

# ***Lafaek* as a tool to support education improvements in East Timor**

**A study conducted under  
the Fundamental School Quality Project (TF 030630)**



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## Glossary of Terms

Creche	East Timorese NGO
Donor	Funding agency (international aid organizations, foreign assistance programs, international NGOs, humanitarian organization, etc.)
EC	European Commission
EP	<i>Escola Primaria</i> (Primary School)
EP Catolica	<i>Escola Primaria Catolica</i> (Catholic Primary School)
EP Publica	<i>Escola Primaria Publica</i> (State Primary School)
FSQP	Fundamental School Quality Program / World Bank
M & E	Monitoring and Evaluation
MECJD	<i>Ministerio Da Educacao, Cultura, Juventude E Desporto</i> (Ministry of Education, Culture, Youth & Sports)
MECYS	Ministry of Education, Culture, Youth & Sports
NGO	Non Government Organization
NLI	National Linguistics Institute
PTA	Parent Teacher Association
RDTL	Democratic Republic of East Timor
RTTL	Radio & TV Timor Leste
Tetun	One of two national languages (sometimes spelled <i>Tetum</i> ), the other being Portuguese
Timor Leste	East Timor (in Portuguese)
Timor Lore Sae	East Timor (in Tetun)
TL	Democratic Republic of East Timor
TLSS	Timor-Leste Living Standards Measurement Survey
UNICEF	United Nations Children's Fund
UNMISSET	United Nations Mission in East Timor, post independence UN administration
USAID	United States Agency for International Development
WB	World Bank

## **1. Background to the study**

Since December 2000 CARE International has been producing a children's magazine called *Lafaek* to promote child rights in East Timor. Funding was initially provided by CARE. In May 2002, after five editions had been published, the European Commission (EC) provided funding, enabling every child in grades 3-6 to receive the magazine.

Following the success of *Lafaek* and considering the lack of print material available in schools at the time, in 2004 the Ministry of Education, Culture, Youth and Sports (MECYS) requested the addition of a second magazine for younger children in years 1-2 with a focus on basic literacy, numeracy and developing creativity.

Funding from the European Commission (EC); MECYS, the World Bank, UNICEF, and USAID along with sponsors ranging from the Australian Quarantine and Inspection Service (AQIS) to the East Timor National Mental Health Programme has enabled the project to develop during this period and continue until December 2005. The Government of East Timor has now requested continued donor support for *Lafaek* (or the equivalent). In this context the World Bank is considering ongoing funding to continue and expand the role of *Lafaek* in supporting the improvement of primary schooling.

A quality of schooling specialist with knowledge of classroom use of instructional materials was engaged for a period of approximately twenty days in late April-May 2005 to assist the Bank to better understand how the *Lafaek* magazine is impacting on classroom activities and learning in East Timor. The consultant worked closely with the Fundamental School Quality Project (FSQP) staff, CARE International staff and senior education officials of MECYS. Funding for the study was provided through Australia (TF 030630).

This report is the result of that consultancy.

## **2. Terms of Reference**

The Terms of Reference required the consultant to:

1. Review recent studies of the use of the *Lafaek* magazines by children and teachers;
2. Assess how the magazines are being used in the classroom for educational purposes and to what extent this is proving effective in the learning process;
3. Interview teachers and children to gauge the extent that *Lafaek* is instrumental in lesson planning and lesson outcomes;
4. Determine the capacity of teachers to use these materials for educational purposes; and
5. Assess the capacity of students to learn from these materials.

In addition, the consultant was required to talk with the full range of stakeholders to assess how best:

1. *Lafaek* (or the equivalent) can be extended to assist in filling the gaps that exist (and are expected to continue to exist) in terms of classroom learning materials and teacher training materials in East Timor; and
2. *Lafaek* can be used to carry messages that will improve school management.

In light of the studies already completed on *Lafaek* usage, these latter two tasks were regarded as of critical importance and the main focus of the consultancy. This was particularly important as the Government of East Timor has requested continued donor support for *Lafaek* (or the equivalent) and there is a need for the donor community to understand how best the CARE-produced magazine can be transformed to better meet a wide range of classroom and teacher training demands.

Required outputs were as follows:

1. (a) a summary of previous findings in respect to recent studies of *Lafaek* usage and impact on classroom activity and learning, and (b) comments on the validity of those reports and of their findings.
2. A concise assessment of how to take the *Lafaek* magazine to the next level - to include recommendations for improved content, coverage, targeting (focus) and frequency of release.

### **3. Responding to the Terms of Reference**

#### **Approach to the study**

The consultant, Dr Mark Heyward, fielded in East Timor from 20<sup>th</sup> April until 3<sup>rd</sup> May 2005. Analysis and writing of the report was completed on 8<sup>th</sup> May 2005.

There have been a considerable number of studies of *Lafaek* made during its five year history. Rather than conduct another extensive field-study, the current study is essentially a meta-analysis of previous studies. The findings of this analysis are validated in a brief field study conducted by the consultant and recommendations are made on this basis, together with stakeholder consultations and the consultant's professional experience.

In responding to the Terms of Reference, the consultant:

1. Reviewed over thirty five studies, reports and related documents (see Bibliography) including the two key reviews of *Lafaek* discussed in Section 7, below, together with early and recent editions of the *Lafaek* magazines
2. Consulted with key stakeholders at national level (see Appendix 1)
3. Conducted a brief field-study involving focus-group discussions, interviews, observations and school visits

In addition to the planned interviews, many incidental conversations about *Lafaek* were held during the mission with a range of members of the public (drivers, hotel workers, restaurant owners, security workers etc) plus foreign advisors and workers from many sectors.

## **Analysis & validation of findings**

A thematic analysis was used to reduce and synthesise qualitative data resulting from the review of previous studies, consultations and field-work.

Findings were validated through triangulation of method and data source. As described above, methods included stakeholder consultation, school observation, and focus group discussions with teachers and children. Data sources included children, teachers, school heads and other officials, national stakeholders, international advisors, previous studies and related documents. Reference to previous studies, validated through stakeholder consultations and field work, provides a good basis for confidence in the findings presented in this report.

A wrap-up meeting was held with key stakeholders at national level in order to present preliminary findings and gain feedback. This feedback was incorporated into the final analysis and the report.

## **Methodological limitations**

Acknowledged limitations in the approach taken are as follows:

1. The time allowed to conduct the study was limited – resulting in a relatively small sample of schools, groups and individuals being included in the field study. Remote schools, such as in the far eastern districts or in Oecusse or Atauro Island, were not surveyed.
2. Some key stakeholders, particularly senior Ministry officials, were absent at the time of the study.

As described above, the approach taken was to review previous studies and attempt to verify the key findings through the field-work, stakeholder consultations and document analysis.

Whilst, for a full survey or review of *Lafaek*, the sample may be regarded as small, for the purpose of verifying secondary data and the conclusions of previous studies it is considered adequate. Focus group discussions and school visits provided direct information on the use of magazines in twenty schools.

It is indeed unfortunate that some key stakeholders were absent and could not be consulted during the study. However, this problem was mitigated by the consultant meeting with other officials and advisors working in the same sections. In particular it should be noted that Mr Rui Belo (Assistant Director of Curriculum, MECYS) was absent, along with Mr Domingos da Sousa (Director General of Education, MECYS) and Mrs Maria Manuela Gusmao (Director of the Institute for Continuing Education, MECYS), all of whom were overseas during the visit.

## **The report**

The report continues below with a brief overview of the context for the study, followed by a description of *Lafaek*; the project and the magazines. Recent studies of *Lafaek* are then reviewed and key findings are outlined. These findings were validated in a field study. The approach, conduct and findings of this study are presented.

On the basis of the validated findings and stakeholder consultations discussed, answers to the questions posed in the Terms of Reference are then offered. In particular the report addresses the issue of how *Lafaek* is being used in classrooms to support teaching and learning, and the capacity of teachers and students to use it effectively for teaching and learning.

Recommendations for the future of *Lafaek* – of how it can be ‘taken to the next level’ - are presented in a concise summary at the conclusion of the report.

## **Acknowledgements**

The generous support, assistance and cooperation of personnel from MECYS, FQSP, CARE International and UNICEF in the conduct of this study is gratefully acknowledged.

## **4. The context**

### **Introducing East Timor: the historical context**

The historical and current context for the development of education in East Timor has been well documented and is well-summarised in the World Bank’s sector review released in December 2004 (Report No. 29784-TP: Timor-Leste. *Education Since Independence. From Reconstruction to Sustainable Improvement*). A brief overview of salient points will suffice for the present purpose.

East Timor, also known as Timor Leste and Timor Lore Sae,<sup>1</sup> is located in South East Asia. It borders Indonesia by land and sea to the west, north and east and Australia by sea to the south.

The tiny agrarian nation, with a current population of 828,000,<sup>2</sup> was a Portuguese colony for 460 years from the year 1515. During this period there was very little investment in education. In 1975, following political changes at home, Portugal withdrew and Indonesia assumed control, declaring East Timor its newest province.

**Figure 1: Map of East Timor<sup>3</sup>**



The Indonesian period was marked by a significant investment in infrastructure and education in East Timor but also by a large military presence and ongoing armed struggle with East Timorese resistance fighters which restricted international involvement and disrupted development.

<sup>1</sup> The title 'East Timor' is used throughout this report as consistent with the use of English language.

<sup>2</sup> Figures in this section are taken from the World Bank sector review; December 2004 (Report No. 29784-TP: Timor-Leste. *Education Since Independence. From Reconstruction to Sustainable Improvement*).

<sup>3</sup> UN map, taken from 2004, Mid-Term Review of *Lafaek*

In 1999 the East Timorese people voted overwhelmingly for independence in a UN-sponsored referendum, ending the 24-year Indonesian occupation. In the wake of this referendum, widespread violence and destruction of public and private property left the nation severely weakened. Around 95% of schools were burnt down, destroyed or damaged. Around 90% of secondary teachers, 20% of primary teachers and most administrators in the education system were not indigenous East Timorese and departed at this time. Significant loss of life and the displacement of entire communities seriously disrupted schooling.

In October 1999, the UN passed a resolution establishing the United Nations Transitional Administration in East Timor (UNTAET). This organization, working with the indigenous transitional government, the East Timor Transitional Administration (ETTA), governed Timor-Leste until independence on May 20, 2002. Schools were officially reopened following the violence in October 2000 and classes resumed in November 2000.

The five-year National Development Plan (NDP), which was formulated in 2002 after nationwide consultation, made education a central feature in its strategy for alleviating poverty and nation-building. Seven out of ten East Timorese nominated education as the top priority in this process. However, the context poses major challenges for the development of education and achievement of objectives.

## **The geographic, economic and demographic context**

Timor is a small but rugged and mountainous island. Access to many communities and their schools in East Timor is limited, with roads in disrepair or non-existent. Access in the wet season is even more problematic. Endemic poverty is both a cause and a result of limited capacity in the education sector – both historical and current. Around 76 percent of the population are subsistence farmers, and live in rural areas. As a result, over 40 percent of the population lived below the poverty line of \$0.55 per day in 2001.<sup>4</sup> Malnourishment is widespread. A study conducted by UNICEF in 2002 found that 47 percent of children under the age of 5 were stunted, 43 percent were underweight, and 12 percent were wasted.<sup>5</sup>

Over 40 percent of the adult population are illiterate, including nearly one-half of all adult females and about one-third of all adult males. In 2001, 57 percent of the adult population had little or no schooling, 23 percent had only primary education, 18 percent had a secondary education, and 1.4 percent had a higher education.

East Timor is also a young nation, with about 48 percent of the population being at or under the age of 15 in 2001. In addition, the country's total fertility rate in 2001 was about 7.5 children per adult female, which is among the highest rates in the world. In this overwhelmingly Catholic country the phrase 'populate or perish' has a ring of

<sup>4</sup> 2001: Timor Leste Living Standards Measurement Survey (TLSS)

<sup>5</sup> 2002: UNICEF Multiple Indicator Cluster Survey (MICS)

authenticity. Incidental conversations with village people suggest that families see it as their duty to ‘repopulate’ their nation following the loss of life in the conflict with Indonesia.

## The linguistic context

Thirty-three indigenous languages are spoken in East Timor.<sup>6</sup> Some of these languages are used by very few people, and many are not mutually intelligible. About thirteen languages are spoken by sizable communities. In addition, Portuguese and *Bahasa Indonesia* are the mother tongues of some Timorese. Few of the indigenous languages have any linguistic affinity with Portuguese and little with *Bahasa Indonesia*. Tetun,<sup>7</sup> the mother tongue of the largest group of people (about sixteen percent) and the indigenous lingua franca, is spoken and understood by most Timorese.

Tetun has been developed as a written language by the Catholic Church in East Timor over a lengthy period. The first catechism in Tetun was produced in the 1800s and the Gospels and prayer books were translated in the twentieth century. During the Indonesian period, Tetun gained greater support as a lingua franca, along with the Church itself, as a defence of national and cultural identity. The use of the indigenous language for liturgical purposes was approved by the Vatican in this period.

Portuguese also survived throughout the Indonesian period, essentially as the language of the elite. It is historically associated with the educated indigenous minority under Portuguese rule. Its use was discouraged by the Indonesian authorities – and was banned in schools in the 1990s – perhaps contributing to its association with the independence movement.

The national constitution designates Portuguese and Tetun as ‘official languages’ and *Bahasa Indonesia* and English as ‘working languages’. The government, in its (draft) National Education Policy statement (2004)<sup>8</sup> has adopted a policy of bilingual schooling but indicates that Portuguese is the preferred official language of instruction.<sup>9</sup> The ambiguity surrounding this policy has yet to be resolved in practical terms. Most primary school teachers teach in a mix of Portuguese and Tetun, with local languages and *Bahasa Indonesia* also sometimes used to facilitate learning. Both Tetun and Portuguese are included as subjects in the new curriculum. All teachers are enrolled in a course of weekly professional development delivered by Portuguese teachers and sponsored by the

<sup>6</sup> Tetun, Bunak, Baikeno, Mambae, Tokodede, Kemak, Makasae, Makalero, Makroni, Naueti, Tetun Terik, Galole, Nanaek, Beloi, Bikeli, Waimoa, Lakelai, Makili, Lacede, Carhili, Midiki, Makadade, Maquer, Aniei, Lolein, Kairui, Bekais, Sunda, Alor, Larantuka, Malou, Manuroni, and Mantui

<sup>7</sup> The spelling ‘Tetun’ is adopted throughout this report. The word is also commonly spelled ‘Tetum’ and both spellings are used contemporaneously in official documents and reports.

<sup>8</sup> (Draft) National Education Policy 2004 – 2008. English version, August 2004

<sup>9</sup> ‘Overall, since Tetum is at a preliminary stage of development, the implementation of Portuguese will have precedence. Tetum may be used as a pedagogic aide in the teaching of disciplines related to topics such as the environment, social sciences, history and geography, at levels not beyond basic education.’ (2004, p.12)

Portuguese government, focussing initially on Portuguese language acquisition and subsequently on teaching pedagogy and content. According to the policy, Portuguese has been progressively introduced as an instructional language throughout the primary school.<sup>10</sup> However, the majority of teachers, who were educated in *Bahasa Indonesia* during the Indonesian period, are not yet competent to teach in Portuguese and the children also lack capacity to learn in the language. This has meant that teachers tend to ‘default’ to Tetun or other local languages.

## The educational context

The end of conflict has resulted in a soaring of participation rates in basic education. As a result of the disruptions outlined above, many over-age children are now enrolled in classes. It is not uncommon, for example, to find children as old as seventeen in early grades in primary school. However problems of efficiency and quality are chronic. Drop-out and repetition rates are very high. The Timor-Leste Living Standards Measurement Survey (TLSS) conducted in 2001 cited a number of contributing factors: lack of textbooks and learning materials, too few hours of instruction, poor teacher quality, high student-teacher ratios in primary schools, inadequate preparation for the language of instruction, poor condition of physical infrastructure, and high student and teacher absenteeism. Of these, the lack of text-books and learning materials, the poor teacher quality and the lack of competence in Portuguese have most immediate relevance to this study.

The TLSS found that more than half of the students had no book at all from which to learn, between 30 and 40 percent had some books, and fewer than 10 percent had a full set of books. Because of this lack of books, teaching and learning typically involves teachers copying their notes on the blackboard and students copying them into their exercise books. The lack of reading materials makes it difficult for children to develop literacy. Very few students have access to any reading material outside of the school – apart from the *Lafaek* magazines, which are the subject of this study.

Many schools have been given Portuguese textbooks and these have provided a useful resource for teachers as the Indonesian texts have been withdrawn from use, and in the absence of alternatives. However there are generally only enough copies for the teacher to use as a reference and these are off-the-shelf publications from Portugal and lack relevance to the East Timorese context.

There are generally no reading materials available in Tetun, with the notable exceptions of *Lafaek*, which is provided to all primary school children, and some high-quality children’s reading books and big-books produced by the Mary McKillop Institute, which are available in a few schools.

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<sup>10</sup> The policy was introduced in Grades 1 and 2 in 2000 and has progressively moved up one grade per year since then, reaching Grade 5 in the school year 2003/04. In those grades where Portuguese has been introduced, Indonesian books have been withdrawn. However, according to the World Bank sector review in 2004, there were not enough Portuguese books to replace them.

Whilst few details are provided in the reports surveyed, it is clear that teachers in East Timor are poorly qualified. A recruitment process conducted in 2000 and 2003 resulted in a small percentage of applicants meeting the minimum requirements established and determined through an examination. Many qualified teachers from the Indonesian period also did not pass these examinations. Those who were relatively well-qualified often upgraded to fill vacancies in the secondary sector left by the repatriation of Indonesian teachers. There is also anecdotal evidence to suggest that some nepotism may have occurred at local level in the subsequent selection of primary teachers. As a result of this combined history, very few primary level teachers possess the minimum of a D2 – two-year diploma and a great many have no formal teaching qualifications at all.

In the period since transition and independence, schools have continued to use an adapted version of the 1994 Indonesian curriculum in East Timor. During this time work has progressed on the preparation of a new national curriculum. The new (draft) curriculum, developed with the assistance of UNICEF and other donors, is now being trialled in selected schools and clusters. This curriculum follows a broad outcomes-based and integrated thematic approach and is structured around five subjects, or learning areas:

1. Language (Tetun and Portuguese);
2. Mathematics,
3. Studies of the Environment (*Estudo do Meio*)<sup>11</sup>,
4. Arts and Culture, and
5. Physical Education, Health & Hygiene.

At this point, draft teacher frameworks and teacher guides have been prepared for each subject and are in schools. Supporting text books have yet to be prepared. It is intended that teachers will be trained to use the curriculum in a train-the-trainer program commencing with grade one teachers in June of this year and the curriculum will be progressively introduced in a year-by-year schedule. All curriculum materials are published in Portuguese.

## **6. Lafaek**

### **The project; its development and current scope**

*Lafaek* was created in December 2000 as a magazine to promote child rights in East Timor, funded and produced by CARE International. It has since grown, with broader donor and government support, to become a series of magazines; one for early childhood and lower primary grade children, one for upper-primary children and one for teachers. The distribution of the original magazine expanded from an initial print-run of 35,000 to

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<sup>11</sup> This subject, *Estudo do Meio* (literally ‘Environment Studies’) integrates social science, science, geography, history, civics, and environmental studies in a thematic approach. It includes a strong emphasis on developing understandings of East Timor as a nation and a country.

150,000 in 2002. With the addition of *Little Lafaek*, the magazines now effectively reach every primary school teacher and child in East Timor from grade one to six, through an exceptionally successful distribution system using a network of district-based field officers (FOs) provided with motorbikes, and funded through the project.

This enviable reach means that *Lafaek* finds its way into every community in East Timor and, it may be surmised, into the majority of households. As a result, other agencies have used the magazine from time to time to promote a range of development agendas. These include community participation in schooling, teacher development, sanitation and water usage, bird flu, national governance, health promotion and agriculture. Not surprisingly, the greatest interest has been shown by the basic education sub-sector and MECYS. The Vice Minister of Education, Rosaria Corte Real, chairs the magazines' Editorial Committee and has become a champion of *Lafaek*.

The content of the magazines has thus expanded as the role of the magazines has developed. In addition to serving as a vehicle for sponsors' messages on a range of topics, *Lafaek* now routinely provides an essential classroom resource, being the only reading material available to most children in Tetun. In some remote classrooms it may be the only reading material at all. The focus is now as much on developing basic literacy, numeracy and knowledge of East Timor - its language, people, places, history, culture and government – as it is on promoting child rights, health, and peace education.

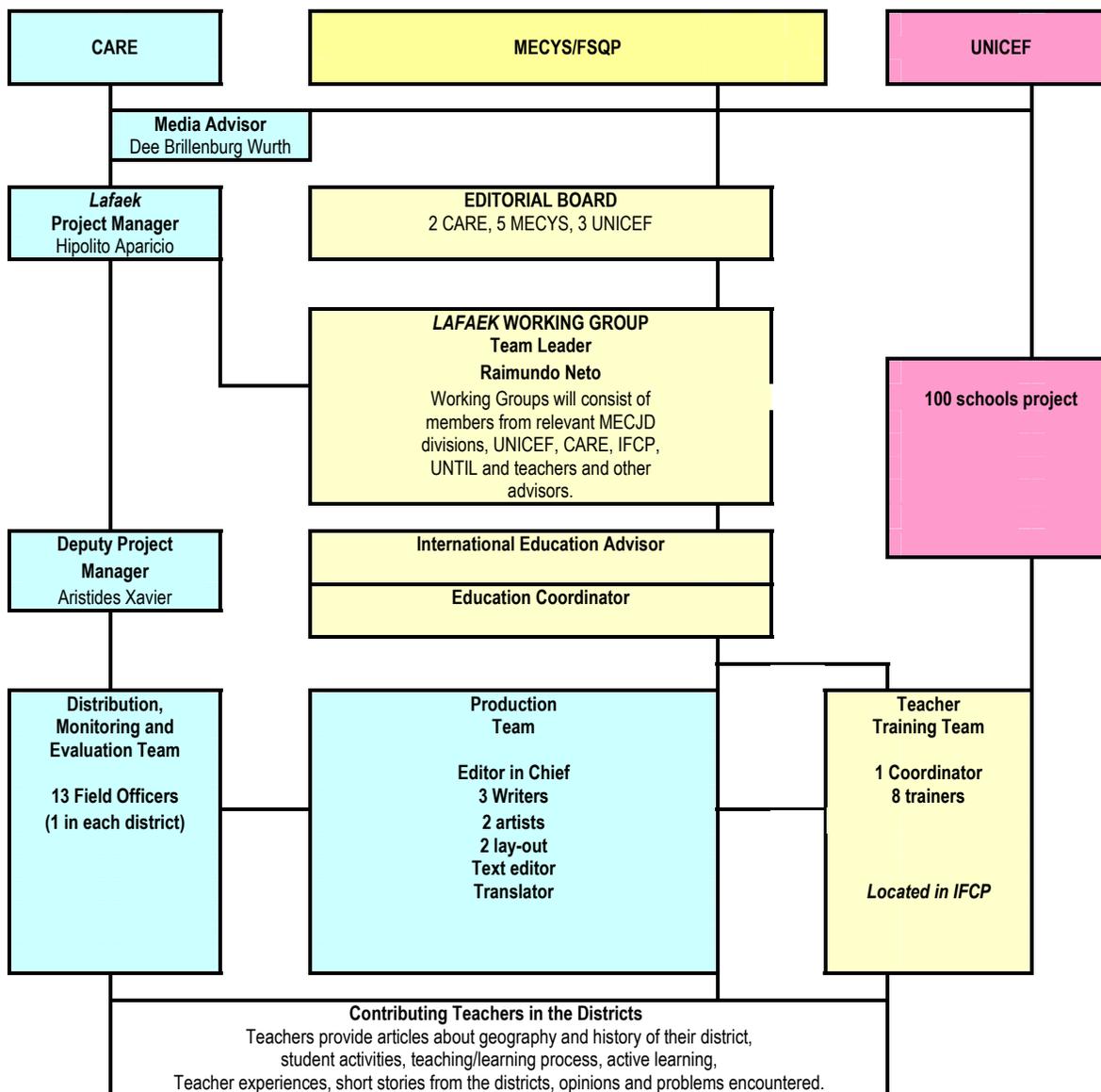
The increased donor funding and fielding of an international team in 2002 (an international project manager, child rights consultant and media specialist) enabled significant capacity building and expansion of the local production team. At that time, the *Lafaek* project also included a children's radio show, a pen pal project, a small grants fund, and a national competition. Unfortunately the radio show, produced by a local NGO, folded after one year. Despite widespread success and interest from children, the pen-pal scheme also folded after a period. In both cases, this appears to have been mainly due to the breadth of these various activities stretching the management resources of the team.

From mid-2003 the *Lafaek* team included a Timorese project director, one international advisor (former project manager), and a group of local writers, artists and production staff. In 2004, MECYS requested the addition of an early-childhood magazine and strengthening the use of all three magazines to develop teacher capacity and provide supplementary curriculum material. In response, an early-childhood specialist was recruited and the team now includes two international specialists working with local management, administration and production personnel. The size of the regular magazine was also increased to allow for the extra content.

In addition, a team of nine trainers was hired to provide training for teachers in how to make the best use of *Lafaek* in the classroom and to improve teaching methodologies. The trainers, working in teams of two with one central coordinator, are currently working on a program to provide upper primary teachers from all schools with three one-day training sessions during the first year of this program.

Figure 2, below, illustrates the current organisational structure of *Lafaek* and outlines the numbers of personnel in each section.

**Figure 2: Organisational Structure  
*Lafaek* Curriculum Support Project**



Prepared by Dee Brillenburg Wurth for the draft *Lafaek* Manual currently in preparation.

To date, twenty regular editions of *Lafaek* and the accompanying teacher magazine have been produced, along with four issues of *Little Lafaek (Lafaek Ki'ik)* and two special issues on health and hygiene, and agriculture, respectively.

The *Lafaek* children's magazines have proved extremely popular throughout East Timor. Children look forward eagerly to the next edition. When the magazines are delivered to

the children through their school, they are typically taken home, read and re-read, shared with friends and family and then taken back to school as and when needed for use in the classroom. When questioned, children generally demonstrate a close familiarity with the magazine, its characters and its content.

## The magazine

The title, *Lafaek*, literally means ‘Crocodile’ and is taken from the Timorese creation story of *Lafaek*, a crocodile who formed the island in a mythical time.

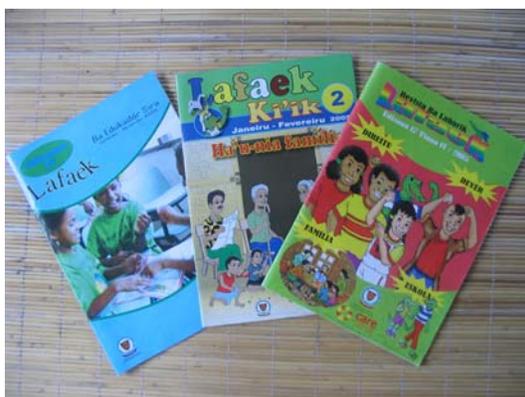
The suite of *Lafaek* magazines currently includes three bi-monthly editions (published five times per year):

*Little Lafaek (Lafaek Ki'ik)*

*Lafaek Children's Magazine (Lafaek Revista ba Labarik* or, literally, ‘*Lafaek* Journal for Children’)

*Lafaek for Teachers (Lafaek ba Edukador Sira)*

Each of these is produced in full colour. The regular magazine contains thirty two A4 pages, whilst *Little Lafaek* and the teachers' magazine each contain sixteen A4 pages.



The content in all editions is highly visual, with illustrations on each page, often more than one. These include cartoon-style drawings (mostly computer generated), photographs and children's drawings. Colour is used lavishly throughout the magazines. The cartoon *Lafaek* and *Little Lafaek* characters have become a familiar motif used throughout the magazines, along with *Mau Sesta*, a comic strip character used to illustrate stories about issues such as child rights, conflict resolution, health, hygiene and school attendance.

The main language in all three editions is Tetun. Portuguese is used in a section for introducing Portuguese language in each of the children's magazines and for some information sections in the Teachers' magazines.

The following summary descriptions of a recent sample edition of each magazine provide an overview of the typical content and format.

***Little Lafaek* (Number 2) - January-February 2005**  
**My Family**

<b>Page</b>	<b>Contents</b>	<b>Description</b>
1.	Cover	Brightly lettered title and cover illustration of a local family
2.	Contents and publication details	Contents listed in bright easy-to-read format with illustrations. Publication details unobtrusive but clear.
3.	Hello <i>Little Lafaek</i>	Children's letters and pictures
4.	Our Family	Simple story of Hilaria, a Timorese girl, introducing her family and describing a typical day in the first person. Illustrated with photos.
5.	(continued)	Same for Acau, a Timorese boy
6.	Lets Learn Portuguese	Cartoon-style illustration of a Timorese family with captions in both Tetun and Portuguese
7.	Visual literacy game	A 'same and different' game for children to spot the difference in similar illustrations (of family members)
8.	Health	Instructions on basic daily hygiene habits introduced by Little Lafaek and illustrated
9.	(continued)	A visual literacy page. A picture of <i>Little Lafaek</i> in front of a tree containing 'hidden' soap cakes, tubes of toothpaste and toothbrushes for the reader to identify and colour in.
10.	'Listen Up'	An illustrated folk-tale about a family of goats.
11.	(continued)	(continued)
12.	(continued)	(continued)
13.	(continued)	(continued)
14.	Listen to Us	Children's letters and photographs
15.	(continued)	(continued)
16.	Game	A dot-to-dot picture

***Lafaek* (Number 17) - Fourth Term / 2005**

<b>Page</b>	<b>Contents / Section</b>	<b>Description</b>
1.	Cover	Brightly lettered titles and cover illustrations of local children and a local family
2.	Publication details and Editorial	Publication details. An editorial – reinforcing messages about the importance of school attendance and wearing a helmet on motorbike.
3.	Contents	Contents listed in bright easy-to-read format with illustrations.
4.	Hello <i>Lafaek</i>	Children's letters and drawings
5.	(continued)	(continued)
6.	'Noises'	An illustrated short story about Mae Sesta and his friends playing with traditional bamboo kerosene 'canons'

7.	(continued)	(continued)
8.	Little Doctor	Children's letters about health issues and responses. Examples include 'Why does pus always drip from my ear? What can I do?' and 'How can we prevent malaria, because we use <i>Baygon</i> repellent, but it is not gone?'.
9.	'Lafaek Flare-Up'	<i>Lafaek</i> Competition. An account of a poetry and short-story writing competition and judging ceremony.
10.	Short story from Baucau	A traditional story entitled 'Bui Mesak and her Chicken' with one illustration.
11.	(continued)	(continued)
12.	Children's Opinion	'Kids and Family'. Boxed comments from children with a photo.
13.	(continued)	(continued)
14.	<i>Mau Sesta</i> comic strip (in Tetun)	A comic-strip entitled ' <i>Mau Sesta</i> 's brother goes to school'
15.	<i>Mau Sesta</i> comic strip (in Portuguese)	The same comic-strip on parallel page translated into Portuguese.
16.	'You can also take care of your health'	A two-page illustrated section with instructions on daily routine hygiene habits with explanation of why each is important.
17.	(continued)	(continued)
18.	Learn Portuguese	Two-page section with exercises to translate sentences in Portuguese and Tetun.
19.	(continued)	(continued)
20.	Knowledge of the Nation (Policing)	Three-page section sponsored by the Police Department. The first page describes the role of police in the community and how they can be supported.
21.	(continued)	A page of illustrations demonstrating safe and unsafe behaviours such as 'four women walking together' and 'one woman walking alone'.
22.	(continued)	Two sections: (1) 'Why do crimes occur?' a list of reasons why crimes sometimes take place. (2) ' <i>Lafaek</i> Quiz' A list of quiz questions testing knowledge from the section on policing.
23.	Game	A visual literacy game in which the reader helps Lafaek and Little Lafaek find their way through a maze to get to school.
24.	District Profile: Oecusse	Geographical information on the Oecusse District (illustrated)
25.	District Profile: Bobonaru	Geographical information on the Bobonaru District (illustrated)
26.	The Profession of 'Artist'	A profile of Helder de Araujo, a local musician (illustrated with photographs).
27.	(continued)	A profile of Milena, a local fashion model (illustrated with photographs).
28.	The Lonely King	A tale about a local Timorese king who encourages his subjects to chop down all the trees in his kingdom to pay for

		a better life for everyone, but ends up sad and lonely as the deforested kingdom becomes destitute and poor. Illustrated
29	(continued)	Conclusion of the story above – and a boxed section containing tips on how to protect trees and the forests.
30	Interview: Senior Minister MECYS, Dr Armindo Maia	Two-page interview with the Senior Minister. Illustrated with photographs
31.	(continued)	Interview continued and a boxed bio-data section.
32.	Sharpen the Brain	A numeric ‘cross-word’ style puzzle

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<b>Page</b>	<b>Contents</b>	<b>Description</b>
1.	Cover	Brightly lettered title and cover photograph of children in an active learning activity
2.	Publication details and Editorial	Publication details. An editorial – in Portuguese – outlining the contents and focus of this edition.
3.	Contents Communication	Contents listed in bright format. Communication: a letter to teachers from the Senior Minister – in Portuguese – concerning recently approved education regulations
4.	Children have the Right to Development Games	A discussion of the Human Rights Convention articles 28 and 29 concerning education. Games: two children’s games are described together with a boxed section on the educational purpose and value of the games
5.	Interview	An interview with Adelina Noronha, Director of Kindergartens in the Ministry, entitled ‘For the parents – basic education is in your hand’. Includes a boxed bio-data section.
6.	PTA – Parents and Friends Association	A two-page section sponsored and contributed by UNICEF focussing on community participation in school governance and the development of Parents and Friends Associations in schools.
7.	(continued)	(continued)
8.	‘Little Lafaek Helps Teachers to Teach’	A two-page section introducing teaching methodologies and ways to use the Little Lafaek magazine – with specific reference to the current editions - to support teaching and learning in the classroom.
9.	(continued)	Describes step-by-step activities for teachers to use in the classroom. Activities integrate social studies, language and literacy, and mathematics in a thematic approach.
10.	Professionals Share Experience	A one-page section in which two teachers are interviewed and describe their careers, motivation for teaching and

		views on education. Illustrated with photographs and boxed bio-data.
11.	Code of Ethics	A page listing an official 15 point Code of Ethics for public servants in East Timor. (in Portuguese)
12.	Teaching Methodology	A one-page section outlining a practical approach to teaching civics education in an integrated way through drama.
13.	Letters to <i>Mestre Malsa</i>	A page of 'letters to the editor' mainly discussing the magazine and its use.
14.	Teachers Opinion: from Oeccusi District	An illustrated page of five teachers' opinions on the value of education and similar topics
15.	Peace Education (Part 3)	A one-page section providing a step-by-step approach to teaching peace education lesson
16.	Cross-Word Puzzle	Back-page cross-word puzzle using both English and Tetun

## 7. Recent studies of Lafaek

This section provides a review of recent studies on the use of the *Lafaek* magazines by children and teachers. The discussion includes a summary of previous findings in respect to *Lafaek* usage and impact on classroom activity and learning, and comments on the validity of those reports and of their findings.

### Overview of the key studies

The following two key studies of Lafaek are considered in this context:

*Lafaek, The Project: Midterm Review* prepared by Ms Nan Bergau for CARE Austria in April 2004, and

*The Lafaek Magazine in Timor-Leste's Social, Cultural and Educational Contexts and the Partnership with the MECJD, Final Report* prepared by Dr Cristina Magro for FSQP in March 2005.

Additional studies reviewed are as follows:

Arax Consultancy for Educational Development. for CARE International East Timor. July-August 2003, *Impact Study on the Lafaek Project*

CARE International East Timor. December 2004, *Lafaek Ki'ik First Edition Field Testing* (internal document)

CARE International East Timor. December 2004, *Lafaek Ki'ik Third Edition Field Testing* (internal document)

CARE International East Timor. November 2004, *Teacher Survey* (internal document)

Davison, Tony. for Democratic Republic of Timor-Leste - Ministry of Education, Culture, Youth and Sport. March 2005, *Report on Strategies for Universal Primary Completion Including Access, Efficiency and Effectiveness*

European Commission, October 2004, *Monitoring Report: The Lafaek Project: Children's Rights and Capacity Building Project*

## **The Mid-Term Review (April 2004)**

A *Midterm Review* of the *Lafaek Project* was conducted by Nan Bergau during the period from February to March 2004 for CARE. The aims of this evaluation were to:

1. Measure the degree to which the project had fulfilled its planned goals and achieved the planned levels of impact.
2. Advise on adjustments of the logical framework and project implementation schedule resulting from the findings of the evaluation.
3. Document the lessons learned of a general nature to be gained from the project in relation to future project design and implementation.

Main features of the approach taken were as follows:

1. Interviews were conducted with stakeholders and *Lafaek* project staff
2. Observations were made of training and supervision activities
3. Assistance was provided to project staff in implementing their tasks. (This was reportedly at the request of the Project Manager and was described as providing '...a unique experience to see how the project and staff functioned' (p.6).
4. Project documentation was reviewed
5. Two field trips were made:
  - a. to observe in-service teacher training
  - b. to accompany the Deputy Project Manager on routine supervision to isolated / rural schools in two districts.
6. Teachers were interviewed and a quick survey was conducted in the market.

The result is a report which is more *formative* than *summative* in nature. That is to say, the focus is more on providing concrete recommendations for improving the quality of the publication and the effectiveness of related activities than on assessing the achievement of intended outcomes. Indeed, the report provides a great many very useful and detailed recommendations, many of which were subsequently implemented by the project team. The majority of those recommendations not implemented were reportedly beyond the financial scope of the project.

The report does also provide an assessment of the achievement of goals. However, since the project goals at this time did not specifically include impact on classroom activity and learning there is little reference to this aspect. The majority of findings refer to impact on awareness of child rights and improved effectiveness in areas such as distribution.

Whilst it was reported that:

‘The magazine has been incorporated in a teacher training college’s courses and in-service teacher training to promote more active / participative learning techniques’ (p.7)

there was no assessment of the effectiveness of this development in improving quality of teaching and learning classrooms at this time.

### **The March 2005 Review**

Following the commencement of funding for *Lafaek* by the World Bank and other donors through FSQP in October 2004, a ‘baseline assessment’ was requested, ‘...in an attempt to establish what kind of impact the magazine and all its components have on the knowledge, attitude, practices and behaviour of students and teachers’ (p.2). Dr Cristina Magro conducted a study with the following objectives:

1. Conduct a desktop study of relevant documentation and design an instrument to measure the effectiveness of the *Lafaek* magazines on children and teachers;
2. Determine if the magazines are actually being utilized in classroom for educational purposes and to what extent;
3. Carry out a baseline survey in a selected sample of schools to measure impact of the magazines on the knowledge, opinions, attitudes, practices and behaviour of children and teachers;
4. Determine the adequacy of the magazine for its use by teachers for educational purposes;
5. Assess the adequacy of the magazine for the students to learn from these materials;
6. Establish the degree to which the contents and presentation of the three magazines are an aid for their readers to assess their contents and to learn from them;
7. From the results, suggest methods and contents which might improve the effectiveness of the publications;
8. Provide a bilingual report (English and Portuguese) on all findings to the Ministry of Education, Culture, Youth, and Sport. (p.2)

As with the Mid-Term Review, this study thus focussed more on the magazine itself – using the notion of adequacy - than on the capacities of children to learn from the magazine, and teachers to teach from it.

The approach, as described in the report, consisted in:

1. a desktop review of relevant studies and documents
2. consultative meetings with key stakeholders
3. a survey of schools using:
  - a. a written questionnaire for principals
  - b. a written questionnaire for teachers
  - c. classroom observations using a checklist instrument, and
  - d. a series of activities for students designed to measure ‘impact’ and ‘familiarity’

Members of the *Lafaek* project team participated; assisting in the preparation of the instruments and conduct of the survey in Tetun. The survey was conducted in eleven schools and involved seventy eight teachers and eleven principals. Within the schools, seventy five classrooms were visited and a total of 408 children participated in the group activities.

The results of this research are discussed in the report in some detail in relation to several themes, and may be summarized as follows:

*Distribution:* Overall distribution was found to be very effective with 100% of schools receiving the magazine. Some confusion exists as to whether it is intended that grade 3 children receive *Lafaek Junior* of the regular *Lafaek* magazine. The teachers’ magazine is not being received or read by many teachers, the reasons for which are unclear.

*Usage:* The children’s magazines are widely read and, with a few exceptions, were very familiar to all children and teachers surveyed. The majority of teachers use the magazines in the classroom with children, although it is unclear how they are used. Some confusion exists as to whether the Ministry approves the use of the magazines in the classroom. *Lafaek* is used to support teaching across the curriculum, but most commonly in the following subjects: Tetun, Portuguese, Health and Hygiene, Studies of Society and Environment (*Estudo do Meio*), Language (story telling) and, for upper grades, Human Rights.

*Effectiveness on behavioural change:* Children have developed a good awareness of appropriate health and hygiene habits, although it is not clear whether this has translated into behavioural change or whether indeed *Lafaek* has produced this impact. Teachers indicated that *Lafaek* has had a positive impact on children’s understanding and behaviour in relation to matters such as human rights, mutual respect, patience, conflict resolution and interpersonal relations. Many teachers lack the competence to manage children’s behaviour in a non-violent way and are diffident about the focus on child rights in *Lafaek*, seeing this as a threat to their ability to exercise discipline and maintain class control.

*Language:* Teachers’ mastery of languages is inconsistent. Many are able to read and respond to a written survey in Portuguese in understandable ways. Tetun, in its written form, may be less familiar to some teachers. The report also notes some inconsistency and inaccuracy in the Portuguese within the magazine.

The study concludes that *Lafaek* magazines are being utilized in classrooms for educational purposes, and that *Lafaek* magazines are ‘effective on children and teachers’;

‘...the magazines have been source of information for teachers and students, in schools and at home, and they have learned from them’ (p.30).

The report also notes that, if educational quality improvement is an objective, then there are many ways in which the publications may be improved to support this. These are detailed as a series of recommendations. These are, in general, realistic and helpful, focussing on project management, partnership, distribution, language, class management and teacher development.

*Validity of the findings:* The link between the survey and instruments used, the results discussed and the recommendations subsequently made, is not made clear in all cases. Whilst the findings and the subsequent recommendations are useful, there are concerns: (1) some sections of the survey are not reported on in the discussion,<sup>12</sup> (2) since the link between findings discussed and recommendations made is not always clear, it is not clear on what basis the recommendations have been made.

In most cases one can make the link oneself. In others it may be assumed that the recommendations are made on the basis of input from stakeholder consultations, review of previous studies and/or the consultant’s own professional experience and expertise outside the study. Whilst the findings of the survey are, in general, supported by the evidence provided, the recommendations are not in all cases clearly supported by the findings of the survey presented. This in itself does not make the recommendations erroneous – but it makes it difficult to judge their validity.

Among other things, the study aimed to determine ‘...the degree to which the contents and presentation of the three magazines are an aid for their readers to assess their contents and to learn from them’. Whilst the report included extensive discussion of language and format in the magazines it did not offer a definitive answer to this question.

The study’s utility as a baseline data survey is also questionable. However, a baseline survey at this time is a difficult proposition since: (1) the magazine has been running for

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<sup>12</sup> Specifically, *Instrument I* consists of a questionnaire addressed to school principals which gathered information –among other issues - about

- a. sections of the magazine considered best and why;
- b. sections considered most important for the children;
- c. what the principal would like to see published in *Lafaek Ki’ik*, and in *Lafaek Educador*;
- d. what the principal learns from *Lafaek Educador*;
- e. difficulties to read the magazine;
- f. main value of the magazine;
- g. major problem of the magazine;
- h. etc.

The report contains no reference to the data provided in these questions, analysis of the responses or conclusions or recommendations made from them.

some years, (2) there are many other interventions which could impact on the achievement of *Lafaek* Project goals, and (3) the mission, purpose and scope of *Lafaek* has evolved throughout the life of the project and continues to evolve.

Given the many uncontrolled variables involved, it is not possible on the basis of this or any other survey published to say with certainty that *Lafaek* is impacting on learning and behaviours in East Timor. However, when each study is taken together with the others, confidence in many of the findings grows. What one can say with confidence is that there is a high probability that *Lafaek* is impacting in positive ways and provides an effective resource for teaching and learning. This claim is made on the basis of reviewing the previous studies discussed here and below, and is corroborated by anecdotal evidence drawn from stakeholder consultations.

The question remains, however, as to the capacity of teachers and children in East Timor to make good use of *Lafaek*. In focussing on the *adequacy* of the magazine rather than the *capacity* of the target audience, the study leaves unanswered the questions of (1) the capacity of teachers to use *Lafaek* to support their teaching and (2) the capacity of children to learn from the magazines. These questions are now of critical importance to MECYS and the donor community as, increasingly, *Lafaek* is being looked to as:

1. a provider of supplementary curriculum material,
2. a resource for teaching literacy in Tetun,
3. a vehicle for promoting a range of development agendas and
4. a tool for the professional development of teachers.

## Summary of previous findings

In addition to the two major studies discussed above, a number of other reviews and studies – both internal and external – are relevant in this context. These are now discussed.

In July-August 2003 an impact study was conducted by Arax Consultancy for Educational Development, for CARE International East Timor. A survey was carried out in four districts using qualitative techniques including interviews, workshops and focus group discussions. Three teams of Field Officers facilitated the discussions.

The study found that *Lafaek* - the magazine and the project - was greatly appreciated by the target groups – schoolchildren and teachers - as well as by national and international NGO's and other relevant organisations. The magazine was found to be successful in increasing knowledge of children's rights. Sections on health in the magazine were observed to have a positive effect on knowledge as well as attitude and behaviour of the children. It was also noted that *Lafaek* contributes to children's literacy in Tetun.

The team also found that teachers requested more support for using the magazine in the classroom. It was suggested that improving teachers' skill to use *Lafaek* would substantially increase its impact.

A European Commission monitoring study conducted in September 2004 found that *Lafaek* reached over 95% of primary school children, was very popular and was widely read. However, the report also noted that it is not possible to conclude that the objective of reducing behaviours detrimental to child rights, health and peace has been achieved, since no baseline data exists. The report noted a continuous improvement in the quality of the magazines. It also applauded the project on achieving positive results in a difficult context, referring in particular to the low capacity and limited training of the majority of primary school teachers in East Timor.

An internal teachers' survey conducted by the *Lafaek* Project in November 2004 aimed to develop a greater understanding of how *Lafaek* was currently being used in the classroom, and specifically, which parts of the magazines are used and how. This information was required for the development of a training plan and design.

A 32 item interview schedule was developed and administered with 116 teachers, representing all thirteen districts, in, on average, two-hour face-to-face interviews. Interview questions were open-ended. Results were collated and tabulated. This was thus a major study – and whilst some methodological questions may be raised concerning training and monitoring for the research assistants/interviewers and for those involved in the data analysis (a different team), nonetheless, the results provide an interesting insight into the usage of the magazine by teachers.

The results, by and large, offer support for the later and similar findings of the Magro (2005) study reviewed above. The most commonly read and used sections of the magazines are Tetun short stories, information on East Timor (geography, government, culture etc.), and health. Most common classroom activities developed from *Lafaek* are reading and discussing the articles together.

Interestingly, when asked what new information teachers encountered from *Lafaek*, only four of the 116 respondents indicated teaching methodology, whilst 66 indicated information on East Timor. When asked, what could *Lafaek* do to increase the professional capacity of teachers, 93 indicated provision of curriculum materials, text books or teaching materials, whilst only 39 indicated training, suggesting activities or teaching methodologies.

In response to the question, what aspects of the magazine are children learning most from, 68 indicated social skills, 18 morals, 23 health, 24 reading, and 16 Tetun.

The study indicates that teachers tend to look to *Lafaek* for support with content rather than methodology. This is not surprising given the context. It may be surmised that, given the limited training most have received, this is largely a consequence of teachers' perception of their job as essentially 'knowledge transmission'. That is, their perceived role is to facilitate the transfer of knowledge – to 'give information' rather than to provide learning experiences which enable children to develop and practice new skills, understandings and attitudes. In consequence, teachers' concern is with having enough

relevant and adequate ‘knowledge’ to transfer – rather than with the process of teaching and learning. One specific example, the interest shown in using the material on East Timor, also illustrates the fact that under the previous Indonesian system this subject was not a part of the curriculum. As a result teachers lack the knowledge and there is a lack of resources in schools or the community.

Two internal reader surveys have been conducted for the development of the *Little Lafaek* magazine; one in December 2004 and one in April 2005. The objective of these surveys was to field-test drafts of new editions of the magazine with young children. Focus group discussion methodology was employed and the studies surveyed a combined total of 103 children aged between five and twelve, from ten schools in five districts. Discussions were conducted in Tetun. Results were in general very positive.

Of the 50 grade one children surveyed in the two studies, only one was able to read independently. However, all of the children were able to understand the concepts when the text was read to them. It was found that most of the children in grades two and three were reading at some level and were able to read the magazine – although in the December study it was noted that girls were typically more advanced than boys. The ability of children to understand and respond to the games was mixed.

The December 2004 study made an interesting observation regarding the developmental capacity of the children to understand the health concepts.

In the class one groups, very few of the children were familiar with the concepts that it was not good to drink water directly from the well or eat fruit off the ground. By class three, almost 100% of the students understood the health concepts – not to drink directly from the well, not to eat fruit off the ground, etc. and were able to explain the reasons why. This was consistent across all three districts. (p.3)

In March 2005, Dr Tony Davison prepared a report for MECYS on ‘*Strategies for Universal Primary Completion Including Access, Efficiency and Effectiveness*’. The report makes many references to *Lafaek* and the role it can play in supporting the development of basic education in East Timor.

The case for supporting the *Lafaek* Magazine is that it is currently the only lively reading matter reaching all schools and is likely to be the principle source of in-school reading for the upper grades for the foreseeable future. It is appreciated by children and teachers alike. Parents often read the magazine. Producing five editions a year, the *Lafaek* Magazine can readily introduce topical themes associated with the curriculum in a manner that would be impossible for standard curriculum materials such as textbooks.

This is not to say that *Lafaek* lacks problems. Partly because it is the only universally accessible set of materials, it appears to be torn between its primary role of providing stimulating supplementary reading matter of topical interest in support of the curriculum, with a slight tendency to offer more direct curriculum support. The latter is understandable in the absence of textbooks in many schools. (p.77)

Taken together, these various studies and reports (including the two major reports discussed above) present a not inconsistent picture of *Lafaek*, and its impact on children and the broader community. Given the breadth and variety of the studies, confidence is increased in the validity of common findings. In particular, it may be concluded with some confidence that:

1. The distribution system is very effective, with *Lafaek* magazines currently reaching the hands of almost all primary school children in East Timor.
2. The *Lafaek* children's magazines are very popular with children; both *Little Lafaek* and the regular *Lafaek*.
3. The *Lafaek* children's magazines are widely used in primary classrooms as a supplementary curriculum material – particularly to support the teaching of Tetun and studies of East Timor
4. Children and teachers are generally able to read the children's magazines and appreciate the content; particularly, for both groups, short stories, sections on East Timor, and articles on health.
5. There is good evidence to suggest that *Lafaek* has succeeded in increasing awareness amongst children, teachers – and, perhaps, the wider community in East Timor - of child rights, health and peace issues.
6. The teachers' magazine is less well-known and less popular. Many teachers are unfamiliar with it, and its utility as a tool to improve teaching practice in its current form is limited.

## **8. The field study & stakeholder consultations**

### **Introduction**

This study aims to assess how the magazines are being used in the classroom for educational purposes and to what extent this is proving effective in the learning process; and, further, to assess the capacity of teachers to teach from *Lafaek* and for children to learn from *Lafaek*.

Whilst on the basis of the previous studies it may be concluded that *Lafaek* is widely used in East Timor classrooms for educational purposes, it remains unclear as to the effectiveness of this usage. The key point here is that the capacity of teachers and children to use the magazine effectively is unclear.

In this section, the field study, which was conducted with the aim of validating previous studies and helping to determine the capacity of teachers and children, is described. The process and outcome of stakeholder consultations is also briefly discussed. Following this, each of the following key objectives of the study is addressed:

1. an assessment of *Lafaek* as an educational tool
2. an assessment of *Lafaek* as a planning and teaching tool,

3. an assessment of the capacity of teachers to use *Lafaek* to support their teaching
4. an assessment of the capacity of students to learn from *Lafaek*

## The field study

The objective of the field study was to validate the key findings of previous studies and to ground the findings and recommendations of the current study in the realities of schools and classrooms in East Timor. In addition, the survey aimed to provide a basis for answering the questions concerning the capacity of teachers and children in East Timor to teach and learn from *Lafaek*.

The field work was conducted over three days (April 26-28) during which time the consultant:

1. Observed *Lafaek* training sessions held in two locations (Metinaro and Becora)
2. Conducted two focus group discussions with nineteen teachers from fourteen schools in two locations (Metinaro and Becora, Dili)
3. Conducted focus group discussions with 111 girls and boys from grades 2, 4 and 6 in four schools in two locations (Liquica and Leklo, Manatuto)
4. Interviewed fourteen principals, trainers and officials at national and district levels
5. Observed six schools, noting particularly the availability of texts and other resources, and evidence of active teaching and learning approaches.

## Sampling

Schools were selected to include city schools (Becora, Dili) rural schools (Liquica and Metinaro) and more isolated schools (Leklo, Manatuto). The sample included coastal and inland communities, Catholic and public schools, large and small schools. Sampling was necessarily somewhat opportunistic and accessibility was a factor, given the limited time available. Selection of districts was made by FSQP personnel.

Care was taken to ensure that a balance of men and women; boys and girls, was consulted and included in interviews and focus group discussions. In some cases it was not possible to achieve a balance and men predominated (specifically the teachers' focus group discussion in Metinaro and interviews with principals and district-level officials, who were mainly men). Beyond this, strategies were employed to ensure that both men and women; boys and girls, participated in equal measure in group discussions. (See Appendix 2)

## Interview and focus-group approach

Consultations, interviews and focus group discussions were conducted in either English (for English speakers) or *Bahasa Indonesia* (both of which are nominated as 'working

languages' in the East Timor constitution). When working with young children, translation between *Tetun* and/or local languages and *Bahasa Indonesia* was provided by local officials from the Ministry (MECYS).

An open and semi-structured approach was employed for interviews and focus group discussions. Focus group discussions with teachers were held in schools where *Lafaek* training activities were taking place. In the Metinaro group all participants took part. In the Becora group, teachers were randomly selected from the larger group of training participants. All participants in both locations were upper-primary teachers.

Focus group discussions with children were held in classrooms with whole class groups. Initially the children were shown a copy of the magazine and following some initial explanation a whole-class question-answer session was held. With the grade 4 and grade 6 groups, children were then asked to vote on their favourite sections by raising their hands as each page was displayed and discussed. Some further discussion took place during this process. This approach also served as an 'ice-breaker' to help ensure that children did not feel that they were being 'tested' or that there was a right and a wrong answer in the discussion.

Following this initial process, the classes were divided into small groups for more interactive discussion. These groups were tasked with brainstorming responses to the following question: 'How would you improve *Lafaek* if you were the editor?' The consultant was able to move amongst groups to facilitate and ask for clarification during this process. Each small group of around four students was asked to record the results of their discussion and these were retained for analysis. (See Appendix 7 for summaries of responses from interviews and focus group discussions.)

### **Results of teacher focus groups and interviews with principals and officials.**

All the participants were very familiar with *Lafaek*, the children's magazine. All indicated appreciation for *Lafaek* and a hope that it will continue. Familiarity with the teacher's magazine was less universal. Most said they knew of it or received it and read it, but few were able to demonstrate familiarity or comment on the contents.

All of the teachers involved indicated that they routinely use the *Lafaek* children's magazines in the classrooms. They typically reported using *Lafaek* to support teaching in Tetun, Portuguese, Social Studies, Civics (*Estudo do Meio*) and Health. Children in all schools seem to routinely take their magazine home, read it and share it with family and friends, and then take it back to school for use in lessons as required by the teacher. In some schools extra copies are retained in the school for classroom use.

The pattern of usage seems to be instructing the children to read the relevant article – or sometimes having it read aloud – and then holding a class discussion; a question and

answer session in which the teacher checks the children's comprehension by asking questions about the content.

In some cases teachers ask children to translate the stories or to transcribe them into their exercise books. In some cases teachers reported translating the material for teaching Social Studies (*Estudo do Meio*) into Portuguese and writing it on the blackboard or dictating for the children to copy.

In both districts visited, *Lafaek* is being used as a basis for preparation of the end-of-year examination in the Tetun language section of the curriculum. It is clear that *Lafaek* has become the de facto curriculum and content for teaching Tetun.

There were no reported cases of teachers using *Lafaek* to prepare lessons and teach in a more interactive or creative way. There were no reported cases of teachers using the teachers' magazine as a basis for planning and delivering a lesson. Whilst most were somewhat familiar with the teachers' magazine they were clearly less familiar with it than with the children's magazines. Some indicated that whilst they appreciated the methodology sections in the teacher's magazine they did not feel confident enough to try the approach in the classroom.

In some cases teachers reported difficulty in reading the text – both Portuguese and Tetun. In particular, some reported finding difficulty with the technical language in Portuguese and others with perceived inconsistencies in the Tetun and confusion between Tetun Terik and standard Tetun or 'Tetun Dili' and, sometimes, Portuguese and local languages. Most, however, are confident reading the Tetun and some are able to read the Portuguese content.

Notwithstanding this, there were several requests for an increase in Portuguese in the children's magazines. Teachers also appreciate the training provided and hope for more opportunities to participate in training which would help them to better use *Lafaek*.

## **Results of children's focus groups**

All of the participants were very familiar with *Lafaek* and the magazines are clearly very popular with them. Children of all ages indicated that the short stories are their favourite part, and particularly children's stories and Timorese stories. Other popular sections were the Portuguese section, the health articles, children's opinion sections, and profiles on local artists.

The *Mau Sesta* comic included in the magazine for older readers is also popular with younger children. A number indicated that they would like more information on East Timor to be included and some suggested more songs – with lyrics and notation. Two groups indicated that they would like to see *Lafaek* become a monthly publication.

When asked how they use *Lafaek* in the classroom, the children's comments confirmed those of the teachers. That is, they are usually asked to read a relevant article and then to answer questions on it. Sometimes they are asked to translate sections.

It is clear that the magazine is 'owned' by the children – both figuratively and literally. There is no evidence to suggest that its use in the classroom has resulted in schools taking ownership of the magazine.

## Observations

All of the schools visited appeared to have a stock of basic text books for use by teachers. In most cases this included old Indonesian books and sets of Portuguese texts including the *Bambi* series for mathematics, social science and Portuguese language. Generally this was limited to a set for each teacher to use as a reference. Schools also had draft copies of the new curriculum outline (in Portuguese) currently being trialled. There was no evidence of texts or other material available in Tetun.

All classrooms were equipped with basic furniture arranged in traditional fashion with rows of desks and chairs facing a blackboard at the front of the class. There were some *Lafaek* posters and, in one case, children's work on the walls of some classes. Whilst teaching aides were stored in some staffrooms there was no evidence of these being used in classrooms and no evidence of active learning methods being routinely used.

The training currently being provided through the *Lafaek* project aims to improve the capacity of all upper-primary teachers to use *Lafaek* in more effective and dynamic ways. The training sessions observed were well-planned, used experiential active learning techniques and provided excellent models of how to use the *Lafaek* materials in the classroom. It is, however, questionable whether this approach – three one-day sessions in a year – can succeed in making a widespread impact on classroom practice without further interventions, such as leadership training for principals<sup>13</sup>, school-based training, and/or ongoing support through school clusters.

## Stakeholder consultations

An open and semi-structured approach was used for interviews and consultations conducted with stakeholders at national, district and school level. This enabled respondents to suggest topics and provide information that may not have been predicted. Within this context, an interview schedule was used to guide the questioning (Appendix 4).

On the basis of stakeholder consultations it is clear that *Lafaek* is widely seen as a highly successful project and the magazines as very popular and equally successful. The

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<sup>13</sup> It should be noted that many of the participants in the training observed were teaching principals.

effectiveness of the *Lafaek* distribution system, the quality of the publication and its use of the Tetun language are seen as key success factors.

A commonly expressed concern was that *Lafaek*, due to its success, has been used for a range of purposes to meet a range of agenda and as a consequence now lacks focus - 'trying to be everything for everybody'. In relation to this point, there is widespread agreement amongst the stakeholders consulted that *Lafaek* can and should be utilised as supplementary curriculum material with the aim of (1) supporting the implementation of the new curriculum in primary schools and (2) supporting the improvement of quality in teaching through providing a resource for teacher professional development. The question is not *whether* *Lafaek* should be used in this way – but *how* it can be best use to meet these objectives.

What is meant by the term 'supplementary curriculum material' is in doubt. Whilst some may see a revised *Lafaek* as being a kind of substitute text book designed to convey the new curriculum, others stressed the importance of *Lafaek* retaining its character as a children's magazine, providing background reading material which can supplement the text books designed to 'carry' the formal curriculum. Perhaps this confusion stems in part from the interim role *Lafaek* is seen as playing in the period until text books to support the new curriculum are made available.

It was also noted in discussion with *Lafaek* Project advisors that the original mission of *Lafaek* to support child rights is well served by the magazines supporting the development of education and information sharing for children in East Timor.

The question of whether *Lafaek* can also be used to carry messages that will improve school management was also raised. Whilst the response from stakeholders was less emphatic and enthusiastic, there was little opposition expressed and a general agreement that *Lafaek* could well be used for this purpose.<sup>14</sup>

It is also clear from the stakeholder consultations held that, given the extensive donor support being provided to East Timor and the range of institutions currently offering programs and projects, a problem exists with regard to both coordination and sustainability. The capacity of the government, and in particular MECYS, to both absorb the support provided and to manage these programs at national level, is limited and as a consequence management functions have tended to revert to the foreign advisors. There is a real sense in which the sense of ownership for programs also rests not primarily with the government and local agencies but with the international or foreign agencies and their personnel.

Stakeholder consultations also suggested that coordination between the various agencies could be strengthened. In relation to *Lafaek*, this refers to coordination with, among others, CARE International, the Institute for Continuing Education (the MECYS agency

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<sup>14</sup> Feedback comments provided by the *Lafaek* Project management team following the wrap-up meeting indicated that the team did not approve of the use of *Lafaek* for this purpose, feeling that it would detract from the core purpose of the magazines.

responsible for in-service teacher training), the Portuguese Embassy's in-service training program (*Adido de Cooperacao e Cultural, Embaixada de Portugal em Dili*), and UNICEF. Whilst key stakeholders are represented on the Editorial Board and Working Groups, there appears to be some overlap in programming and activity. If, for example, *Lafaek* is to be developed as a vehicle for supporting teacher professional development, should this be by directly providing training (as currently) or by providing training material for use in teacher colleges and by other agencies such as UNICEF and the MECYS Institute for Continuing Education?<sup>15</sup> And, if the latter, how should these agencies collaborate to ensure that the *Lafaek* published material best meets the needs of both the teachers and the agencies delivering in-service training? Furthermore, how can the role and capacity of the MECYS Institute for Continuing Education, district coordinators of teacher training, school heads and the school cluster system be strengthened through this process?

Another important issue to be resolved for *Lafaek* is the question of language policy. Whilst it is clear that one factor in the success of *Lafaek* has been its use of the Tetun language, there is a common call from teachers and MECYS officials to increase the use of Portuguese in the publication. Teachers tend to use *Lafaek* in the classroom as a resource for the teaching of Tetun, one of the official subjects. However, since the policy, as generally interpreted, is for Portuguese to become the primary language of instruction across the curriculum they would prefer to have material relevant to other subjects provided in Portuguese.

Amongst the specialists and advisors working for CARE, UNICEF and FSQP who were consulted, the view, widely held, is that *Lafaek* should remain predominately a Tetun publication. Reasons given for this view are that:

1. the national constitution states that Tetun is one of two national languages, the other being Portuguese, and the education policy (*National Education Policy 2004 – 2008*) states that education is to be bilingual,
2. it is well-established from international research and experience, that children acquire literacy best in their 'mother tongue',
3. With the exception of the Mary McKillop materials, *Lafaek* is currently the only Tetun reading material available in schools,
4. since the curriculum is to be published in Portuguese and, it is likely, supporting texts will be ultimately published in Portuguese, *Lafaek* will remain the only print material for children in Tetun, and
5. the preservation and development of Tetun as one of the two national languages is an important contribution to the development of a strong national and cultural identity and pride in being Timorese.

For this group, it is envisaged that *Lafaek* should develop an advocacy role in relation to the use of Tetun language at national level, in classrooms and in the wider community. Whatever position one takes, it is clear that there is an urgent need for the government to

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<sup>15</sup> *Lafaek* has been reportedly used in the Baucau Teachers Training College for some time – and is possibly used in others.

clarify its policy on bilingual schooling, and for *Lafaek* to clarify its language policy in relation to how it can best support this broader policy.

## Summary

On the basis of the field study and stakeholder consultations, the key findings of previous studies listed above (p.28) are validated. Given the range of studies which arrived at similar conclusions and the confirmation of the field study and consultations reported above, we can be confident in the reliability of these findings.

In addition, on the basis of the field study and consultations discussed above, some comments may be made on the question of teacher and student capacity in relation to *Lafaek* and its use as an educational tool in classrooms.

The majority of teachers in primary schools in East Timor are under-qualified (see page 12-13 above). They also live and work in what is a predominately oral culture. Adult literacy rates in East Timor are reported at under 60 percent. There is not one bookshop in the entire country. This is not a nation of readers. It is also a collectivist culture in which teaching and learning typically takes place in groups; in the school, the church or village meeting places. The notion of individual learning is foreign. In addition, teachers earn modest salaries and many support their families in part by working out of school hours. All teachers are also currently enrolled in a weekly professional development program focussing initially on Portuguese language, provided by the Portuguese government.

In this context it is unrealistic to expect professional development of teachers to be effectively based on teachers' independently reading a teacher journal and independently implementing new methodologies acquired from that reading. Most are not confident or motivated to read the magazine and, if they do read it, are not confident or motivated to implement the strategies suggested.

On this basis it may be suggested that the apparent failure of the *Lafaek* teachers' magazine to effectively reach its audience and result in improvements in teaching practice is as much to do with the capacity of teachers – given the context in which they live and work – as it is to do with the format, content, language or 'adequacy' of the magazine itself.

In contrast, it seems clear on the basis of previous studies, validated by the current study, that children do have the capacity to learn from *Lafaek* and that learning is taking place. Whilst we do not have the hard evidence to support this claim, there is enough corroborating evidence from the various studies to be confident that it is true. Clearly, children read – and re-read – *Lafaek*. They are familiar with the characters and able to comment intelligently on the content.

Having said this, it would be helpful to have a clearer idea about the process of learning that is taking place and about what meanings children are making from *Lafaek*. We do

not know enough about the meanings attached to symbols in East Timor, or about the nature of the languages and their usage, to be certain that children are learning what we expect from the magazine. Finding the answers to these questions could be an ongoing project. *Radio and TV Timor Leste (RTTL)* is planning an extensive study into communications in East Timor which will potentially offer some general answers to these questions. The answers to more specific questions about children's learning from *Lafaek* can be found through ongoing routine audience research – such as is now being effectively conducted for the *Little Lafaek* magazine.

The use of *Lafaek* – both the regular and the junior editions – as a teaching resource is widespread. In particular its use to support teaching and learning of the Tetun language – and of literacy in this language – is probably universal, and has been institutionalised to the extent that districts are using *Lafaek* as a basis for setting examinations. *Lafaek* is also being used to teach *Estudo do Meio*, which includes science, social science, environmental studies, and civics; and health education. The focus in *Lafaek* on articles and stories about East Timor has been appreciated by both teachers and children. Typically teachers use the magazine by instructing children to read a particular section and then asking comprehension questions. Sometimes children are instructed to write out the passage or to translate the Tetun into Portuguese.

This pattern of usage, whilst it is founded in a didactic and very limited understanding of pedagogy, may have promoted a more progressive, integrated and contextualised approach to teaching and learning, since children taught in this way are simultaneously learning literacy in Tetun (or Portuguese) language and acquiring new understandings from the content of the articles, which generally relate to another area of the curriculum. The potential for *Lafaek* to support the implementation of the new curriculum by taking a more strategic approach to choosing themes for each edition which align to the curriculum (principally the *Estudo do Meio* curriculum) is strong. Indeed this is exactly the approach taken by *Little Lafaek* in its first four editions in relation to the existing curriculum for early childhood.

Based on this analysis of previous studies and the evidence of the current study the questions posed in the Terms of Reference which relate to the use of *Lafaek* to support teaching and learning, and the capacity of teachers and children to use it as an educational resource, can now be addressed.

### ***Lafaek* as an educational tool**

How are the magazines being used in the classroom for educational purposes and to what extent is this proving effective in the learning process? As described above, the magazines are generally being used in a didactic way – read and discuss. There is no evidence of a more dynamic, interactive or creative use of the magazines. However, given the current capacity of teachers and students, *Lafaek* is offering an effective tool for class-based education – particularly relating to the curriculum in Tetun, *Estudo do Meio* and health education.

## ***Lafaek* as a planning and teaching tool**

To what extent is *Lafaek* instrumental in lesson planning and lesson outcomes? This question is taken to refer primarily to the teachers' edition of *Lafaek*, which is intended in part to offer a support for teachers in planning and implementing lessons. As discussed above, the *Lafaek* teachers' magazine is not currently providing an effective support to teachers in lesson planning and implementation. In order to be an effective support it should be linked to a program of professional development which would allow for the primarily oral nature of the culture, the current capacity of teachers, and the tradition of learning in groups – along with current international understandings of best practice in teacher training, educational reform and adult learning.

## **The capacity of teachers to use *Lafaek* to support their teaching**

What is the capacity of teachers to use the *Lafaek* materials for educational purposes? As described, teachers in East Timor require greater support to use *Lafaek* materials in a more effective way. However, the present usage is proving effective in supporting teaching and learning – given the current capacity of teachers. Teachers are generally not yet capable of using the teacher magazine effectively to support their teaching. However they routinely use the children's magazines in traditionally structured ways to support teaching and learning in the classroom.

Whilst the pattern of usage is traditional and didactic it nonetheless supports the learning process in the classroom and contributes in significant ways by providing reading material in Tetun, information on East Timor, health, child rights and related issues, and by promoting and developing the culture of East Timor through, for example, sharing traditional stories in a way that has never been done before.

Were the capacity of teachers to be built through appropriately supported professional development programs, the use of the magazine as an educational resource could be significantly enhanced, producing improved outcomes in terms of student achievement.

Findings from recent *Lafaek* surveys also suggest that most teachers' capacity to read the Portuguese in the teachers' magazine is limited. Many are simply not yet proficient enough in this language, although it is the language of instruction.<sup>16</sup>

## **The capacity of students to learn from *Lafaek***

What is the capacity of students to learn from these materials? As discussed, children appear to be able to learn effectively from *Lafaek* – however, further ongoing audience

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<sup>16</sup> It is to be expected that this will change in coming years as a result of the current training program, but in the interim, continuing to produce the teachers' magazine in Tetun and including some Portuguese language acquisition is probably the most viable option.

research, such as that conducted for the *Little Lafaek* magazine, could confirm this and help the publishers in the process of continually improving the magazines and adapting the materials to meet the needs and learning styles of children in East Timor.

A concrete example taken from the field-testing conducted by the CARE team for *Little Lafaek* December 2004 should serve to illustrate this point. It was found that whilst all children could understand the concepts presented in the simple text and stories, few could make sense of some of the games and most were confused by a game which required children to match pictures of unfamiliar fruits. Such information demonstrates clearly how children learn from *Lafaek* and how the magazine can be improved to match their capacity and learning styles together with the cultural context.

Whilst the language in the magazines is generally age-appropriate and it appears that the majority of children are able to read the Tetun at their developmental level, ongoing field-testing is required to ensure that the language is appropriately matched to the capacity of the intended child audience.

## **9. Recommendations: the future of Lafaek**

### **Overview**

The Terms of Reference for this study call for a concise assessment of how to take the *Lafaek* magazine to the next level - to include recommendations for improved content, coverage, targeting (focus) and frequency of release.

Specifically, advice is required as to (1) how *Lafaek* (or the equivalent) can be extended to assist in filling the gaps that exist (and are expected to continue to exist) in terms of classroom learning materials and teacher training materials in East Timor; and (2) how *Lafaek* can be used to carry messages that will improve school management. The analysis in the above sections, together with input from stakeholders and the professional judgement of the consultant leads to a number of recommendations which are outlined below.

The combination of *Lafaek*'s popularity with children – their sense of ownership – and the use of the magazine in the classroom, offers an exciting opportunity to facilitate learning in both the school and the home/community. This study recommends that the basic format, content and distribution system be retained for the children's magazines. Whilst retaining these successful features, there is a widespread agreement that *Lafaek* can and should be used more effectively to support:

1. implementation of the new curriculum, and
2. improving quality of teaching / learning; in-service training.

The following recommendations suggest a means of improving the effectiveness of *Lafaek* in relation to this aim – as well its efficiency and sustainability. Many of the

recommendations are not new, and build on those made in previous studies. There is a broad agreement on many of the major issues.

In summary, *Lafaek* is an effective teaching and learning resource but limited somewhat by the capacity of teachers – and, to some extent, children. The following recommendations are intended to provide the basis of a plan for making it more effective, efficient and sustainable.

## Objectives

Recommendations are presented in the context of two proposed objectives for the future of *Lafaek*. The first of these is, for the most part, implicit in the Terms of Reference. The second emerged from the study.

Objective One: Improve the effectiveness of *Lafaek* to support:

1. children's learning in the classroom and the community;
2. teacher professional development (in-service training) and performance;
3. the improvement of school management and community participation; and
4. increased participation (increased enrolment and attendance; reduced drop-out), through advocacy and community awareness programs, and reduced repetition rates through improving quality of instruction.

Objective Two: Improve efficiency and sustainability by improving coordination with other donors, government and civil society institutions, and by developing and implementing a plan to strategically shift ownership and funding from international donors to local institutions, including government.

The following recommendations are made on the assumption that these broad objectives are supported by key stakeholders, and particularly the Government of East Timor. It is also assumed that it will be some years before locally produced text books are made available to support the new curriculum.

In addition, a set of recommendations is included which relates to the development of radio and film to support *Lafaek*.

### **Objective One: Recommendations to improve the effectiveness of *Lafaek***

The first three points listed above in relation to this objective arise from the Terms of Reference. The fourth is suggested by some current content of *Lafaek*. An important question is whether the third and fourth points (the improvement of school management and increased participation) fall outside the scope of a future *Lafaek* and could distract

from the core business of producing a children's magazine and an accompanying magazine to support teacher development.

*Lafaek* is in a unique and powerful position to influence the development of basic education in positive ways in East Timor. However, its distribution and popularity has led to the publication being used for a variety of purposes which have, from time to time, distracted from the core business of the magazine.<sup>17</sup>

Notwithstanding this concern, the aims of improving school-based management and participation are included here as worthwhile and realistic – on the assumption that the expectations are modest. *Lafaek* currently reaches many households and is reportedly read by many in the wider community – and is thus in a position to advocate for increased participation. Indeed *Lafaek* has already included messages about the value of school attendance.

It would be a simple matter to include a regular school management page in the teacher magazine, containing practical advice for developing school leadership, community participation and school-based management – including stories from schools which are achieving success in this area.<sup>18</sup> It would also be possible to include a 'parent page' in each edition of *Lafaek* containing advice and stories to illustrate how parents can support children's learning.

***Project design recommendations:***

1. Hold a stakeholder workshop to clarify the vision and mission for *Lafaek*<sup>19</sup>: (1) redesign the project and (2) develop a strategic plan in response to these and previous recommendations
2. Retain the successful format and essential nature of *Lafaek* as a children's magazine; 'owned' by children.
3. Retain the current objectives of *Lafaek* in relation to advocacy and awareness-raising of child rights, citizenship, peace and health education, through popular rubrics such as Little Doctor, Opinion and the *Mau Sesta* comic strip.
4. Redraft the logical framework accordingly
5. Develop a more systematic and routine reader feedback mechanism - as recommended in the Mid-Term Review - to test and continually refine the product. This could be structured as part of a broader M&E strategy.

It should be possible to develop the use of the magazine as a supplementary curriculum resource to support the implementation of the new curriculum and other objectives listed – whilst retaining the objectives of supporting child rights, citizenship, peace and health

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<sup>17</sup> *Lafaek* may well continue the practice of including sponsored sections on specific development issues – so long as these fit with the curriculum theme of the edition. An alternative would be to discontinue this practice but encourage would-be contributors/sponsors to produce their own material to be 'inserted' into *Lafaek* and use the *Lafaek* distribution system on a fee for service basis.

<sup>18</sup> Developing the current routine contribution from UNICEF through closer collaboration on style, language and content could satisfy this recommendation.

<sup>19</sup> Special funding may be required to support this activity in the short term.

education. The proposal to review the vision and mission for *Lafaek* is timely as the magazine has taken on a range of expectations not originally envisaged and its use as a supplementary curriculum resource is beyond the mission as expressed in the current logical framework.

***Frequency & scope recommendations:***

6. Reduce the scope to a two-year span by adding one magazine resulting in three children's magazines: *Little Lafaek* (pre-school to year 2); *Lafaek ??* (year 3-4) and *Lafaek Revista* (year 5-6). It is likely that many children would read all magazines (not a problem), but reducing the scope in this way would make the links to curriculum and classroom activities more viable.<sup>20</sup>
7. Increase frequency to monthly editions (depending on funding).

It may be possible to implement the first of these recommendations within existing and future resourcing limits by, for example, (1) reducing the size of the magazine and (2) reducing the amount of colour, going to black-and-white for some pages whilst retaining a colour cover and centre spread.<sup>21</sup> Such changes would also potentially increase the sustainability of the magazines.

Feasibility of distributing a monthly publication is an issue. The success of *Lafaek* is due, in part, to the successful distribution system. The current system, employing one FO in each district, enables the distribution of one edition every two-months. Increasing the frequency would require a doubling of this resource.<sup>22</sup> However, if it could be produced and distributed on a monthly basis, its effectiveness as a supplementary curriculum resource could be greatly increased.

***Content recommendations:***

8. Make an explicit link to themes in the new curriculum, focussing on a theme, for example from the *Estudo do Meio* curriculum, for each edition and including activities from different curriculum areas which relate to this theme (Mathematics, Arts, Health, Tetun and Portuguese language).
9. Develop a strategic annual plan for this thematic content and publish in advance (A *Lafaek* calendar for the staffroom could accomplish this.)

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<sup>20</sup> The project team report that logistically it would not be too difficult and very desirable to produce four editions of *Lafaek* Magazine. Reallocation of production staff and recruitment of two more writers and an illustrator would suffice. Estimates are that the costs of the project as a whole would increase by an estimated 20% per year (because the project is already providing that number of copies to the children). In order to fully build the capacity of new staff, however, the team suggests starting to distribute the new magazine after one year.

<sup>21</sup> Sixteen pages for each edition is an option. The feasibility of using less colour (black and white with coloured cover) will be explored by the Project. The Project team plans to research all the possibilities of cheaper in-country printing in coming months.

<sup>22</sup> The Project team, in response to this recommendation, estimate that monthly production and distribution of *Lafaek* would more than double the budget per year (estimate: 230%).

10. Continue to refine the content and improve consistency and quality through quality control and capacity building.
11. Simplify language structures to ensure age-appropriateness and readability for second-language users. The accessibility of the content could be improved by simplifying the language and shortening sentences in all magazines.
12. Ensure consistency and accuracy in language (orthography etc)
13. Ensure consistency in values messages such as references to violence and gender in stories and other sections.
14. Specific recommendations include:
  - a. Including a fold-out poster in each teachers' magazine edition to support the theme
  - b. Including more songs with notation to support both music education and literacy.

***Format recommendations:***

15. Continue to refine the format and improve consistency and quality through quality control and capacity building.
16. Continue to simplify presentation, avoiding distracting decorative elements, vivid colour schemes, unusual fonts etc.
17. Provide clip folders to all schools for storing previous editions of *Lafaek* for future use; one folder for each different edition.<sup>23</sup>

***Language recommendations:***

18. Clarify the language policy – continuing to produce *Lafaek* as essentially a Tetun publication to support the development of literacy in Tetun but increasing the Portuguese content in the magazines for older children – with some sections produced bilingually. Continue to publish the teachers' magazine in Tetun – with some sections in simple Portuguese – to facilitate knowledge transfer. (This may be a transitional measure...)

***Recommendations for the teachers' edition:***

19. Continue to publish the teachers' magazine as a companion to the children's editions. The link between the teachers' magazine and current editions of *Lafaek* for children should be maintained through the thematic approach.
20. Develop the magazine with less 'information' and greater emphasis on practical classroom reference material (step-by-step classroom activities) produced in collaboration with MECYS and, particularly, the Institute for Continuing Education and supported with in-service training. Ideally material should be developed collaboratively with groups of teachers in workshop settings. Hands-on classroom activities should be developed and trialled by teachers in classrooms –

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<sup>23</sup> The Project team report that clip folders for all schools is a possibility and would, reportedly, cost an additional US\$ 10,000 to produce pre-printed folders for all schools.

- facilitated through an ongoing in-service training program. (See Recommendation 29 below, regarding teacher in-service training)
21. Develop a routine rubric in the teachers' magazine to address school-based management and community participation – for principals and school leaders.
  22. Develop a routine rubric in the teachers' magazine to address classroom management and student behaviour management (effective alternatives to violent forms of discipline)

## **Objective Two: Recommendations to improve efficiency and sustainability**

### ***Funding, ownership & coordination recommendations:***

23. Continue funding support for a further agreed period.
24. Develop a long-term business plan with the aim of eventually attracting funding independently of international donors. Possibilities include sponsorship from big business, advertising from local business and funding from the Ministry.<sup>24</sup> Ensure that the editorial independence is maintained and that the current distribution system continues to be well-monitored and supported within this plan.
25. Continue to support and develop the partnership model involving key stakeholders from the Ministry and broader community / civil society in editorial and working groups.
26. Relocate the production team and equipment to the Ministry buildings and begin to build the capacity of MECYD personnel in production by pairing individuals with the CARE team. Strengthen links to the Social Mobilisation Unit, Curriculum Branch and other relevant sections of the Ministry<sup>25</sup>
27. Collaborate with the Portuguese Embassy on the use of Portuguese language and preparation of the section *Aprende Portuguese*.<sup>26</sup>
28. Continue collaboration with the National Institute for Linguistics to ensure consistent standard and quality in Tetun language usage.
29. Strengthen links with the Institute for Continuing Education (and appropriate donors including UNICEF) for provision of in-service training linked to the use of *Lafaek* children's magazines and teachers' magazine. District-based teacher training managers should also be closely involved in the development and implementation of any plans for professional development of teachers.<sup>27</sup>

<sup>24</sup> The development and implementation of a plan for sustainable sponsorship could be phased in during the next donor-funded period for the project, with the aim of achieving financial independence (full or partial) at the end of the period (e.g. five years)

<sup>25</sup> The Vice Minister has indicated in-principle support for this proposal

<sup>26</sup> Jose Manuel Revez & Filipe Silva from the Portuguese Cooperation program (*Adido de Cooperacao e Cultural, Embaixada de Portugal em Dili*) have indicated an interest in providing a teacher for, say, four hours per week for this purpose. This has, reportedly, been discussed with the project.

<sup>27</sup> It may also be possible for the current training activities provided by Portuguese language teachers to be extended. That is, teachers currently gather for weekly professional development sessions focussing on Portuguese language training. Rather than attempt to compete for teachers' time and energy, it may be

*Lafaek* was established and continues to operate as a successful NGO project. Links to other donors and MECYS have developed during the life of the project. At this juncture, there is a choice of paths: (1) *Lafaek* can continue in the current mode, essentially an NGO product with editorial input from MECYS and supported by the government and other donors, or (2) it can be re-positioned to become a government magazine, edited by MECYS, with production outsourced to an NGO and support from other donors, or (3) it can begin to become a government product, edited and produced by MECYS, with support from an NGO and other donors.

Whilst the current capacity within MECYS will not support the third of these options, it is, in the long-term, the most sustainable. The current capacity of the *Lakaek* team to train MECYS personnel whilst still producing the magazines is also in doubt. However, relocating production activities to the MECYS buildings would help build partnership and shift the sense of ownership. It would facilitate communication. It would also set the scene for a gradual transition from option one through option two, to, potentially, option three.

Similarly, whilst the current capacity within MECYS (Institute for Continuing Education) to provide effective in-service teacher training linked to *Lafaek* is limited, ultimately in-service training must be ‘owned’ and coordinated by the Institute for sustainability. In the immediate term it is recommended that priority be given to bringing the various donor-assisted in-service training activities together – under the coordinating umbrella of the Institute – and developing the *Lafaek* teacher magazine as, in part, a resource for this training. *Lafaek* teacher training materials should be:

1. developed and trialled by teachers in workshop and classroom contexts,
2. linked to the content and themes of the children’s magazines (and the curriculum) and published simultaneously,
3. designed for use in teacher in-service training sessions at cluster level through existing and developing programs supported by UNICEF and other donors including the Portuguese and Brazilian government sponsored activities,
4. coordinated at district level with the MECYS district-based teacher training managers.

The mechanism to achieve this would need to be worked out amongst the various stakeholders. It could also be supported by radio and TV products (see below).

## **Recommendations for Radio & TV**

30. Develop links with the *Radio and TV Timor Leste (RTTL)* together with community radio – to jointly produce and distribute *Lafaek* radio and film materials. These could greatly enhance the achievement of all objectives and could include:

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profitable to use these gatherings for further professional development activities and to strengthen the school cluster system.

- a. Radio *Lafaek* – a weekly radio program linked directly to the children’s and teachers’ magazines to be played in classrooms providing integrated instruction. This approach could directly support both children’s learning using *Lafaek* materials and teacher professional development by modelling active learning approaches.
- b. Radio *Lafaek* – for Teachers. A weekly, fortnightly or monthly radio program to use in school or cluster-based teacher meetings to support teacher professional development.
- c. Radio *Lafaek* – for Community. A weekly radio program to increase community awareness and advocate for education.
- d. Production of TV / video to support teacher in-service training and for use with children and community.

All of these products could use the *Lafaek* ‘brand’, familiar characters and rubrics. Production and distribution could be managed by *RTTL*, content provided by *Lafaek* and production by *Creche* (local NGO).<sup>28</sup>

The proposal to revive and expand Radio *Lafaek* is based on a recognition that East Timor is a predominately oral culture and that radio is an affordable and highly effective mode of mass communication in poor and isolated regions such as this. Good models of educational radio being employed in developing nation contexts exist and could be adapted to East Timor.

The use of radio directly in classrooms and with teacher cluster groups could significantly enhance the effectiveness of *Lafaek* as a tool for both curriculum implementation and teacher professional development. The costs of radios and batteries may be a factor to consider. However, the principle remains that this is an affordable and potentially sustainable solution.

*Lafaek* TV is suggested on the basis that video products are now relatively cheap to produce and distribute digitally – on CD format. Educational ‘TV’ could be produced to support classroom learning, teacher professional development, school-based management and community awareness. Videos could be distributed and shown in schools, community centres, churches and teacher cluster meetings using digital projectors on a rotational basis.

Film is a powerful and empowering medium. For example, teachers who view a short film of colleagues from another East Timorese village school, telling their own stories in their own language about implementing the new curriculum and developing their professional practice, are likely to feel supported and encouraged to implement a similar activity in their own classrooms. The same principle applies to film for children, principals and community members.

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<sup>28</sup> *RTTL* is currently undergoing a major restructure and developing plans which would support this proposal. A major survey of communications within East Timor is also planned which would provide baseline data to support planning in this area.

Whilst these proposals may appear to stretch the core business of *Lafaek*, they are included as recommendations since the cost-benefit is potentially high and the program potentially very sustainable. Linking radio and TV to the print media already in production could create synergies which enhance the effectiveness of all media. In order to develop TV and radio in the immediate term specialist input from appropriate advisors is likely to be required.

## **10. Conclusions**

In summary, the review of previous studies, together with field work and stakeholder consultations, confirms that the *Lafaek* children's magazines are successfully distributed to virtually every primary school child in East Timor and are very popular and widely read amongst children, teachers and the wider community. The magazines are used successfully in the classroom to promote children's learning – particularly literacy in Tetun, introductory Portuguese, health education, and knowledge of the geography, society and culture of East Timor.

The teachers' magazine which aims to disseminate information to teachers and support their professional development through providing practical articles on teaching methodology is not achieving the same success. Many teachers do not read the magazine and its effectiveness is limited by cultural factors and the currently low capacity of teachers.

The effectiveness of the children's magazines could be further improved by making explicit links to the new curriculum and by continuing to improve the publication through conducting and responding to audience research. This link to the curriculum would be more effective if an extra *Lafaek* magazine was produced to allow for a two-year audience span for each edition. In adapting the magazines to this purpose it will be critical that the essential nature of *Lafaek* as a popular children's magazine is retained.

An increase in frequency to allow for a monthly publication is desirable as this, too, would support the objective of facilitating teaching and learning in classrooms through a thematic link to the curriculum. The feasibility of this proposal, however, is partly dependent on funding.

As text books are produced to more effectively 'carry' the new curriculum, the role of *Lafaek* may become less critical. However, in the immediate term and for the foreseeable future it will remain an important resource in a system of schools with poorly qualified teachers, problematic communications, and few teaching resources. Beyond this, for as long as it is financially able, it is likely to remain a popular publication with a significant role in supporting learning, communication and nation-building in East Timor.

The teachers' magazine could be made more effective if it became a resource for teacher in-service training to be supported by a systematic program provided by relevant agencies. In the current context it is unreasonable to expect teachers to learn and apply

lessons independently from a publication such as *Lafaek for Educators*. The *Lafaek* teachers' magazine is well-placed to provide a resource for professional development but, to be effective, needs to be used in in-service training situations where professional development is supported in an ongoing, facilitated group situation.

A program of cluster-based training developed in collaboration with UNICEF, the Portuguese mission, and MECYS (including the Institute for Continuing Education, and district-based training supervisors) could achieve this. Alternatively or in addition to this, a program of professional development delivered through public and community-based radio could serve the purpose. An important point is that the effectiveness of the *Lafaek* project in supporting the improvement of basic education in East Timor could be improved by improving coordination between the key stakeholders, including donors and government, and developing a plan for sustainability.

In addition it is recommended that *Lafaek* radio and film be developed to further support the development of basic education and to facilitate the effective use of *Lafaek* as a resource for teaching and learning within schools.

With little change to the current format, but with a more focussed and purposeful editorial policy and practice, the magazines could also support the improvement of participation and efficiency by advocating for school attendance and the improvement of school-based management and community participation. This could be achieved by including a regular section for parents in the children's magazines and for school administrators and governors in the teachers' magazines, providing practical articles to support such improvements.

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## Appendix One: Activity Schedule & Persons Met

Day	Date	Activity
1	Tuesday 19 <sup>th</sup> April	Travel Pre-reading
2	Wednesday 20 <sup>th</sup> April	Initial meetings with Anita Delaney (FSQP), Rui Hanjan (World Bank). Reading.
3	Thursday 21 <sup>st</sup> April	Meeting with Don Archibald (Curriculum Specialist, UNICEF/MECJD) Meeting with Nan Bergaut (FSQP - author of Mid-Term Review) Reading & analysis
4	Friday 22 <sup>nd</sup> April	Meeting with CARE production team: Dee Brillenburg Wurth (Project Advisor) & Ginny Kintz (Educational Advisor) Meeting with Alexander Romiszowski (FSQP Teacher Training Specialist) Reading & analysis
5	Saturday 23 <sup>rd</sup> April	Reading & analysis
6	Sunday 24 <sup>th</sup> April	Reading & analysis Prepare instruments for school visits and teacher interviews
7	Monday 25 <sup>th</sup> April	Meeting with Don Archibald (Curriculum Specialist, UNICEF/MECJD) Meeting with Armindo de Jesus Barros (Coordinator of Pedagogy, Institute for Continuing Education, MECYS) Meeting with UNICEF: Edward Redden (Project Officer, Education & Community Capacity Building), Joao Pereira (Assistant Project Officer, Education) Reading & analysis
8	Tuesday 26 <sup>th</sup> April	<i>Lafaek</i> training session in Metinaro (travel and attend with Ginny Kintz, CARE) Teacher focus group interviews Meeting with Hipolito Aparicio ( <i>Lafaek</i> Project Manager, CARE) <i>Lafaek</i> training session in Becora, East Dili (travel and attend with Hipolito Aparicio, CARE) Teacher focus group interviews
9	Wednesday 27 <sup>th</sup> April	District and school visits in Liquica District Interviews with administrators, principals, teachers, children and community members
10	Thursday 28 <sup>th</sup> April	Meeting with Sister Aurora Pires FDCC (Director Pre-Primary, Escola Canossa, Comoro) and Ginny Kintz (CARE) School visits in Manatuto District Interviews with principals, focus group discussions with teachers and children
11	Friday 29 <sup>th</sup> April	Meetings with: Jose Manuel Revez ( <i>Adido de Cooperacao e Cultural, Embaixada de Portugal em Dili</i> ) & Filipe Silva ( <i>Cooperacao Portuguesa, Embaixada de Portugal em Dili - Coordinator of Portuguese Training Program, Portuguese Embassy</i> )

		Greg Kintz (Radio & TV Timor-Leste) Rosaria Corte Real (Vice Minister, MECYS) Attend discussion with key stakeholders on teacher training with Alexander Romiszowski (FSQP Teacher Training Specialist)
12	Saturday 30 <sup>th</sup> April	Meeting with Clifton Chadwick (Educational Advisor, FSQP) Analysis & writing
13	Sunday 1 <sup>st</sup> May	Analysis & writing
14	Monday 2 <sup>nd</sup> May	Analysis & writing Wrap-up meeting with national stakeholders: Rosaria Corte Real (Vice Minister, MECYS); Raimundo Jose Neto (Assistant Director, Pre-Secondary Curriculum, MECJD), Joao Gusmo (MECYS); Anita Delaney (FSQP / MECYS); Nan Bergaut (FSQP / MECYS); Teodozio Ximenes (Education Coordinator, CARE), Hipolito Aparicio ( <i>Lafaek</i> Project Manager, CARE), Dee Brillenburg Wurth (Project Advisor, <i>Lafaek</i> Project, CARE), Ginny Kintz (Education Advisor, <i>Lafaek</i> Project, CARE); Edward Redden (Project Officer, Education & Community Capacity Building, UNICEF) Chie Tsobone, (Education Section, UNICEF) Don Archibald (Curriculum Advisor, UNICEF/MECYS)
15	Tuesday 3 <sup>rd</sup> May	Travel
16	Wednesday 4 <sup>th</sup> May	Final analysis & report writing
17	Thursday 5 <sup>th</sup> May	Final analysis & report writing
18	Friday 6 <sup>th</sup> May	Report writing
19	Saturday 7 <sup>th</sup> May	Report writing
19	Sunday 8 <sup>th</sup> May	Complete report writing

## **Appendix Two: Focus Group Discussions – Schedule and Participants**

### **26<sup>th</sup> April: Metinaro Cluster (held at EP-1 Metinaro)**

	<b>Teacher</b>	<b>School</b>
1	2 teachers	EP Publica - 3 Benonu
2	2 teachers	EP Publica - 5 Lebuta
3	2 teachers	EP Publica - 2 Manaluao
4	2 teachers	EP Publica - 4 Lesay
5	2 teachers	EP Publica -1 Metinaro
<b>TOTAL</b>	10 teachers (all male)	5 schools

### **26<sup>th</sup> April East Dili Cluster (held at EP-1 Camea, Becora)**

	<b>Teacher</b>	<b>School</b>
1	Ms Angelina Soares	EP Publica -1 Becora
2	Mr Antonia da C. Freitas	EP Catolica – P.VE Sabracalaran
3	Ms Virgilio da Rego on e L. Soares	EP Publica -2 Bidau Massau
4	Mr Bernardo de Aranijo	EP Catolica Sabracalaran - 7
5	Mr Gilberto Hornai	EP Publica 12 Hera
6	Mr Joao da Costa Pereira	EP Acanuno - 3
7	Ms Olixida M. Sarmiento	EP Balibar
8	Mr Bernardino S. C. Lobo	EP Aidak – Bihare - 6
9	Ms Idalina Soares	EP Camea - 1
<b>TOTAL</b>	9 teachers (5 men and 4 women)	9 schools

### **Other Teachers & District Officials Interviewed:**

<b>Date</b>	<b>Person</b>	<b>Position</b>
26 <sup>th</sup> April	Ms Rita	<i>Lafaek</i> Trainer (CARE)
	Mr Egido	<i>Lafaek</i> Trainer (CARE)
	Mr Vasgo da Gama	<i>Lafaek</i> Trainer (CARE)
	Ms Aliansa Meskita Durego	<i>Lafaek</i> Trainer (CARE)
27 <sup>th</sup> April	Mr Januario	FQSP Logistics Officer
	Mr Manuel Soares	Superintendent Interino, MECJD, Liquica District
	Mr Graciano Goncalves	Head of Teacher Training, MECJD, Liquica District
	Mr Joao Xinio da	School Head, EP Publica - 1 Liquica

	Conceicao	
	Mr Mateus BeAlmeda da Santos	School Head, EP Catolica -1 Sao Joao de Brito, Liquica
	Mr Isidro Correia	Grade 4 Teacher, EP Publica Mau Bokue
	Mr Felixalves Correia	Grade 4 Teacher, EP Publica Mau Bokue
28 <sup>th</sup> April	Sr Auroroa Pires FDCC	Director, Pre-Primary, Escola Canossa, Comoro, Dili
	Mr Jose Jeronimo Soares	School Head, EP Catolica, Fundacao Sao Jose De Iliheu, Laclo
	Mr Eugeino Guteres	School Head, EP Publica, Demantan, Laclo

### Children's Focus Group Discussions:

Date	Number of children from class	School
27 <sup>th</sup> April	25 children – Grade 2 (12 girls and 13 boys = 25)	EP Publica - 1 Liquica
27 <sup>th</sup> April	31 children – Grade 6 (14 girls and 17 boys = 31)	EP Catolica -1 Sao Joao de Brito, Liquica
27 <sup>th</sup> April	31 children – Grade 4 (16 girls and 15 boys = 31)	EP Publica Mau Bokue, Liquica
28 <sup>th</sup> April	24 children – Grades 4 and 5 (16 girls and 8 boys = 24)	EP Publica, Demantan, Laclo, Manatuto
TOTAL	58 girls and 53 boys = 111	

## **Appendix Three: Interview Schedule for District and School visits**

### Objectives:

- a. Verify findings of recent studies of the use of the *Lafaek* magazines by children and teachers;
- b. Assess how the magazines are being used in the classroom for educational purposes and to what extent this is proving effective in the learning process;
- c. Interview teachers and children to gauge the extent that *Lafaek* is instrumental in lesson planning and lesson outcomes;
- d. Determine the capacity of teachers to use these materials for educational purposes; and
- e. Assess the capacity of students to learn from these materials.

### Observations:

1. School profile / principal interview:
  - a. number of students, economic, cultural context
  - b. class sizes
  - c. gender balance
  - d. classification: urban, rural, isolated?
  - e. teacher profile (number, qualifications etc.)
  - f. principal, background
  - g. school-based management? (e.g. budgeting, planning ...)
  - h. community participation? Parents and Friends Association formed?
  - i. In-service training opportunities – Portuguese, other ...
  - j. Monitoring, mentoring, supervision from district?
  - k. Curriculum ...
  - l. Local language
  - m. Use of language in the school (classroom, written work, playground, staffroom, communication with parents...)
  - n. Other issues – attendance, health ...?
2. Observations:
  - a. classroom practice,
  - b. physical set-up of rooms, furniture etc
  - c. posters, displays?
  - d. use of aids,
  - e. availability of texts, reading material, *Lafaek*
  - f. teaching methodology, learning approaches
3. Teachers (focus groups and ad-hoc discussions):
  - a. Are they familiar with *Lafaek* (3 editions)
  - b. Do they use it?

- c. How? Which one? In the classroom? In their planning?
  - d. Which parts do they use?
  - e. What is their home-language?
  - f. Can they read the Tetun?
  - g. Portuguese?
  - h. How could it be improved? To make it more useful in the classroom?
4. Children: (in mixed-sex focus groups from sample classes – yr 2, 4, 6)
- a. Are they familiar with *Lafaek* (3 editions)
  - b. Which are their favourite sections?
  - c. Do they read it? Use it?
  - d. How? Which one? In the classroom? In their lessons? At home?
  - e. Which parts do they use?
  - f. Do their friends read it? Use it?
  - g. What is their home-language?
  - h. Can they read the Tetun?
  - i. Portuguese?
  - j. Present examples (translated edition) and discuss sections. Which part did they read, what is it about?
  - k. How could it be improved?
5. Community:
- a. Are they familiar with *Lafaek* (3 editions)
  - b. Do they read it?
  - c. Which parts do they find useful, interesting?
  - d. Do their friends all read it? Use it?
  - e. What is their home-language?
  - f. Can they read the Tetun?
  - g. Portuguese?
  - h. Present examples (translated edition) and discuss sections. Which part did they read, what is it about?
  - i. How could it be improved?

## **Appendix Four: Interview Schedule for Stakeholder Meetings**

Objectives: Talk with the full range of stakeholders to assess how best:

- a. *Lafaek* (or the equivalent) can be extended to assist in filling the gaps that exist (and are expected to continue to exist) in terms of classroom learning materials and teacher training materials in East Timor; and
- b. *Lafaek* can be used to carry messages that will improve school management.

### 1. Curriculum:

- a. What is the status of the new curriculum?
- b. Will it be ready to implement?
- c. What is the basis of the curriculum? Philosophy?
- d. How is it structured? Examples?
- e. What support materials, texts are prepared?
- f. In what languages?
- g. What role could *Lafaek* play to support the new curriculum? In the classroom? Teacher support material?
- h. How could it be adapted / improved to fulfil this role?

### 2. Language:

- a. How will bilingual education be implemented in classrooms? Literacy learning? Early grades?
- b. What is current practice?
- c. How to achieve the objective?
- d. What materials are currently available / will be made available in Tetun and Portuguese?

### 3. Teacher quality, in-service training:

- a. What are the issues re teacher quality?
- b. What is the current program of in-service training?
- c. Issues? Challenges?
- d. What role can *Lafaek* play?
- e. How could it be adapted / improved to fulfil this role?

### 4. School management / community participation

- a. What are the issues re school management?
- b. What is the policy?
- c. What is the plan to improve school management?
- d. Issues? Challenges?
- e. What role can *Lafaek* play?
- f. How could it be adapted / improved to fulfil this role?

### 5. Present an example (three editions) & discuss

- a. Which parts are most useful?
- b. How could it be adapted, improved?

## Appendix Five: Teachers' Focus Group Discussions - Outcomes

### Metinaro

Focus Questions	Summarised Responses
Are they familiar with <i>Lafaek</i> (3 editions)	Children's editions: yes Teachers edition: yes
Do they use it?	Yes 100% use the children's edition Teachers' edition: unclear
How? Which one? In the classroom? In their planning?	Use for Portuguese and Tetun lessons – plus <i>Estudo do Meio</i>
Which parts do they use?	Civics, Health, Human Rights
How do they use it?	Sometimes translate Tetun into Portuguese for <i>Estudo do Meio</i> Use stories etc for <i>Tetun</i>
What other resources do they have?	Portuguese texts (Bambi) for maths and Portuguese, Social Studies. Curriculum Outline (now being trialled class 1-4) Old Indonesian texts
In-service training?	Weekly Portuguese course
What is their home-language?	Bahasa Indonesia, Tetun Tetun in the church
Can they read the Tetun?	Yes
Portuguese?	Can read it in <i>Lafaek</i> but understanding is limited
How could it be improved? To make it more useful in the classroom?	Prefer a smaller size format Prefer more practical advice in <i>Teacher Mag</i> – an even balance with 'information'
Other	Distribution is more effective for city schools and those by the beach and the main road

### Becora

Focus Questions	Summarised Responses
Are they familiar with <i>Lafaek</i> (3 editions)	Yes (all)
Do they use it?	Yes
How? Which one? In the classroom? In their planning?	Children's magazines (both)
Which parts do they use?	Portuguese, <i>Estudo do Meio</i> , Tetun
How do they use it?	Generally instruct the chn to read the relevant section then ask questions to reinforce understanding.
What other resources do they have?	Varied. Some classes have a complete set of texts (i.e. as a teacher reference only – one copy) for all subjects in Portuguese Some use Indonesian texts
In-service training?	Yes. Could do with more.
What is their home-language?	Mixed – generally Tetun
Can they read the Tetun?	Yes
Portuguese?	Yes
How could it be improved? To make it more useful in the classroom?	Higher % Portuguese in mag for older children (e.g. stories in both languages) Use trainers in training sessions to get feedback from teachers (needs more!) Follow the themes from the curriculum

	More Portuguese & English (!)
Other	Language is sometimes confusing. Inconsistent (confusion btw Tetun and Portuguese) Distribution. Sometimes the mag is stolen from the side of the road before collected by the school

## Appendix Six: Interviews with Officials, Principals and Teachers - Outcomes

### Manuel Soares (Superintendent Interno Liquica)

Focus Questions	Summarised Responses
Are they familiar with <i>Lafaek</i> (3 editions)	Yes
Do they use it?	Yes – helps a lot
How? Which one? In the classroom? In their planning?	All
Which parts do they use?	Introduce Tetun Health Environment Studies
How do they use it?	?
What other resources do they have?	?
In-service training?	Yes – Portuguese program (most teachers are SMA graduates no Diploma)
What is their home-language?	Tetun and local language / Bahasa
Can they read the Tetun?	Yes
Portuguese?	Learning
How could it be improved? To make it more useful in the classroom?	?
Other	

### Joao Xinio da Conceicao (School Head, EPP 1 Liquica)

Focus Questions	Summarised Responses
Are they familiar with <i>Lafaek</i> (3 editions)	Children's mag – yes Teachers' mag ?
Do they use it?	Yes
How? Which one? In the classroom? In their planning?	Children's mags
Which parts do they use?	Sport & Health Portuguese Tetun Moral / Civics ( <i>Estudo do Meio</i> )
How do they use it?	Usually read and discuss (question and answer)
What other resources do they have?	Portuguese texts for younger grades
In-service training?	
What is their home-language?	Local lang. All can use Bahasa Indonesia – some use it at home.
Can they read the Tetun?	
Portuguese?	
How could it be improved? To make it more useful in the classroom?	
Other	Some problems with orthography / confusing Tetun and local languages – sometimes the languages are mixed in the magazine No use of the teachers mag for discussion in the staff room. Suggest adding English for upper grades

**Mr Mateus BeAlmeda da Santos (School Head, EP Catolica -1 Sao Joao de Brito, Liquica)**

<b>Focus Questions</b>	<b>Summarised Responses</b>
Are they familiar with <i>Lafaek</i> (3 editions)	Yes – very positive
Do they use it?	Read in the class
How? Which one? In the classroom? In their planning?	Formal and informal discussion with the children
Which parts do they use?	Tetun <i>Estudo do Meio</i> (science etc) Health Art & Music Portuguese
How do they use it?	Depends on the creativity of the teacher (e.g. younger children need more activity) Will be used in the end of year exam for grade 6 – i.e. material taken directly from <i>Lafaek</i> – for Tetun
What other resources do they have?	Some Portuguese texts Old Bahasa Indonesian texts
In-service training?	Two teachers attended CARE training – but could not share the outcomes with colleagues – and unclear whether they have tried anything in the classroom
What is their home-language?	Mixed
Can they read the Tetun?	Yes – all classes use Tetun as instructional language in this school
Portuguese?	Limited but learning.
How could it be improved? To make it more useful in the classroom?	Hope it continues. Suggests more Portuguese – provide in both languages, Children's songs, stories etc
Other	Include the notation for songs as well as lyrics

**Mr Isidro Correia, Felixalves Correia (Grade 4 Teachers, EP Publica Mau Bokue)**

<b>Focus Questions</b>	<b>Summarised Responses</b>
Are they familiar with <i>Lafaek</i> (3 editions)	Yes
Do they use it?	Yes use the children's magazine, but too busy, don't always read the teachers' magazine
How? Which one? In the classroom? In their planning?	<i>Lafaek</i>
Which parts do they use?	Child rights, Maths, Portuguese
How do they use it?	Not yet
What other resources do they have?	Limited. Some Portuguese texts
In-service training?	Not yet
What is their home-language?	Local language
Can they read the Tetun?	Can't always understand the Tetun (problem of confusion between Tetun Dili and Tetun Terik)
Portuguese?	Sometimes the language is too technical
How could it be improved? To make it more useful in the classroom?	Need more teacher training (have not yet received CARE training). Suggest following the UNICEF 100 schools model using clusters to share the training with all teachers.
Other	Appreciate the practical sections of the teachers' mag but the language makes it difficult to get the meaning.

**Mr Jose Jeronimo Soares (School Head, EP Catolica, Fundacao Sao Jose De Iliheu, Lacro)**

<b>Focus Questions</b>	<b>Summarised Responses</b>
Are they familiar with <i>Lafaek</i> (3 editions)	Yes Teachers read their edition
Do they use it?	Yes – only resource in Tetun
How? Which one? In the classroom? In their planning?	Children's mag – yes it is a great support. Keep left-over copies in the class for a reference Main use is for reading and use in exams (Tetun)
Which parts do they use?	Tetun Health Child rights
How do they use it?	Use the teacher mag for working with parents Methodology pages good but unclear if they are used or not.
What other resources do they have?	Portuguese texts but confusing as these don't relate to the curriculum.
In-service training?	Weekly Portuguese training (either 2 half days or one full day depending on level) Curriculum training from Dili and district CARE training – yes two teachers
What is their home-language?	Lalole (local language)
Can they read the Tetun?	Yes
Portuguese?	Very difficult to learn and read. Some not motivated to learn
How could it be improved? To make it more useful in the classroom?	Work with Ministry to match to curriculum themes
Other	

**Mr Eugene Guterres (School Head, EP Publica, Demantan, Lacro)**

<b>Focus Questions</b>	<b>Summarised Responses</b>
Are they familiar with <i>Lafaek</i> (3 editions)	Yes
Do they use it?	Yes – the children take it home but we ask them to bring it back for class.
How? Which one? In the classroom? In their planning?	?
Which parts do they use?	<i>Estudo do Meio</i> (science etc)
How do they use it?	Unclear
What other resources do they have?	Many old Indonesian texts, some Portuguese ( <i>Bambi</i> )
In-service training?	?
What is their home-language?	Lalole (local language)
Can they read the Tetun?	Yes – but orthography etc not yet standard
Portuguese?	Use in classes – but difficult
How could it be improved? To make it more useful in the classroom?	Provide a <i>Lafaek</i> maths text
Other	

## Appendix Seven: Children's Focus Group Discussions - Outcomes

### Children Class Group Discussions: EPP 1 Liquica Grade Two

Focus Questions	Summarised Responses
Are they familiar with <i>Lafaek</i> (3 editions)	Yes (Children's editions)
Which are their favourite sections?	<i>Helo Lafaek Ki'ik</i> Stories <i>Mau Sesta</i> (cartoon from older edition)
Do they read it? Use it?	Yes – all read it at home
How? Which one? In the classroom? In their lessons? At home?	Yes – read stories
Which parts do they use?	Stories
Do their friends read it? Use it?	Yes
What is their home-language?	Mixed
Can they read the Tetun?	Mixed (developmental)
Portuguese?	Mixed
Present examples (translated edition) and discuss sections. Which part did they read, what is it about?	Like all parts!
How could it be improved?	

### Children Class Group Discussions: EPP 1 Liquica Grade Six

Focus Questions	Summarised Responses
Are they familiar with <i>Lafaek</i> (3 editions)	Yes (Children's editions)
Which are their favourite sections?	Stories
Do they read it? Use it?	Teacher asks us to read – then discuss or write it out.
How? Which one? In the classroom? In their lessons? At home?	Yes – read stories Portuguese
Which parts do they use?	Stories
Do their friends read it? Use it?	Yes
What is their home-language?	Mixed
Can they read the Tetun?	Yes
Portuguese?	yes
Present examples (translated edition) and discuss sections. Which part did they read, what is it about?	Like all parts!
How could it be improved?	

### Class Group Voting – Favourite Sections of Lafaek

	Class 6 EPC 1 Sao Joao de Brito	Grade 4 EPP Mau Bokue	Grade 4 EPP Demantan, Laclo	TOTAL	%
Letters	2	0	0	2	2
Story	1	17	16	34	40
Little Doctor	2	0	16	18	21
Competition	2	0	0	2	2
Folk Tale	13	27	24	64	74
Opinion	5	17	5	27	31
Comic (Mau Sesta)	11	6	18	35	41
Health	30	31	24	85	99
Portuguese	31	30	24	85	99
Police & Quiz	1	6	18	25	29
District Profile	0	23	24	47	55
Profile of Artists	7	31	18	56	65
Folk Tale	2	30	20	52	60
Interview with Minister	0	31	15	46	53
Crossword	0	2	0	2	2
TOTAL	107	251	222	580	674
	(31 students: 3-4 votes each)	(31 students: approx. 8 votes each)	(24 students: approx. 9 votes each)	86 students	(Average 7.8 votes per student)

### Results of children's focus group discussions

How would you improve *Lafaek* if you were the editor?

Themes	Frequency (Grade 6) 7 groups	Frequency (Grade 4) 8 groups	Frequency (TOTAL)	% of groups
More short stories (Timorese stories, children's stories)	5	10	15	100
More Portuguese	1	7	8	53
More health articles (incl. Little Doctor)	2	6	8	53
More profiles of Artists (especially Bung Lele!)	1	6	7	47
More Timorese content (stories, district profiles etc)	2	4	6	40
More correspondence & Opinion		5	5	33
More comics of <i>Mau Sesta</i>		4	4	27
Songs (with notation)	2	1	3	20
Include a district map	2	0	2	13
Increase frequency (monthly)	1	1	2	13
Posters and names of national officials		2	2	13
Poems	1	0	1	7
Pictures	1	0	1	7
More articles published bilingually (Tetun & Portuguese)		1	1	7
More on Mathematics		1	1	7
Tetun language		1	1	7
More pages		1	1	7
More on child rights		1	1	7
More puzzles		1	1	7
TOTAL	18	52	70	