daudaun, eskola barakliu fahe klase no habadak oras eskola nian. Oinsa aman sira-nia hanoin kona-ba situasaun ne'e?</p> <p><i>Karik la temi: Situasaun hanesan klase ho oras menus afeta labarik mai nafatin eskola? Oinsa?</i></p> <p><i>Due to the ongoing State of Emergency, many schools split their classes and shortened school hours. What do you think of this?</i></p> <p><i>Follow-up in case not mentioned: Has this situation affected children's attendance? How?</i></p>
<p>Ami haree katak mestre balun foti lisensa ka tuir treinamentu. Tuir aman sira-nia hanoin, situasaun ne'e afeta labarik agora daudaun? Karik eskola ho APP halo buat ruma atu hadia situasaun ne'e?</p> <p><i>We have noticed that some teachers have taken leave or are attending training. Do you think that this situation is having a negative impact on the students? Did the school or the PTA take any action to address this situation?</i></p>
<p>2. Aprendizajen/ Learning</p>

<p>Tuir aman sira-nia hanoin, labarik sira aprende lee didi'ak iha eskola ne'e? Tanbasa sira aprende lee ho di'ak?</p> <p><i>Do you think that children are successfully learning to read in this school? Why are they succeeding in learning to read?</i></p>
<p>Dezafiu saida de'it maka labarik sira enfrenta hodi aprende lee iha eskola ne'e? Tuir aman sira-nia hanoin, oinsa bele hadia dezafiu ne'e?</p> <p>Karik la temi: Husu pergunta tan kona-ba labarik ne'ebe seidak ko'alia lia-Tetum (karik komunidad ne'e ko'alia lia-inan seluk, la'os Tetum-Terik); labarik maka la tama eskola beibeik; labarik moedor ka ta'uk-teen; diferenza entre labarik feto ho mane.</p> <p><i>What challenges are children facing to learn to read in this school? How do you think that those challenges could be addressed?</i></p> <p><i>Follow-up if not mentioned: Ask follow-up questions about children who do not speak Tetum yet (in communities whose mother tongues are not Tetum-Terik); children who are often absent; children who are very shy or afraid; gender differences.</i></p>
<p>Labarik sira, liu-liu sira-ne'ebe ki'ik hanesan klase 2 ka 3, sira bele lee iha uma laran ka lae? Saida maka sira lee iha uma laran? Dezafiu saida maka hasoru hodi sira bele lee iha uma laran?</p> <p>Karik la temi: Labarik empresta livru husi eskola atu lee ka lae?</p> <p>(karik sim) Sira empresta livru beibeik lae? Se maka tulun sira atu lee iha uma? Iha diferenza entre labarik feto ho mane?</p> <p>(karik lae) Tanbasa la empresta livru husi eskola?</p> <p><i>Are young children, particularly those attending grades 2-3, able to read at home? What are they reading at home? What challenges do they face to read at home?</i></p> <p><i>Follow-up in case not mentioned: Are children borrowing books from school to read at home?</i></p> <p>(if yes) <i>Do they borrow books often? Who is helping them to read at home? Are there any differences between boys and girls?</i></p> <p>(if not) <i>Why aren't they borrowing books from school?</i></p>
<p>Labarik balun dalaruma susar atu aprende lee no sai hanesan haluhador. Bainhira iha kazu hanesan ne'e, oinsa mestre ho inan-aman nia hahalok?</p> <p><i>Some children may struggle to learn to read and forget things easily. When faced with such cases, what do teachers and parents do? Is it effective? If no, what do you think they should do?</i></p>
<p>Karik ita-boot nia oan sira uza revista Lafaek Ki'ik ka Lafaek Prima iha uma? Karik sim, oinsa maka sira uza revista sira-ne'e?</p> <p><i>Are your children using the Lafaek Ki'ik and Lafaek Prima magazines at home? If yes, how are they using the magazines? How long have they been using the magazines?</i></p>
<p>Karik ita-boot aprende buat ruma husi revista Lafaek ba Komunidad kona-ba hanorin labarik iha uma? Karik sim, saida maka ne'e? Buat ne'e implementa iha uma laran ka lae? Bele fahe ezemplu uma?</p> <p><i>Have you learned anything from the Lafaek Community Magazine about teaching children at home? If yes, what have you learned? Have you implemented this at home? Can you share some examples?</i></p>
<p>3. APP/ PTA</p>
<p>Saida mak APP halo?</p>

<p>Maun sira tama iha APP / Conselho dos Pais ka lae? Tuir ita-boot nia hanoin, serbisu APP ne'e fo benefisiu ruma ba eskola? Benefisiu saida de'it?</p> <p><i>What does the PTA do? Do you participate in the PTA/ Parents' Council? Do you think that the PTA has contributed to this school in some way? How so?</i></p>
<p>Saida tan maka APP/ Conselho dos Pais bele halo atu hadia eskola ne'e? Iha planu asaun ruma? Dezafiu saida de'it mak APP hasoru atu hala'o planu asaun ne'e?</p> <p><i>What else can the PTA/ Parents' Council do to improve the school? Is there an action plan? What challenges does the PTA face to implement this action plan?</i></p>
<p>4. Merenda eskolar/ School feeding</p>
<p>Oinsa ita-boot nia hanoin kona-ba kualidade merenda eskolar? Bele fahe ita-nia esperiensi kona-ba kualidade merenda eskolar iha eskola ne'e?</p> <p><i>What are your thoughts about the quality of the school meals? Could you share your experiences about the quality of the school meals in this school?</i> <i>Follow-up in case not mentioned: Ask about serving sizes, nutritional quality, diversity, etc.</i></p>
<p>Karik relevante, saida maka susesu bootliu merenda eskolar iha eskola ne'e? Oinsa komunidadade ne'e kontribui ba susesu merenda eskolar?</p> <p><i>What were the main achievements of the school feeding in this school, if any? How has the community contributed to those?</i></p>
<p>Saida maka dezafiu bootliu ba merenda eskolar iha eskola ne'e? Oinsa komunidadade ho APP koko atu hadia situasaun ne'e?</p> <p><i>What were the main challenges for the school feeding program in this school? How have the community and the PTA tried to address those challenges?</i></p>
<p>Karik ita-boot sira iha laran-susar ruma atu hatoo kona-ba eskola nee, ita bele hatoo laran susar ne'e ba ema ruma? Karik hatoo'o buat ne'e, bele hamosu problema ruma? Bele fo ezemplu ruma?</p> <p><i>If you have any complaints about this school, can you share those complaints to someone? If you share those complaints, do you think that this may cause problems for you? Can you share some examples?</i></p>
<p>5. Krize COVID/ COVID crisis</p>
<p>Saida de'it mak eskola halo hodi prevene impaktu COVID nian? Komunidadade involve iha atividade ne'e? Oinsa komunidadade nia involvimentu?</p> <p><i>What has the school done to prevent the negative impact of COVID? Has the community been part of those efforts? How was the community engaged in those activities?</i></p>
<p>Ita-boot nia uma-ka'in hetan impaktu ruma husi krize COVID nian – la'os saude de'it maibe mos kona-ba ekonomia, ema nia mental no seluk tan? Impaktu saida de'it maka ne'e? Iha ema ruma iha komunidadade ne'ebe hetan impaktu maka'as husi krize?</p>

<p><i>Did your household face any negative impact from the COVID crisis – not only in terms of health, but also economic, on mental health, etc? What impact did you face? Are there people in the community who have been specifically affected by the crisis?</i></p>
<p>Oinsa krize COVID afeta labarik sira? Karik la temi: Husu pergunta kona-ba labarik estuda iha uma; susar saida de'it mak hasoru hodi estuda iha uma; oinsa COVID afeta ba labarik nia mental; labarik nia absensia husi eskola</p> <p><i>How did the COVID crisis impact children? Follow up in case not mentioned: Ask questions about studying at home and the challenges faced; if/how COVID affected children's mental health; children's absence from school</i></p>
<p>6. Isin di'ak / Health</p>
<p>Hahu iha tinan kotuk, aman sira uza hahalok foun ruma hodi labarik bele isin di'ak? Karik sim, hahalok saida de'it maka ne'e? Tanbasa mak aman sira hahu uza hahalok foun ne'e?</p> <p><i>Starting from last year, did you adopt any new behaviors to improve children's health? If yes, which behaviors are those? Why have you adopted those behaviors?</i></p>
<p>Durante tinan kotuk, karik aman sira halo buat ruma atu aumenta hahan di'ak ba labarik, hanesan modo? Karik sim, saida de'it mak aman sira halo? Tanbasa mak ita adopta hahalok ne'e?</p> <p><i>Starting from last year, did you do something to increase your children's consumption of vegetables? If yes, what have you done? Why have you adopted this practice?</i></p>
<p>Tuir aman sira-nia hanoin, tanbasa dalaruma susar atu fase liman ho sabaun? Karik la temi: Oinsa maka bele hadia situaun ne'e?</p> <p><i>Why do you think it may be challenging to wash hands with soap sometimes? Follow up in case not mentioned: How can this situation be improved?</i></p>
<p>Saida de'it mak ita-boot sira aprende husi revista Lafaek ba Komunidade kona-ba isin di'ak / saude? Buat ne'e implementa iha uma laran ka lae? Bele fahe ezemplu ruma?</p> <p><i>What have you learned from the Lafaek Community Magazine about health? Have you implemented this at home? Can you share some examples?</i></p>

FGD WITH MOTHERS

Pergunta kualitativa ba inan sira/ FGD with mothers

1. Hili inan sira-ne'ebe iha oan ne'ebe tama ba klase 2-4 iha eskola ne'ebe refere ba ka oan ne'ebe seidak to'o tinan 2 (bele mos bebe-oan). Husu inan na'in 6 to'o 8 husi aldeia sira-ne'ebe besik ba eskola. **IMPORTANTE:** Karik sira-nia oan tama ba eskola seluk, sira labele hola parte iha entrevista grupu.
Choose mothers whose children are attending grade 2-4 at the sampled school or mothers of children under two (including babies). Ask 6-8 mothers living in villages near the school. IMPORTANT: If their children are attending other schools, they cannot participate in the focus group.
2. Entrevista ne'e sei hala'o iha grupu. Labele involve aman ka mestre; involve inan sira de'it. This interview will be conducted as a focus group. Don't invite fathers or teachers – just mothers.
3. Molok tama ba entrevista, esplika didi'ak kona-ba konsentimentu:
"Ita-boot di'ak ka lae? Ha'u hala'o entrevista ba projetu HATUTAN ne'ebe buka atu hadia edukasaun no nutrisaun ba labarik sira iha Timor-Leste. Ohin loron, ha'u husu ita-boot sira-nia konsentimentu atu ko'alia ho ami. Karik presiza, bele konsulta ho ema seluk iha uma laran molok hatan mai ha'u.
Ha'u hakarak husu pergunta balun kona-ba nutrisaun ho edukasaun. Ha'u sei grava resposta hodi uza fali ba peskiza maibe sei la temi ita-nia naran ka informasaun pesoal ho ema seluk; informasaun ne'e ami-nia ekipa de'it maka sei uza no rai hanesan segredu. Ami sei kahur ita-boot nia resposta ho ema seluk nian hodi labele identifika se maka fo resposta ida-idak. Ita-boot sira-nia resposta sei tulun ami hodi aprende tan kona-ba situasaun edukasaun, nutrisaun ho saude iha rai Timor-Leste. Ami sei uza informasaun ne'e hodi hadia ami-nia projetu. Ita-boot simu atu hola parte iha entrevista ne'e?"

Before starting the interview, explain about the research and seek their informed consent:

Hello, how are you? I'm interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your permission to interview you. Feel free to consult other people in the household before you respond.

I would like to ask you some questions about nutrition and education. I'm going to record your answers to use in our survey but will not mention your name or personal details to other people. This information is for our team only and will be treated confidentially. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers.

Your responses will help us to learn more about the status of children's education, nutrition and health in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?

4. Di'akliu husu pergunta ho lia lokal de'it karik inan sira ko'alia lia lokal, la'os Tetum. Ita-nia objetivu maka sira bele komprende pergunta sira-ne'e ho di'ak. Favor esplika mos ba sira katak sira bele hatan ho lia ida-ne'ebe sira hakarak uza.
Please ask questions in the local language if the mothers speak it instead of Tetum. Our objective is to ensure that they are able to understand the questions correctly. Please also explain to them that they can respond in any language they choose to use.

5. Uza gravador (voice recorder). Tenke liga voice recorder molok hahu no tes voice recorder hodi garante katak ida-ne'e funsiona duni.

Use the voice recorder. Please turn the voice recorder on before starting and test it to ensure that it is working correctly.

1. La tama eskola/ husik eskola; Absenteeism and dropout
<p>Iha tinan kotuk, ami observa katak labarik absensia ka la tama eskola beibeik, liu-liu bainhira eskola loke fali iha fulan Agostu/Setembru. Tuir inan sira-nia hanoin, tanbasa mosu situasaun ne'e?</p> <p><i>Karik la temi: Eskola ka APP halo buat ruma atu labarik sira fila fali ba eskola? Saida de'it mak sira halo?</i></p> <p><i>Last year, we observed that many students were absent when the schools reopened in August/September. Why do you think that this is happening?</i></p> <p><i>Follow-up in case not mentioned: Did the school/ PTA do something to bring children back to school? What did they do? Was it effective? If no, why not?</i></p>
<p>Ami mos haree katak iha kazu balun labarik husik eskola iha tinan kotuk, liu-liu kazu labarik la fila ba eskola bainhira eskola loke fali iha fulan Agostu/ Setembru. Tuir inan sira-nia hanoin, tanbasa mosu situasaun ne'e? Iha diferenza entre labarik feto ho mane, labarik ki'ikoan ho boot uitoan?</p> <p><i>Karik la temi: Eskola ka APP halo buat ruma atu labarik sira fila fali ba eskola? Saida de'it mak sira halo?</i></p> <p><i>Last year, we also noticed a number of dropout cases, particularly cases of children who did not return to school once the school reopened in August/September. Why do you think that this is happening? Is there a difference between boys and girls, younger and older children?</i></p> <p><i>Follow-up in case not mentioned: Did the school/ PTA do something to bring children back to school? What did they do? Was it effective? If no, why not?</i></p>
<p>Ho situasaun Estadu Emerjensia agora daudaun, eskola barakliu fahe klase no habadak oras eskola nian. Oinsa inan sira-nia hanoin kona-ba situasaun ne'e?</p> <p><i>Karik la temi: Situasaun hanesan klase ho oras menus afeta labarik mai nafatin eskola? Oinsa?</i></p> <p><i>Due to the ongoing State of Emergency, many schools split their classes and shortened school hours. What do you think of this?</i></p> <p><i>Follow-up in case not mentioned: Has this situation affected children's attendance? How?</i></p>
<p>Ami haree katak mestre balun foti lisensa ka tuir treinamentu. Tuir inan sira-nia hanoin, situasaun ne'e afeta labarik agora daudaun? Karik eskola ho APP halo buat ruma atu hadia situasaun ne'e?</p> <p><i>We have noticed that some teachers have taken leave or are attending training. Do you think that this situation is having a negative impact on the students? Did the school or the PTA take any action to address this situation?</i></p>
2. Aprendizajen/ Learning

<p>Tuir inan sira-nia hanoin, labarik sira aprende lee didi'ak iha eskola ne'e? Tanbasa sira aprende lee ho di'ak?</p> <p><i>Do you think that children are successfully learning to read in this school? Why are they succeeding in learning to read?</i></p>
<p>Dezafiu saida de'it maka labarik sira enfrenta hodi aprende lee iha eskola ne'e? Tuir inan sira-nia hanoin, oinsa bele hadia dezafiu ne'e?</p> <p>Karik la temi: Husu pergunta tan kona-ba labarik ne'ebe seidauk ko'alia lia-Tetum (karik komunidad ne'e ko'alia lia-inan seluk, la'os Tetum-Terik); labarik maka la tama eskola beibeik; labarik moedor ka ta'uk-teen; diferenza entre labarik fetu ho mane.</p> <p><i>What challenges are children facing to learn to read in this school? How do you think that those challenges could be addressed?</i></p> <p><i>Follow-up if not mentioned: Ask follow-up questions about children who do not speak Tetum yet (in communities whose mother tongues are not Tetum-Terik); children who are often absent; children who are very shy or afraid; gender differences.</i></p>
<p>Labarik sira, liu-liu sira-ne'ebe ki'ik hanesan klase 2 ka 3, sira bele lee iha uma laran ka lae? Saida maka sira lee iha uma laran? Dezafiu saida maka hasoru hodi sira bele lee iha uma laran?</p> <p>Karik la temi: Labarik empresta livru husi eskola atu lee ka lae? (karik sim) Sira empresta livru beibeik la lae? Se maka tulun sira atu lee iha uma? Iha diferenza entre labarik fetu ho mane? (karik lae) Tanbasa la empresta livru husi eskola?</p> <p><i>Are young children, particularly those attending grades 2-3, able to read at home? What are they reading at home? What challenges do they face to read at home?</i></p> <p><i>Follow-up in case not mentioned: Are children borrowing books from school to read at home? (if yes) Do they borrow books often? Who is helping them to read at home? Are there any differences between boys and girls? (if not) Why aren't they borrowing books from school?</i></p>
<p>Labarik balun dalaruma susar atu aprende lee no sai hanesan haluhador. Bainhira iha kazu hanesan ne'e, oinsa mestre ho inan-inan nia hahalok?</p> <p><i>Some children may struggle to learn to read and forget things easily. When faced with such cases, what do teachers and parents do? Is it effective? If no, what do you think they should do?</i></p>
<p>Karik ita-boot nia oan sira uza revista Lafaek Ki'ik ka Lafaek Prima iha uma? Karik sim, oinsa maka sira uza revista sira-ne'e?</p> <p><i>Are your children using the Lafaek Ki'ik and Lafaek Prima magazines at home? If yes, how are they using the magazines? How long have they been using the magazines?</i></p>
<p>Karik ita-boot aprende buat ruma husi revista Lafaek ba Komunidad kona-ba hanorin labarik iha uma? Karik sim, saida maka ne'e? Buat ne'e implementa iha uma laran ka lae? Bele fahe ezemplu uma?</p> <p><i>Have you learned anything from the Lafaek Community Magazine about teaching children at home? If yes, what have you learned? Have you implemented this at home? Can you share some examples?</i></p>
<p>3. APP/ PTA</p>
<p>Saida mak APP halo?</p>

<p>Mana sira tama iha APP / Conselho dos Pais ka lae? Tuir ita-boot nia hanoin, serbisu APP ne'e fo benefisiu ruma ba eskola? Benefisiu saida de'it?</p> <p><i>What does the PTA do? Do you participate in the PTA/ Parents' Council? Do you think that the PTA has contributed to this school in some way? How so?</i></p>
<p>Saida tan maka APP/ Conselho dos Pais bele halo atu hadia eskola ne'e? Iha planu asaun ruma? Dezafiu saida de'it mak APP hasoru atu hala'o planu asaun ne'e?</p> <p><i>What else can the PTA/ Parents' Council do to improve the school? Is there an action plan? What challenges does the PTA face to implement this action plan?</i></p>
<p>4. Merenda eskolar / School feeding</p>
<p>Oinsa ita-boot nia hanoin kona-ba kualidade merenda eskolar? Bele fahe ita-nia esperiensi kona-ba kualidade merenda eskolar iha eskola ne'e?</p> <p><i>What are your thoughts about the quality of the school meals? Could you share your experiences about the quality of the school meals in this school?</i> <i>Follow-up in case not mentioned: Ask about serving sizes, nutritional quality, diversity, etc.</i></p>
<p>Karik relevante, saida maka susesu bootliu merenda eskolar iha eskola ne'e? Oinsa komunidadade ne'e kontribui ba susesu merenda eskolar?</p> <p><i>What were the main achievements of the school feeding in this school, if any? How has the community contributed to those?</i></p>
<p>Saida maka dezafiu bootliu ba merenda eskolar iha eskola ne'e? Oinsa komunidadade ho APP koko atu hadia situasaun ne'e?</p> <p><i>What were the main challenges for the school feeding program in this school? How have the community and the PTA tried to address those challenges?</i></p>
<p>Karik ita-boot sira iha laran-susar ruma atu hatoo kona-ba eskola nee, ita bele hatoo laran susar ne'e ba ema ruma? Karik hatoo'o buat ne'e, bele hamosu problema ruma? Bele fo ezemplu ruma?</p> <p><i>If you have any complaints about this school, can you share those complaints to someone? If you share those complaints, do you think that this may cause problems for you? Can you share some examples?</i></p>
<p>5. Krize COVID/ COVID crisis</p>
<p>Saida de'it mak eskola halo hodi prevene impaktu COVID nian? Komunidadade involve iha atividade ne'e? Oinsa komunidadade nia involvimentu?</p> <p><i>What has the school done to prevent the negative impact of COVID? Has the community been part of those efforts? How was the community engaged in those activities?</i></p>
<p>Ita-boot nia uma-ka'in hetan impaktu ruma husi krize COVID nian – la'os saude de'it maibe mos kona-ba ekonomia, ema nia mental no seluk tan? Impaktu saida de'it maka ne'e? Iha ema ruma iha komunidadade ne'ebe hetan impaktu maka'as husi krize?</p>

<p><i>Did your household face any negative impact from the COVID crisis – not only in terms of health, but also economic, on mental health, etc? What impact did you face? Are there people in the community who have been specifically affected by the crisis?</i></p>
<p>Oinsa krize COVID afeta labarik sira? Karik la temi: Husu pergunta kona-ba labarik estuda iha uma; susar saida de'it mak hasoru hodi estuda iha uma; oinsa COVID afeta ba labarik nia mental; labarik nia absensia husi eskola</p> <p><i>How did the COVID crisis impact children? Follow up in case not mentioned: Ask questions about studying at home and the challenges faced; if/how COVID affected children's mental health; children's absence from school</i></p>
<p>6. Isin di'ak / Health</p>
<p>Hahu iha tinan kotuk, inan sira uza hahalok foun ruma hodi labarik bele isin di'ak? Karik sim, hahalok saida de'it maka ne'e? Tanbasa mak inan sira hahu uza hahalok foun ne'e?</p> <p><i>Starting from last year, did you adopt any new behaviors to improve children's health? If yes, which behaviors are those? Why have you adopted those behaviors?</i></p>
<p>Durante tinan kotuk, karik inan sira halo buat ruma atu aumenta hahan di'ak ba labarik, hanesan modo? Karik sim, saida de'it mak inan sira halo? Tanbasa mak ita adopta hahalok ne'e?</p> <p><i>Starting from last year, did you do something to increase your children's consumption of vegetables? If yes, what have you done? Why have you adopted this practice?</i></p>
<p>Tuir inan sira-nia hanoin, tanbasa dalaruma susar atu fase liman ho sabaun? Karik la temi: Oinsa maka bele hadia situaun ne'e?</p> <p><i>Why do you think it may be challenging to wash hands with soap sometimes? Follow up in case not mentioned: How can this situation be improved?</i></p>
<p>Saida de'it mak ita-boot sira aprende husi revista Lafaek ba Komunidade kona-ba isin di'ak / saude? Buat ne'e implementa iha uma laran ka lae? Bele fahe ezemplu ruma?</p> <p><i>What have you learned from the Lafaek Community Magazine about health? Have you implemented this at home? Can you share some examples?</i></p>

FGD WITH TEACHERS

Pergunta kualitativa ba mestre sira / Teacher FGD

1. Halibur mestre sira husi klase 1 to'o 3 no husu ba sira atu hala'o entrevista iha grupu. Bele hala'o ho ema na'in ida to'o na'in 6 (depende ba na'in hira mak iha no simu atu hola parte).
Invite teachers who are teaching grades 1-3 to participate in a group interview. You can conduct this interview with 1-6 people, depending on availability.
2. Di'akliu halo ho mestre de'it. Karik direktor/ koordenador mos mestre ne'ebe hanorin ba klase 1 to'o 3, bele involve direktor. Karik direktor/ koordenador la hanorin ba klase sira-ne'e, lalika involve direktor, maibe husu ba mestre de'it.
Please invite teachers only. If the director/coordinator is also a grade 1-3 teacher, you can invite him/her. If the director/coordinator does not teach those grades, do not invite him/her (only the teachers).
3. Husu mestre sira-nia konsentimentu. Esplika katak ita sei halo gravasaun ba entrevista ne'e hodi asegura katak hetan resposta hotu maibe sei la fahe sira-nia naran ka identifika sira-nia resposta ba ema seluk.

“Ita-boot di'ak ka lae? Ha'u hala'o entrevista ba projetu HATUTAN ne'ebe buka atu hadia edukasaun no nutrisaun ba labarik sira iha Timor-Leste. Ohin loron, ha'u husu ita-boot sira-nia konsentimentu atu ko'alia ho ami. Karik ita-boot lakohi hoka parte ka hakarak hapara entrevista ne'e iha tempu ruma, laiha buat ida.

Ha'u hakarak husu pergunta balun kona-ba nutrisaun ho edukasaun. Ha'u sei grava resposta hodi uza fali ba peskiza maibe sei la temi ita-nia naran ka informasaun pesoal ho ema seluk; informasaun ne'e ami-nia ekipa de'it maka sei uza no rai hanesan segredu. Ami sei kahur ita-boot nia resposta ho ema seluk nian hodi labele identifika se maka fo resposta ida-idak.

Ita-boot sira-nia resposta sei tulun ami hodi aprende tan kona-ba situasaun edukasaun, nutrisaun ho saude iha rai Timor-Leste. Ami sei uza informasaun ne'e hodi hadia ami-nia projetu. Ita-boot simu atu hola parte iha entrevista ne'e?”

Ask the director/ coordinator his/her consent to participate in an interview. Explain that we will record the interview to ensure complete notes of his/ her words but will not share his/her name or identify his responses to other people.

“Hello, how are you? I'm interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your consent to interview you. If you do not want to participate in this interview or would like to stop it at any time, there is no problem.

I would like to ask you some questions about nutrition and education. I'm going to record your answers to use in our survey but will not mention your name or personal details to other people. This information is for our team only and will be treated confidentially. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers.

Your responses will help us to learn more about the status of children's education, nutrition and health in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?”

4. Husu partisipasaun husi mestre sira hotu; karik ida maka domina, husu direktamente ba sira seluk atu fahe sira-nia hanoin.

Ask all the teachers to participate. If one of the teachers is dominating the discussion, ask others directly to share their opinions.

1. Prezensa / Attendance
<p>Iha tinan kotuk, ami observa katak labarik absensia ka la tama eskola beibeik, liu-liu bainhira eskola loke fali iha fulan Agostu/Setembru. Tuir aman sira-nia hanoin, tanbasa mosu situasaun ne'e?</p> <p><i>Karik la temi: Eskola ka APP halo buat ruma atu labarik sira fila fali ba eskola? Saida de'it mak sira halo?</i></p> <p><i>Last year, we observed that many students were absent when the schools reopened in August/September. Why do you think that this is happening?</i></p> <p><i>Follow-up in case not mentioned: Did the school/ PTA do something to bring children back to school? What did they do? Was it effective? If no, why not?</i></p>
<p>Ami mos haree katak iha kazu balun labarik husik eskola iha tinan kotuk, liu-liu kazu labarik la fila ba eskola bainhira eskola loke fali iha fulan Agostu/ Setembru. Tuir aman sira-nia hanoin, tanbasa mosu situasaun ne'e? Iha diferensa entre labarik feto ho mane, labarik ki'ikoan ho boot utoan?</p> <p><i>Karik la temi: Eskola ka APP halo buat ruma atu labarik sira fila fali ba eskola? Saida de'it mak sira halo?</i></p> <p><i>Last year, we also noticed a number of dropout cases, particularly cases of children who did not return to school once the school reopened in August/September. Why do you think that this is happening? Is there a difference between boys and girls, younger and older children?</i></p> <p><i>Follow-up in case not mentioned: Did the school/ PTA do something to bring children back to school? What did they do? Was it effective? If no, why not?</i></p>
<p>Ho situasaun Estadu Emerjensia agora daudaun, eskola barakliu fahe klase no habadak oras eskola nian. Oinsa ita-boot nia hanoin kona-ba situasaun ne'e?</p> <p><i>Karik la temi: Situasaun hanesan klase ho oras menus afeta labarik mai nafatin eskola? Oinsa? Due to the ongoing State of Emergency, many schools split their classes and shortened school hours. What do you think of this?</i></p> <p><i>Follow up in case not mentioned: Has this situation affected children's attendance? How?</i></p>
<p>Agora daudaun, ita-boot sira halo buat ruma bainhira hasoru situasaun hanesan labarik la mai eskola beibeik? Saida mak ita-boot halo?</p> <p><i>Do you do something when one of your students is missing classes often? What do you do? Was it effective? If no, why not?</i></p>
2. Hanorin/ Teaching Practices
<p>Saida maka dezafiu boot liu bainhira hanorin labarik ki'ik atu lee?</p> <p><i>What are the main challenges you are facing to teach young children to read?</i></p>
<p>Labarik balun dalaruma susar atu aprende lee no sai hanesan haluhador. Bainhira iha kazu hanesan ne'e, oinsa mestre nia hahalok?</p>

<p><i>Some children may struggle to learn to read and forget things easily. When faced with such cases, what do teachers do?</i></p>
<p>Labarik balun nonok de'it ka moedor liu no la hola parte iha klase. Se maka labarik sira-ne'e? Saida maka mestre halo hodi suporta sira?</p>
<p><i>Some children are very quiet or shy and do not participate in class. Who are those children? What do the teachers do to support them?</i></p>
<p>Karik ita-boot fahe hanoin kona-ba dezafiu ne'e ho koordenador/diretor ka grupo de trabalho dos professores? Karik sim, sira fo suporta ruma ba ita-boot ka lae? Suporta saida de'it maka fo?</p>
<p><i>Have you shared those concerns with the school coordinator/director or the grupo de trabalho dos professores? If yes, have you received any support from them? Which type of support did you receive?</i></p>
<p>Ko'alia kona-ba livru klase 1-3 ne'ebe simu, livru sira-ne'e tulun ita-boot sira ka lae? Karik sim, tanbasa? No saida maka susar liu atu uza livru ne'e?</p> <p>Karik la temi: Mestre hahu implementa sistema empresta livru ba klase 1-3 ka seidauk? Karik sim, sistema empresta livru la'o hanusa? Karik lae, tanbasa lae?</p>
<p><i>Speaking about the grade 1-3 books you have received, have those books been helpful? If yes, why? And what are the main challenges of using those books?</i></p> <p><i>Follow up in case not mentioned: Have you started implementing the book lending system for grades 1-3? If yes, how is it going? If not, why not?</i></p>
<p>Karik mestre uza revista Lafaek ba Manorin? Karik sim, oinsa uza revista Lafaek ba Manorin? Saida maka dezafiu atu uza revista Lafaek ba Manorin?</p>
<p><i>Do you use the Lafaek teachers' magazine? If yes, what do you use it for? What are the main challenges of using the teachers' magazine?</i></p>
<p>Karik mestre uza revista Lafaek Ki'ik ka Lafaek Prima? Karik sim, oinsa uza revista Lafaek Ki'ik ka Lafaek Prima? Saida maka dezafiu atu uza revista Lafaek Ki'ik ka Lafaek Prima?</p>
<p><i>Do you use the Lafaek Ki'ik or Lafaek Prima magazines? If yes, what do you use the magazines for? What are the main challenges of using the children's magazine?</i></p>
<p>Karik ita troka hahalok hanorin ruma iha tinan kotuk, hahalok foun saida de'it mak adopta? Tanbasa adopta hahalok foun ne'e?</p>
<p><i>Have you changed anything in your teaching practice last year? If yes, what new practices have you adopted? Why have you changed those practices?</i></p>
<p>3. Krize COVID/ COVID crisis</p>
<p>Tanba Estadu Emerjensia, eskola balun tenke hamenus oras klase tanba fahe klase boot ba rua ka tolu. Tuir mestre nia hanoin, saida maka di'ak no saida mak aat kona-ba situasaun ne'e?</p> <p>Karik la temi: Oinsa situasaun ne'e afeta labarik nia aprendizajen? Oinsa situasaun ne'e afeta mestre nia kapasidade atu maneja klase? Oinsa situasaun ne'e afeta mestre nia kapasidade atu tuir kurrikulu?</p>
<p><i>Due to the State of Emergency, some schools had to reduce learning time to split large classes in two or three shifts. What are the positive and negative consequences of this situation?</i></p>

<p><i>Follow up if not mentioned: How does this situation affect children’s learning? How is it affecting teachers’ ability to manage the classroom? How is the situation affecting the teachers’ capacity to follow the curriculum?</i></p>
<p>Eskola taka ba tempu naruk durante krize COVID. Oinsa situasaun ne’e afeta ba labarik nia aprendizajen? Impaktu saida de’it maka ne’e? Karik mestre sira halo buat ruma atu suporta labarik sira-ne’ebe hetan impaktu negativu ba sira-nia aprende? Saida mak ita halo? Karik la temi: Husu kona-ba impaktu ba labarik ne’ebe susar ona atu aprende lee; husu se impaktu ne’e hanesan ka lahanesan ba labarik fetu ho mane; no mos kona-ba impaktu ba labarik sira-nia mentalidade.</p> <p><i>Schools were closed for a long time during the COVID crisis. How did this situation affect children’s learning? What was its impact? As teachers, have you done anything to support the children who faced learning losses? What did you do?</i></p> <p><i>Follow up if not mentioned: Ask about the impact on children who were struggling to read already; if there was a difference between the impact on boys and girls; and the impact on children’s mental health.</i></p>
<p>Saida mak impaktu krize COVID ba mestre sira?</p> <p><i>What was the impact of the COVID crisis on teachers?</i></p>
<p>4. APP/ PTA</p>
<p>Eskola ne’e iha APP ka Conselho dos Pais ka lae? Karik iha, benefisiu saida mak hetan husi serbisu APP ne’e? Tuir ita-boot sira-nia hanoin, APP tulun mestre sira? Karik sim, oinsa? <i>Does the school have a PTA/ Parents’ Council? If yes, what are the benefits of their work? Do you think that the PTA is supporting the teachers? How?</i></p>

FGD WITH YOUTH

1. Hili joven sira tinan 15-25 iha komunidad ne'ebe tama ba sample. Husu joven na'in 6 to'o 8 maka konfirma katak sira-nia uma-ka'in simu revista Lafaek ba Komunitade.
Select youth age 15-25 from sampled communities. Ask 6-8 youth who can confirm that their households receive the Lafaek community magazine to participate.
2. Entrevista ne'e sei hala'o iha grupu. Sei halibur joven feto sira iha grupu ida no joven mane sira iha grupu ketak (labele la'o grupu ne'e hamutuk). Labele liu joven na'in 8 iha grupu ida-idak.
This interview will be conducted as a focus group. Please split male and female youth into different groups (you cannot run them together). The maximum number of people in each group is eight.
3. Molok tama ba entrevista, esplika didi'ak kona-ba konsentimentu:
"Ita-boot di'ak ka lae? Ha'u hala'o entrevista ba projetu ne'ebe prepara revista Lafaek. Ohin loron, ha'u husu ita-boot sira-nia konsentimentu atu ko'alia ho ami. Karik presiza, bele konsulta ho ema seluk iha uma laran molok hatan mai ha'u.
Ha'u hakarak husu pergunta balun kona-ba saude, fila-liman, edukasaun no seluk tan. Ha'u sei grava resposta hodi uza fali ba peskiza maibe sei la temi ita-nia naran ka informasaun pesoal ho ema seluk; informasaun ne'e ami-nia ekipa de'it maka sei uza no rai hanesan segredu. Ami sei kahur ita-boot nia resposta ho ema seluk nian hodi labele identifika se maka fo resposta ida-idak.
Ita-boot sira-nia resposta sei tulun ami hodi hadia revista Lafaek. Ita-boot bele husik entrevista ne'e iha tempu ne'ebe de'it. Ita-boot simu atu hola parte iha entrevista ne'e?"

*Before starting the interview, explain about the research and seek their informed consent:
Hello, how are you? I'm interviewing on behalf of the project publishing the Lafaek magazines. I would like to talk to you today and ask for your permission to interview you. Feel free to consult other people in the household before you respond.*

I would like to ask you some questions about health, small business, education, etc. I'm going to record your answers to use in our survey but will not mention your name or personal details to other people. This information is for our team only and will be treated confidentially. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers.

Your responses will help us to improve the Lafaek magazine. You can leave this interview at any time. Do you consent in participating in this interview?

4. Di'akliu husu pergunta ho lia lokal de'it karik joven sira baibain ko'alia lia lokal, la'os Tetum. Ita-nia objetivu maka sira bele komprende pergunta sira-ne'e ho di'ak. Favor esplika mos ba sira katak sira bele hatan ho lia ida-ne'ebe sira hakarak uza.
Please ask questions using the local language if the youth usually speak it rather than Tetum. Our objective is to ensure that they will be able to understand the questions correctly. Please explain also that they can respond in the language of their preference.

Uza revista/ utilization of the magazine
Baibain, oinsa ita uza informasaun ne'ebe aprende husi revista Lafaek ba Komunitade? Bele fo ezemplu ruma? <i>How do you normally use the information learned from the Lafaek community magazine? Can you share some examples?</i>
Iha buat ruma maka susar atu lee ka komprende kona-ba revista Lafaek ba Komunitade?

<p>Lia-Tetum ne'ebe uza bele komprende didi'ak ka susar? Tanbasa?</p> <p>Imajen ne'ebe uza bele komprende didi'ak ka dalaruma ladun klaru?</p> <p>Tuir ita-nia hanoin, informasaun ne'ebe hato'o iha revista sai di'ak no bele uza, ka iha buat ruma maka ladi'ak ka la apropiadu?</p> <p>Karik iha buat ne'ebe ladi'ak ka la apropiadu, saida de'it maka ne'e?</p> <p><i>Is there anything difficult to read or to understand in the Lafaek community magazine?</i></p> <p><i>Is the language used easy to understand or not? Why?</i></p> <p><i>Can you understand the drawings clearly, or are those sometimes unclear?</i></p> <p><i>Do you think that the content is good and useful, or is there something that isn't good/appropriate? If there is something not good/ appropriate, what is that?</i></p>
<p>Isin di'ak/ Health</p>
<p>Ita simu informasaun kona-ba isin di'ak ka saude husi revista Lafaek ba Komunidade? Karik sim, informasaun saida de'it mak hetan? Informasaun ne'e uza iha uma laran ka lae? Bele fahe ezemplu ruma ho ha'u?</p> <p><i>Have you received information about health from the community magazine? If yes, what information have you received? Have you used this information at home? Can you share some examples with me?</i></p>
<p>Ko'alia kona-ba moras COVID-19, karik ita simu informasaun ruma kona-ba moras ne'e husi revista Lafaek ba Komunidade? Karik sim, saida de'it mak ita aprende kona-ba moras COVID-19 ne'e? Hahalok saida de'it mak implementa ona iha uma laran?</p> <p><i>Have you received any information about COVID from the community magazine? If yes, what have you learned? What behaviors have you already implemented at home?</i></p>
<p>Kona-ba parte hahan, karik ita simu informasaun ruma kona-ba hahan ne'ebe di'ak ba saude husi revista Lafaek ba Komunidade? Karik sim, saida de'it mak aprende? Husi buat ne'ebe aprende kona-ba hahan, saida de'it mak implementa ona iha uma laran?</p> <p><i>Have you received any information about healthy foods from the community magazine? If yes, what have you learned? Regarding things you have learned about healthy foods, what have you already implemented at home?</i></p>
<p>Aprende kona-ba Timor-Leste/ Learn about Timor-Leste</p>
<p>Revista Lafaek ba Komunidade dalaruma fo-sai informasaun kona-ba rai Timor no kultura Timor. Oinsa ita-nia hanoin kona-ba informasaun ne'e?</p>

<p>Karik ita aprende buat ruma kona-ba rai Timor-Leste husi revista Lafaek ba Komunidade? Saida de'it maka ne'e? Tuir ita-nia hanoin, oinsa bele uza informasaun hanesan ne'e?</p> <p><i>The community magazine sometimes publishes content about Timor-Leste and Timorese culture. What do you think of such content?</i></p> <p><i>Have you learned anything about Timor-Leste from the community magazine? What is that? How do you think that this information can be used?</i></p>
<p>Lia-Tetum/ Tetum language</p>
<p>(Husu pergunta ne'e ba joven sira-ne'ebe ko'alia lia-inan maka la'os Tetum-Terik)</p> <p>Timoroan barak ko'alia lia ida-ne'ebe la'os Tetum iha uma laran, hanesan Fataluku, Baikeno, Mambae, Galolen no seluk tan. Revista Lafaek hakerek liu-liu ho lia-Tetum. Tuir ita-nia hanoin, revista ne'e bele tulun komunidade sira atu aprende mos lia-Tetum ka lae? Karik sim, iha ezemplu ruma iha komunidade ne'e?</p> <p><i>(Ask this question only of youth whose mother tongue is not Tetum-Terik)</i></p> <p><i>Many Timorese speak languages other than Tetum at home, such as Fataluku, Baikenu, Mambae, Galolen, etc. The Lafaek magazine is mostly written in Tetum. Do you think that the magazine can help community members to learn Tetum? If yes, are there any examples from this community?</i></p>
<p>Fila liman/ small business</p>
<p>Karik ita ka familia ruma aprende buat ruma kona-ba fila-liman ka negosiu ki'ik husi revista Lafaek ba Komunidade? Karik sim, saida de'it maka ne'e? Karik ita uza tiha ona informasaun ne'e atu koko fila-liman ka aumenta tan fila-liman ne'ebe iha ona? Bele fahe ezemplu ka istoria ruma mai ha'u?</p> <p><i>Have you or anyone from your family learned anything about small business from the community magazine? If yes, what was that? Have you already used this information to try or expand a small business? Can you share some examples or stories with us?</i></p>
<p>Karik ita lee buat ruma kona-ba ekonomia familia, orsamentu familia ka rai osan iha revista Lafaek ba Komunidade? Karik sim, saida maka ne'e? Buat ne'e uza tiha ona iha uma laran ka seidak?</p> <p><i>Have you read anything about household economy/ budgeting/ savings from the community magazine? If yes, what have you learned? Have you already used it at home?</i></p>
<p>Agrikultura/ Agriculture</p>
<p>Ema barak iha Timor-Leste sai hanesan toos-na'in ka iha toos ki'ik atu uza ba uma laran. Karik ita aprende buat foun ruma kona-ba agrikultura husi revista Lafaek ba Komunidade?</p>

<p>Karik sim, saida maka ne'e? Karik ita uza tiha ona informasaun ne'e iha uma-ka'in nia toos? Bele fahe ezemplu ka istoria ruma?</p> <p><i>Many Timorese are farmers or have a kitchen garden for home use. Have you learned anything new about agriculture from the community magazine? If yes, what have you learned? Have you already used this information in the family farm/ garden? Can you share some examples or stories?</i></p>
<p>Ambiente / Environment</p>
<p>Rai Timor furak loos maibe hodi furak nafatin, tenke tau matan ba ai-horis, balada fuik no tasi. Karik ita aprende buat ruma kona-ba proteje rai Timor nia rikusoin natural hanesan ai-horis ho tasi husi revista Lafaek ba Komunidade? Karik sim, saida de'it mak aprende? Tuir ita-nia hanoin, hahalok ne'e bele aplika duni iha komunidade ne'e nia leet? Karik bele aplika, oinsa maka bele aplika ka aplika tiha ona? Bele fahe ezemplu ka istoria ruma?</p> <p><i>Timor-Leste is a very beautiful country; to ensure that it continues to be so, we need to care for the forests, sea and wild fauna. Have you learned anything through the community magazine about protecting the country's natural wealth, such as its forests and sea? If yes, what have you learned? Do you think that this information / practices can be applied in your own community? If they can be applied, how can you apply them, and have you already done so? Can you share some examples/ stories?</i></p>
<p>Edukasaun / Education</p>
<p>Ita iha alin, oan rasik ka familia uma laran ho idade ki'ik? Karik sim, ita aprende buat ruma iha revista Lafaek ba Komunidade atu tulun sira hodi aprende lee no sura? Karik aprende, saida de'it maka ne'e? Karik koko tiha ona iha uma laran ka seidak? Bele konta mai ha'u oinsa esperiensa ne'e?</p> <p><i>Do you have younger siblings or children of your own? If yes, have you learned anything from the community magazine to help them to learn to read and count? If you have learned something, what did you learn? Have you already tried it at your own home? Can you tell me about this experience?</i></p>
<p>Labarik ne'ebe tama pre-eskolar to' o klase 2 simu revista Lafaek Ki'ik iha eskola; sira-ne'ebe tama klase 3 to'o klase 6 simu Lafaek Prima. Karik ita iha alin ki'ikoan ka oan ruma ne'ebe simu revista Lafaek Ki'ik ka Lafaek Prima? Karik sim, oinsa uza revista ba labarik iha uma?</p> <p>Karik la temi, husu pergunta kona-ba:</p> <ul style="list-style-type: none"> -Uza atu lee hamutuk (karik hanoin-hetan istoria ruma ne'ebe lee hamutuk) -Halo jogu ka kreatividade ruma (no saida maka koko tiha ona) -Aprende iha uma kona-ba saude ho siensia (no saida de'it mak aprende)

<p><i>Children attending preschool till grade 4 receive the Lafaek Ki'ik and Lafaek Prima magazines. Do you have younger siblings or children of your own who receive those magazines? If yes, how do you use the children's magazines at home?</i></p> <p><i>If not mentioned, ask questions about:</i></p> <ul style="list-style-type: none"> <i>-Joint reading (and if they remember any stories they read together)</i> <i>-Doing games or making crafts (and what they have tried already)</i> <i>-Learning about health and science at home (and what did they learn)</i>
<p>Jeneru / Gender</p>
<p>Karik ita aprende buat ruma iha revista Lafaek ba Komunidade kona-ba feto ho mane nia kbiit no relasaun iha komunidade no mos uma laran? Karik aprende buat ruma kona-ba jeneru? Karik sim, saida de'it mak aprende husi revista? Tuir ita-nia hanoin, informasaun ne'e bele uza ka lae?</p> <p>Karik bele uza, oinsa mak uza? Karik koko tiha ona?</p> <p>Karik la bele uza, tanbasa?</p> <p><i>Have you learned anything from the community magazine about male and female roles and relationships in the community and at home? If yes, what have you learned? Do you think that this information can be used?</i></p> <p><i>If yes, how can it be used? Have you tried it already?</i></p> <p><i>If not, why?</i></p>
<p>Lafaek Facebook</p>
<p>Iha aldeia ne'e, internet tama ka lae? Karik sim, ita koko tiha ona uza Lafaek Facebook nian? Saida maka lee iha Facebook ne'e?</p> <p>Facebook ne'e susar atu uza ka lae? Saida mak di'akliu no saida mak aat liu husi Lafaek Facebook ne'e?</p> <p>Karik ita iha sujestaun ruma kona-ba konteudu Lafaek Facebook ne'e? Sujestaun saida de'it maka ne'e?</p> <p><i>Are you able to access the internet in this village? If yes, have you already tried to use the Lafaek Facebook page? What have you read in the Facebook page?</i></p> <p><i>Is the Lafaek Facebook difficult to use? What are the best and worst things about the Lafaek Facebook page?</i></p> <p><i>Do you have any suggestions about the content of Lafaek's Facebook page?</i></p>

Interese/ Attractiveness
<p>Saida mak ita gosta liu kona-ba revista Lafaek? Tanbasa mak ita gosta liu buat ne'e?</p> <p><i>What do you like the most about the Lafaek magazines? Why do you like it the most?</i></p>
<p>Bainhira ita sei ki'ik no ba eskola, ita simu revista Lafaek ka lae? (Karik sim) Iha tempu ne'eba, saida mak ita hanoin-hetan kona-ba revista Lafaek iha tempu ne'eba?</p> <p><i>When you were a child attending school, did you receive Lafaek? (If yes) What do you remember about the Lafaek magazines from that time?</i></p>
<p>Karik ita bele hola desizaun kona-ba saida maka tama iha revista Lafaek ba Komuidade, saida mak ita hatama iha revista ne'e? Tanbasa?</p> <p><i>If you were the editor for Lafaek's community magazine, what would you include in the magazine, and why?</i></p>

KII WITH SCHOOL DIRECTOR/COORDINATOR

Pergunta kualitativa ba Diretor/Kordenador eskola // KII with school director/ coordinator

1. Husu ba direktor ka kordenador atu hola parte iha entrevista ida. Esplika katak sei grava liafuan ne'e hodi bele hetan liafuan hotu maibe sei ladun fahe nia naran ka identifika nia liafuan ba ema seluk.

"Ita-boot di'ak ka lae? Ha'u hala'o entrevista ba projetu HATUTAN ne'ebe buka atu hadia edukasaun no nutrisaun ba labarik sira iha Timor-Leste. Ohin loron, ha'u husu ita-boot sira-nia konsentimentu atu ko'alia ho ami. Karik ita-boot lakohi hoka parte ka hakarak hapara entrevista ne'e iha tempu ruma, laiha buat ida.

Ha'u hakarak husu pergunta balun kona-ba nutrisaun ho edukasaun. Ha'u sei grava resposta hodi uza fali ba peskiza maibe sei la temi ita-nia naran ka informasaun pesoal ho ema seluk; informasaun ne'e ami-nia ekipa de'it maka sei uza no rai hanesan segredu. Ami sei kahur ita-boot nia resposta ho ema seluk nian hodi labele identifika se maka fo resposta ida-idak.

Ita-boot sira-nia resposta sei tulun ami hodi aprende tan kona-ba situasaun edukasaun, nutrisaun ho saude iha rai Timor-Leste. Ami sei uza informasaun ne'e hodi hadia ami-nia projetu. Ita-boot simu atu hola parte iha entrevista ne'e?"

Ask the director/ coordinator his/her consent to participate in an interview. Explain that we will record the interview to ensure complete notes of his/ her words, but will not share his/her name or identify his responses to other people.

"Hello, how are you? I'm interviewing on behalf of the HATUTAN project, which aims to support education and children's nutrition in Timor-Leste. I would like to talk to you today and ask for your consent to interview you. If you do not want to participate in this interview or would like to stop it at any time, there is no problem.

I would like to ask you some questions about nutrition and education. I'm going to record your answers to use in our survey but will not mention your name or personal details to other people. This information is for our team only and will be treated confidentially. Your answers will be mixed with the answers of other parents we have interviewed, making it impossible to identify individual answers.

Your responses will help us to learn more about the status of children's education, nutrition and health in Timor-Leste. We will use this information to adjust our project's design. Do you consent in participating in this interview?"

2. Uza gravador (voice recorder). Tenke liga voice recorder molok hahu no tes voice recorder hodi garante katak ida-ne'e funsiona duni.

Use a voice recorder. Please test it before starting to ensure that it is working correctly.

1. Jestaun eskola/ School management

<p>Karik ita-boot halo mudansa ruma iha jestaun eskola iha tinan kotuk? Karik sim, mudansa saida maka ne'e? Tanbasa mak halo mudansa ne'e?</p> <p><i>Have you made any changes in school management since last year? If yes, what did you change? Why have you made those changes?</i></p>
<p>Ho Estadu Emerjensia ne'e, hahalok saida de'it maka muda iha eskola ne'e? Benefisiu saida mak iha? Dezafiu saida de'it maka mosu?</p> <p>Karik la temi: Husu kona-ba fahe klase ba turno; mestre ho labarik nia prezensa; comunidade nia reasaun ba COVID; hahalok ijiene nian.</p> <p><i>With the State of Emergency, what practices have changed in this school? What were the main benefits? What challenges have emerged?</i></p> <p><i>Follow up in case not mentioned: Ask about splitting classes into shifts; teacher and student attendance; community reaction to COVID; hygiene habits.</i></p>
<p>Iha tinan kotuk, ami observa katak labarik absensia ka la tama eskola beibeik, liu-liu bainhira eskola loke fali iha fulan Agostu/Setembru. Tuir aman sira-nia hanoin, tanbasa mosu situasaun ne'e?</p> <p><i>Karik la temi: Eskola ka APP halo buat ruma atu labarik sira fila fali ba eskola? Saida de'it mak sira halo?</i></p> <p><i>Last year, we observed that many students were absent when the schools reopened in August/September. Why do you think that this is happening?</i></p> <p><i>Follow-up in case not mentioned: Did the school/ PTA do something to bring children back to school? What did they do?</i></p>
<p>Iha tinan kotuk, mestre barak foti lisensa ka ba tuir treinamentu. Ho situasaun ne'e, klase balun karik mestre laiha ka la la'o. Eskola ne'e hetan impaktu husi situasaun ne'e? Karik sim, impaktu saida maka ne'e? Saida maka direktor/ koordenador halo?</p> <p><i>Many teachers were on extended leave or on training last year. This situation resulted in some grades lacking teachers or not being operational. Has this school been affected? If yes, what was the impact of this situation? What has the director/coordinator done about it?</i></p>
<p>2. APP/ PTA</p>
<p>Eskola ne'e APP ka Conselho dos Pais iha ka lae? Karik iha, hahu tinan kotuk, saida mak APP halo iha eskola ne'e? Oinsa APP ho ita-boot serbisu hamutuk?</p> <p>Saida maka benefisiu boot husi serbisu APP nian? Saida maka dezafiu boot kona-ba serbisu hamutuk ho APP?</p> <p><i>Does this school have a PTA/ Parents' Council? If yes, what has the PTA done in this school since last year? How have you worked with them?</i></p> <p><i>What were the main benefits of the PTA activities? What were the main challenges of collaborating with the PTA?</i></p>
<p>Saida mak APP halo atu suporta merenda eskolar iha eskola ne'e?</p> <p><i>What has the PTA done to support the school feeding program in this school?</i></p>
<p>Oinsa feto ho mane nia partisipasaun iha APP? Husi ema ne'ebe hola parte iha APP, se mak ativu liu? (husu kona-ba feto, mane, ema boot iha comunidade nia leet, ema ne'ebe hatene lee, no seluk tan)</p>

<i>What is the participation of women and men in the PTA? Among those who participate in the PTA, who is most active? (ask about women, men, people of means/higher status in the community, literate people, etc)</i>
Karik APP halo buat ruma atu hadia kondisaun eskola bainhira krize COVID? Karik sim, saida maka sira halo?
<i>Has the PTA done something to improve school conditions during the COVID crisis? If yes, what did they do?</i>
3. Merenda eskolar/ School feeding
Saida de'it mak eskola ne'e halo atu bele hadia merenda eskolar?
<i>What has the school done to improve the delivery of the school feeding program?</i>
Saida maka susar liu atu implementa merenda eskolar ho di'ak?
<i>What are the main difficulties to implement the school feeding program?</i>
Karik eskola ne'e hetan benefisiu ruma husi merenda eskolar, benefisiu saida de'it maka ne'e?
<i>Has this school benefitted from the school feeding program? How?</i>
Se mak hetan benefisiu boot liu husi merenda eskolar? Tanbasa?
<i>Who has benefitted the most from school feeding program? Why?</i>
Eskola ne'e sosa modo ruma husi toos-na'in iha aldeia sira-ne'e? Saida mak eskola ne'e sosa?
<i>Has the school purchased vegetables and other food items from local farmers? What has the school purchased from them?</i>
Toos-na'in / inan-aman sira fo doasaun ruma ba merenda eskolar? Saida maka sira fo?
<i>Has the school received any donations from local farmers/ parents for the school feeding program? What have they donated?</i>
Se maka responsavel ba jestaun merenda eskolar? Tanbasa?
<i>Who is responsible for managing the school feeding program? Why?</i>
4. Hanorin lee/ Literacy teaching
Tuir ita-boot nia hanoin, hahu tinan kotuk, mestre sira troka fali hahalok ruma atu hanorin labarik lee ho di'ak? Karik sim, hahalok saida maka sira adopta ka troka fali? Tanbasa?
<i>Do you think that there has been any change in the teachers' methodology to teach children to read since last year? If yes, what behaviors have they adopted or changed? Why?</i>
Saida maka dezafiu boot liu mestre hasoru agora daudaun hodi hanorin labarik lee?
<i>What are the main challenges the teachers are facing right now to teach children to read?</i>
Labarik balun dalaruma susar atu aprende lee no sai hanesan haluhador. Bainhira iha kazu hanesan ne'e, oinsa mestre nia hahalok?
<i>Some children may struggle to learn to read and forget things easily. When faced with such cases, what do teachers do?</i>
Labarik balun nonok de'it ka moedor liu no la hola parte iha klase. Se maka labarik sira-ne'e? Saida maka mestre halo hodi suporta sira?

<p><i>Some children are very quiet or shy and do not participate in class. Who are those children? What do the teachers do to support them?</i></p>
<p>Oinsa eskola uza livru ne'ebe simu ba klase 1-3? Karik la temi: Eskola hahu empresta livru ba estudante klase 1-3 atu lori ba uma? Karik sim, saida maka di'ak no saida maka susar kona-ba empresta livru? Karik lae, tanbasa la empresta livru?</p> <p><i>How is the school using the books you have received for grade 1-3? Follow up if not mentioned: Has the school started to lend books to grade 1-3 students to take home? If yes, what are the benefits and challenges of lending books? If not, why hasn't the school started to lend the books?</i></p>
<p>Oinsa eskola ne'e uza revista Lafaek Ki'ik ho Lafaek Prima ba klase 1-4? Saida maka di'ak no saida maka susar kona-ba uza revista Lafaek Ki'ik ho Lafaek Prima?</p> <p><i>How is the school using the Lafaek Ki'ik and Lafaek Prima magazines for grades 1-4? What are the benefits and challenges of using the Lafaek Ki'ik and Lafaek Prima magazines?</i></p>
<p>Tuir ita-boot nia opiniaun, konteudu saida de'it husi revista Lafaek ba Manorin ne'ebe di'akliu ba ita-boot nu'udar direktor/koordinador? Konteudu saida de'it maka susar liu ka ladun uza?</p> <p><i>As a director / coordinator, what content in the Lafaek teachers' magazine is the most useful for you? What content is too difficult or cannot be used?</i></p>
<p>5. Jestaun klase/ Classroom management</p>
<p>Ami hatene katak dalaruma susar atu halo jestaun klase ba primeiru to'o terseiru ano. Porezemplu, dalaruma mestre lakon pasiensa no hakilar tanba labarik halo barullu demais ka baku malu. Oinsa jestaun eskola nia hahalok iha situaun ne'e?</p> <p><i>We know that it may be difficult to manage grade 1-3 classes. For instance, sometimes the teacher loses patience and yells if the students are too noisy or fight each other. What does the school management do about it?</i></p>
<p>Iha kazu ruma bainhira ita-boot foti sansaun ruma ba mestre ne'ebe hatudu hahalok aat ba estudante? Oinsa mak ita resolve kazu ne'e?</p> <p><i>Was there any case when you took action against a teacher who behaved inappropriately towards a student? How did you solve the case?</i></p>
<p>6. Isin di'ak / Health</p>
<p>Agora daudaun, eskola implementa ona jardim eskolar/ toos eskolar ka lae? Karik sim, se maka suporta toos eskolar ne'e? Saida mak halo ho toos eskolar?</p> <p><i>Does the school have a school garden? If yes, who is supporting it? What are you doing with the school garden?</i></p>
<p>Saida maka difikuldade boot kona-ba halo labarik fase liman ho sabaun? Saida maka bele halo atu fo korajen ba labarik atu adopta hahalok ne'e?</p> <p><i>What are the main challenges to make children wash their hands with soap? What can be done to encourage children to adopt this behavior?</i></p>

FACEBOOK SURVEY

What is your sex?

1. Male 2. Female 3. Don't want to share

2. How old are you? _____

3. What is your marital status?

4. Single 5. In a relationship 6. Engaged
7. Married 8. Widowed 9. Separated

3.1. If married, what was your age at marriage: _____

3.2. Do you have children?

1. Yes 2. No (**go to Q No. 4**)

3.3 If yes, number of girls: _____

3.4 If yes, number of boys: _____

4. What languages do your parents or other people who are raising you speak at home?

10. Only or mostly Tetum 11. Only or mostly a language other than Tetum
12. Tetum and a language other than Tetum equally

5. How often do you do work at home (chores, baby sitting, laundry cooking)?

13. Almost every day 14. Once or twice a week 15. A few times a month
16. A few times a year 17. Never

6. What is the highest grade of school you have completed?

1. 4th 2. 5th 3. 6th 4. 7th 5. 8th
6. 9th 7. 10th 8. 11th 9. 12th 10. Currently in school/Uni.

11. Some university education 12. Undergraduate 13. Graduate 14. Vocational 15. No schooling

7. How are/were your grades in school/university? (Please pick the answer that best describes how you do/did in general?)

1. Excellent (90% and above) 2. Above average (80% - 90%) 3. Average (70% - 80%)
 4. Below average (60% - 70%) 5. Unsatisfactory (below 60%) 6. Don't know

8. Do you have a full-time or a part-time job for pay?

1. Yes, full-time job (30 hours or more per week) 2. Yes, part-time job 3. No, I don't have a job (go to Q10)

9. For how many months have you had this job?

1. 1 month or less 2. 2 to 6 months 3. 7 to 12 months
 4. More than 12 months 5. I'm a full-time student 6. I don't have a job

10. Have you EVER SMOKED a cigarette, even just a few puffs, or used chewing tobacco etc.?

1. Yes 2. No 3. Prefer not to answer

11. How often do you get into fights (physical and/or verbal)?

1. Almost every day 2. Once or twice a week 3. A few times a month
 4. A few times a year 5. Never

12. How often do/did you get in trouble with school officials (for example, poor grades, skipping school, or acting out in class)?

1. Almost every day 2. Once or twice a week 3. A few times a month
4. A few times a year 5. Never

13. Has your daily life been affected by the COVID-19 pandemic?

1. Yes 2. No (go to Q No. 15) 3. Prefer not to answer (go to Q No. 15)

14. If yes, how has the pandemic impacted your daily life? (Multiple choice)

1. Family member is/was infected 2. Family member has passed away 3. I am/was infected
4. Family income has been depleted 5. My education is affected 6. I cannot meet with my friends
7. There is increase in domestic violence or abuse in my home 8. Accessing basic services like food, health treatment, bank, etc. has been severely affected 9. My family members are/were not able to go to work
10. We do not have sufficient food and cash to buy basic food stuffs 11. Unable to study at home 12. Unable to return to school
13. Others (Specify): _____ 14. Prefer not to answer

15. Please read each of the statements below and indicate whether you disagree strongly, disagree somewhat, agree somewhat, or agree strongly.

Statement	<input type="checkbox"/> 1. Disagree Strongly	<input type="checkbox"/> 2. Disagree Somewhat	<input type="checkbox"/> 3. Agree Somewhat	<input type="checkbox"/> 4. Agree Strongly
1. Women have the right to hold leadership positions	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
2. A female president can be as effective as a male president.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
3. At home, both boys and girls should ask permission to go meet with their friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
4. Girls have the same right to go to school as boys.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

5. It is good for boys to talk about their problems with their male friends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
6. Men and women both have the right to enroll in advanced schooling.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
7. I respect a man who walks away from a fight.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
8. A spouse and wife should decide together if they want to have children.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
9. Both men and women have the right to choose whom they marry.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
10. Girls should be allowed to play sports.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
11. Boys should be allowed to play sports.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
12. If I heard a man insulting a woman, I would tell the man to stop.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
13. If I heard a woman insulting a man, I would tell the woman to stop.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
14. Men should be allowed to beat their wives/girlfriends if they do something wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
15. Women should be allowed to beat their husbands/boyfriends if they do something wrong.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
16. Men should know about family planning before marriage.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
17. Women should know about family planning before marriage.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
18. Men don't need consent to engage in sexual activity with their wives/girlfriends.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

16. Please read each of the statements below and indicate whether they happen to you rarely, sometimes, most of the times, or almost always.

Statement	<input type="checkbox"/> 1. Rarely	<input type="checkbox"/> 2. Sometimes	<input type="checkbox"/> 3. Most of the time	<input type="checkbox"/> 4. Always
1. I like to do new activities that I may not know how to do.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
2. My friends ask me for advice.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
3. I recognize when people have different skills to contribute to a task.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

4. I am comfortable when my teacher/supervisor calls on me to answer a question.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
5. I contribute ideas to discussions at home even if they are different from others' ideas.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
6. I ask questions at school/work when I don't understand something.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
7. I can describe my thoughts to others.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
8. The things I do set a positive example for my peers.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
9. I consider possible outcomes of my decisions before making them.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
10. I accept responsibility for the outcomes of my decisions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
11. I recognize when choices I make today can affect my life in the future.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
12. I can show what is important to me with my actions.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
13. If someone does not understand me, I try to find a different way of saying what is on my mind.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
14. I encourage others to join together to help the community.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
15. I cooperate with others to get things done at home.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
16. If someone treats me unfairly at school/work, I am comfortable telling the director/supervisor.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
17. I am willing to work hard to achieve my dreams.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
18. I am better able to finish a task when I plan ahead.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
19. When I have the opportunity, I can organize my peers to do an activity.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
20. I am interested in being a leader at my school/workplace.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.
21. I try to understand the cause of a problem before trying to solve it.	<input type="checkbox"/> 1.	<input type="checkbox"/> 2.	<input type="checkbox"/> 3.	<input type="checkbox"/> 4.

17. Who makes decisions about money in your household? (Select the best fit)

1. Both, me and my partner/spouse 2. Me 3. My partner/spouse
4. Both, my Mother & Father 5. My mother 6. My father
7. My siblings 8. Others (specify): _____ 9. Do not know
10. Prefer not to answer

18. In the last 12 months, have you saved any money?

1. Yes 2. No (go to Q No. 23) 3. Prefer not to answer (go to Q No. 23)

19. If Yes, how have you been saving the money? (Multiple choice)

1. Saving at home 2. Saving in a savings account 3. Giving it to a family member to save on my behalf
4. Saving in an informal savings club 5. Other (specify) _____ 6. Do not know

20. Where do you get the money to save? (Multiple choice)

1. My father 2. My mother 3. Both my mother and father
4. My sister/s 5. My brother/s 6. My partner/spouse
7. Small business 8. Wages 9. Other (specify) _____
10. Prefer not to answer

21. Who decides what your savings are spent on? (Select the best answer)

11. I decide 12. Me and my partner/spouse decide 13. My partner/spouse decides
14. My parents decide 15. Someone else decides 16. Prefer not to answer

22. What do you spend your savings on? (Multiple choice)

1. To pay for basic needs (Clothes, food)
2. To pay for things to help me work besides my basic needs
3. To pay for things related to school besides my basic needs
4. To have fun
5. To start a business one day
6. To pay for medical expenses
7. To pay for wedding expenses
8. To pay for my parents' expenses
9. To pay for my family's expenses
10. To pay for partner's/spouse's expenses
11. Others (Specify): _____
12. Prefer not to answer

23. What are your main sources of information about health, hygiene, nutrition, and gender equality?

1. TV
2. Radio
3. Newspaper
4. Magazines
5. Facebook
6. YouTube
7. Other websites
8. Others (specify) _____
9. None

24. How often do you visit the Lafaek Facebook page?

1. Almost every day
2. Once or twice a week
3. A few times a month
4. A few times a year
5. Never

25. What do you do on the Lafaek Facebook page when you visit?

1. Read the posts (not engage)
2. Scroll through the posts without reading them
3. Engage by commenting and sharing the posts
4. Chat with other people my age
5. Prefer not to answer

26. Please select the topics on which you have read posts on the Lafaek Facebook page

1. Health and nutrition
2. Timorese history
3. Tetum language

- | | | |
|-------------|--------------------|----------------------------|
| 4. COVID-19 | 5. Gender equality | 6. Literacy |
| 7. Tourism | 8. Job Vacancies | 9. Others (please specify) |

10. Don't know

27. How do you rate the quality of the information provided by the Lafaek Facebook page?

- | | | |
|-------------------------------|--------------------------------|------------------------|
| 7. Excellent (90% and above) | 8. Above average (80% - 90%) | 9. Average (70% - 80%) |
| 10. Below average (60% - 70%) | 11. Unsatisfactory (below 60%) | 12. Don't know |

28. What can the Lafaek Facebook page do to increase youth engagement?

29. How can Lafaek involve more youth to generate and improve Facebook contents?

30. What do you like the most about the Lafaek Facebook page?

31. What do you like the least about the Lafaek Facebook page?

32. What content do you like to see more on Lafaek Facebook page?

- | | | |
|-------------------------|---------------------------|--|
| 1. Health and nutrition | 2. Timorese history | 3. Tetum language |
| 4. Tourism spot | 5. Quiz and Competition | 6. Tips and Articles from Lafaek Magazines |
| 7. Climate change | 8. Others (specify) _____ | 9. Don't know |

33. Would you recommend Lafaek magazines to your relatives and friends?

Yes No

34. Would you recommend your relatives and friends to like Lafaek's Facebook page (@RevistaLafaek)?

Yes No