



EVALUATION REPORT: PROCESS EVALUATION OF MARY MACKILLOP INTERNATIONAL'S TETUM LITERACY & TEACHER TRAINING PROGRAM

Summary of report by independent consultant Kathryn Moore, February 2016



Background of MMI

MMI is the international aid and development organisation of the Sisters of Saint Joseph, which commenced work in Timor-Leste in 1994.¹ The mission of MMI is to promote dignity, compassion and justice by working with communities in the most remote, disadvantaged areas abroad. The overall goal of MMI's education programming is that all children in MMI's targeted communities are able to read and write.

There are several challenges in order for children in Timor-Leste to have access to quality education. To support children's attainment of quality education in Timor-Leste, Mary MacKillop International (MMI) developed the Mai Hatene Tetun Program, first piloted in three schools in Timor-Leste in 1996, that is comprised of three main activities:

- **Activity I:** Pre-Primary and Primary Basic Education Quality Literacy Teacher Training (Emphasis on Literacy Instruction Knowledge, Skills, and Activities)
- **Activity II:** Post- teacher training In-Classroom Teacher Monitoring & Coaching
- **Activity III:** Literacy Resource Production, Quality Check, and Dissemination

¹ MMI was previously referred to as Mary MacKillop East Timor Mission (MMETS) and Mary MacKillop International Mission (MMIM).

Evaluation Objective and Focus

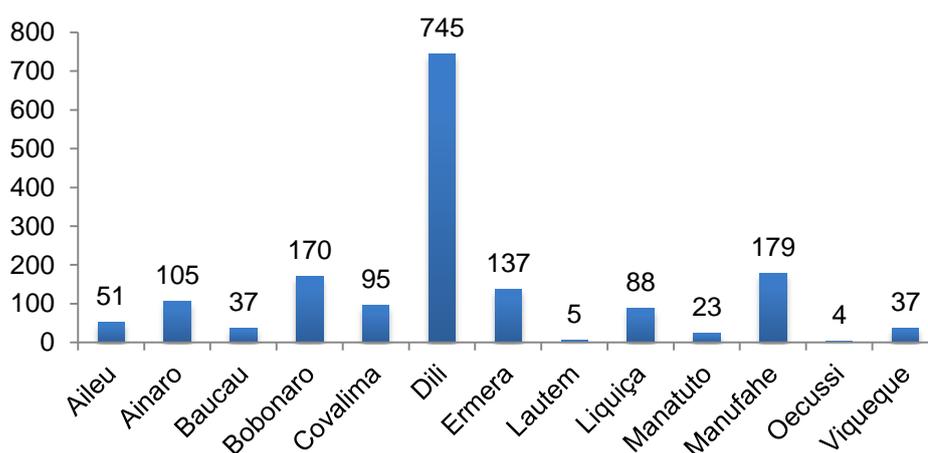
Over the past decade, MMI moved towards a more evidence-based and structured operating model for its Mai Hatene Tetun program. MMI identified the need for further improvements to the overall literacy program to be determined through commissioning an external process evaluation. The main methods used in the process evaluation were qualitative through undertaking a secondary data review using evidence-based teacher professional development and quality literacy material frameworks; key informant interviews; timed in-classroom MMI staff and teacher observations; in-classroom observations using an adapted teacher behavior checklist; and timed, in-session teacher training session observations with small purposive and convenience samples.

Findings and recommendations (short-, medium- and long-term) were determined for each key activity listed above through analyzing and triangulating qualitative and quantitative data.

Results of the Mai Hatene Tetun program, 2002-2014

- The Mai Hatene Tetun Program has trained approximately 1,676 pre-primary, basic education (primary), pre-secondary, and community-based teachers, from approx. 369 schools (public, Catholic, and community schools) in all 13 districts of Timor-Leste.
- By 2010, MMI had trained approx. 10% of the total number of primary teachers in-country.
- From 2000-2014, of the total number of 1,676 teachers MMI trained, approx. 56% of teachers trained were from the districts. Approx. 44% of the total number of teachers trained were from Dili.
- Of the approx. 1,355 pre-primary and basic education teachers trained in all 13 districts in Timor-Leste from 2000-2014, approx. 557 teachers taught in public pre-primary and primary schools (41%) & 798 teachers taught in Catholic pre-primary and primary schools (59%)
- Resources were provided to teachers attending the aforementioned training. Resources include, but are not limited to, Tetun Teachers' Manuals for pre-primary to Grade 6; over 155 children's Tetun storybooks produced and distributed for pre-primary to grade 6 students; games; didactic learning materials for math and literacy such as flash cards and wooden puzzles; and Tetun and picture dictionaries.
- 24 of the MMI books were adopted by the MoE in 2014-2015 to include in the new curriculum.
- Informal monitoring has been conducted on an ad hoc basis in some schools throughout the 13 districts, which, since 2015, has become more systematic through the use of a formal monitoring checklist completed by MMI literacy trainers.

Number of Total Teachers Trained Per District by MMI from 2002-2014



Recommendations

Recommendations based on findings included, but were not limited to, the following:

- MMI should conduct a needs assessment in partnership with the government and development partners to identify which types of books are needed to fulfill curriculum and learning objectives prior to developing more resources.
- MMI should discontinue use of MMI's current teacher training manuals as they are duplicative for teachers who should be using the MoE prescribed curriculum;
- MMI should identify, through a consultative process with government and development partners, targeted in-service teacher training needed most that is aligned with the revised MoE curriculum that MMI may provide and resources needed to be developed in order to provide such training;
- MMI should consider creating a training session on how to create a classroom library, store books and use books in the classroom to conduct with teachers during future teacher trainings in order to support teachers to better store and use resources consistently.
- MMI should create a Standardised Professional Development Program for MMI Staff Literacy Trainers.
- MMI should conduct increased government and development partner advocacy in order to improve government and partners' knowledge and understanding of MMI's activities; promote collaboration between partners and MMI; and ensure MMI's efforts are supplementary and fit-for-purpose, not duplicative; and
- MMI should shift its teacher training and monitoring model from a Dili-based model to a field-based model to ensure efficiency, cost-effectiveness and more time spent in schools and classrooms with teachers.

* Note: This document is a summary of the key points from the external evaluation. A copy of the full evaluation can be obtained by emailing info@mmi.org.au

