



Picture: Edna da Cunha, Centru Sover

Executive Summary
Mid-term Project-Evaluation Report
Parents Training Program (PTP)

July 2019 until June 2022

Dili, June-July 2021
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Introduction

This is a summary of the report of the mid-term evaluation of Mary MacKillop Today's (MMT) Parents Training Program (PTP). The mid-term evaluation aims to help future design and planning of the project and to increase the projects quality. The complete report can be retrieved from Mary MacKillop Today Timor-Leste. The mid-term evaluation was executed in June and July 2021, by a national consulting company, Centru Sover.

The PTP is a community-based project, which was piloted in 2014 and 2015 with the funding from The Asia Foundation and UNICEF Timor-Leste. This project was then modified in accordance with the context of Timor-Leste and implemented for 3 years from 2016 – 2019 in target locations of Manufahi and Dili municipalities. It is currently in the 2nd year of its second 3-year project cycle (2019 – 2022) and also implemented in Ermera (Railaco). The project has four main objectives:

Objective 1: Parents understand the value of education for their children and their role,

Objective 2: Parents support their children's education at home,

Objective 3: Children access education support in safe, healthy and inclusive home environment,

Objective 4: School parents Associations are well-functioning in targeted school.

Evaluation

For the evaluation, in all three program districts two program sites were observed, assuring to include a combination of more urban and rural sites and sites that recently joined the program (2021) and sites that joined the program longer ago (2018/2019).

The methods for the evaluation were desk review, Focus group Discussions (FDG), Home-observations and Key Informant Interviews (KII).

Strengths and Weaknesses of the Parents Training Program

Strength of the program	Weakness of the program
<ul style="list-style-type: none"> - 720 parents per year are being trained in home-education to their children, - All involved stakeholders love the Parents Training methodology from MMT, - The methodology is participative and easy to understand for everyone, - This training is a good scalable tool, - The training is easy to transform to a ToT for local teachers and/or volunteers, - The program shows direct impact on children's learning, - Parents use the provided material in their homes, - Some parents include other children or started a small home-education group. - The program achieved 85% of its target for parents training, - 15% of the trainees were illiterate, but able to learn from the program 	<ul style="list-style-type: none"> - No follow-up for the parents after the training, - No monitoring of effect of the training on long-term, do parents still practise the learned lessons? - Lack of a plan to sustain the program - The program misses out on its potential to continuously train all new parents of young children at a school, - SPAs are targeted to sustain the program but there is no potential form them, - (Too) high indicator value targets created an output-oriented approach to the project rather than process-approach (including sustainability), - One-year program cycle per school without a phasing out period

Recommendations and opportunities

Parents and teachers	Provide Parents Training for helping children from class 1-3 and 4-6 with their home-work. Since the trained parents are motivated to help their children at home, they expressed their need of new knowledge, as their children already moved on to higher classes. They miss knowledge of Tetun and Portuguese grammar and mathematics.
Teachers	Teachers asked to be more involved in the parents training, they wanted to follow the sessions with the parents and also get the training manual, in order for them to understand what the parents had learned and will teach to the children.
Illiterate parents	Since most pre-school children's parents are younger and thus from an educated generation, it is questionable whether MMT should focus on a separate program for illiterate parents.
Training material	Parents would like to receive the relating training material on the moment that they receive the relating topic in the training, so that they directly can bring the learned lesson into practice. Now they got the package of material when finalized the training.
	With the perspective of sustaining the program, try to minimize the home-education material for the parents and the handouts of the manual to the essential and most used, and try to use material that is available in the schools or areas.
School Parent Associations	Reconsider the purpose objective 4. As the initial reason for this objective was to sustain the PTP. But in practice it is very doubtful that a SPA will sustain a program like the Parents Training, as they feel that it is a capacity and responsibility of the schools/teachers.
	As to mobilize more parent support for the pre-schools, it is easier to establish a parent commission (as a community initiative without official recognition from MoEYS) and/or create a dedicated position in the SPAs for the pre-schools (this could be advocated for with the national level MoEYS).
Sustainability	Provide a Demand-based program, in which sustaining solutions are created, that fit to the school and village, meaning that not one and the same concept can be designed and implemented for all schools. Use the Theory of Change method to create /investigate motivation, find the best suitable system for the Parents training to sustain in and for the best motivated and capable potential trainers for the Parent training.
	Create a different concept (but only in collaboration with the school and community), involving the teachers as trainers instead of MMT staff providing the training to the parents for only one year. This concept will most probably involve a TOT to teachers.
	Teachers in the schools are the most logical and valuable source to provide the Parents Training in the long-term. They are motivated to have better results for their students and they are nearest to the parents.
	Create an association for informal education, on municipal level and on national level, to provide guidance, material funds and trainings.
Project design	Less is more!; Minimize the targets of the outputs in order to create time for sustainability building. Or better, focus more on outcome targets.
	Create a more process-oriented program, in which is space for learning and flexibility for a bottom-up approach.