Project Review of
Community-Based Alternative Pre-schools in Timor-Leste

Final Report

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UNICEF Timor-Leste

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Contents

ACKNOWLEDGEMENT

LIST OF ABBREVIATIONS

ADD	Activity Design Document
CPAP	Country Programme Action Plan
ECD	Early Childhood Development
ELDS	Early Learning and Development Standards
EMIS	Education Management Information System
GER	Gross Enrollment Ratio
GOTL	Government of Timor-Leste
IFM	Individual Family Model
IMI	Instutu Mata dalan Integradu
KDP	Kolega da Paz
MFAT	Ministry of Foreign Affairs and Trade, Government of New Zealand
MOE	Ministry of Education
NER	Net Enrollment Ratio
NDPE	National Directorate of Preschool Education
NESP	National Education Strategic Plan
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-operation and Development
PFPE	Policy Framework for Pre-school Education
PISA	Programme for International Student Assessment
PNDS	National Programme for Village Development
PTA	Parent Teacher Association
SABER	Systems Approach for Better Education Results
SDG	Sustainable Development Goal
SMC	School Management Committee
QRIS	Quality Rating and Improvement System
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene

LIST OF TABLES

LIST OF FIGURES

NOTE FOR TERMINOLOGY

Administrative divisions

The government of Timor-Leste has recently made some changes to the terms applied to the different administrative divisions in the country. In relation to those and the related terms that are used in this report, the following are the changes that have been made:

Table 1 Administrative Divisions in Timor-Leste

Previous term/name	New term
District	Municipality
Sub-district	Administrative Post

Timor-Leste is comprised of 13 administrative municipalities, 65 administrative post, 442 sucos/villages and 2228 aldeias/sub-villages.

Facilitator

This indicates "alternative preschool community volunteers who are teaching/conducting classes in the alternative preschools" in this report. UNICEF-supported community-based alternative pre-schools are taught by volunteer facilitators who are selected from the community. These facilitators receive training to promote Child Friendly School (CFS) approach prior to the assignment as well as periodical refresher training sessions.

Community-Based Alternative Pre-school

"Community-based alternative pre-schools" refer only to UNICEF-supported ones in Ermera and Viqueque Municipalities covering home- and center-based pre-schools and individual family-based early learning models. This is being implemented by UNICEF Timor-Leste with the support from the government of New Zealand.

EXECUTIVE SUMMARY

The National Education Strategic Plan (NESP) 2011-2030 lays out the Government vision to expand access to pre-school education for all 3-5-year-old children by having good quality pre-schools in each of the 442 sucos (villages)[1]. The Policy Framework for Pre-school Education (PFPE) clearly states the vision of the country for pre-school education "to provide all children between 3-5 years of age access to a quality pre-school program close to their home" (p.4, PFPE, 2014). The pre-school curriculum was introduced in 2015. Currently efforts are underway for setting up of a licensing and accreditation system for pre-school education.

While noteworthy progress has been made in the pre-school education sector, access to pre-schools is still limited in Timor-Leste. According to Education Management Information System (EMIS) 2015 data[2], the gross enrolment rate (GER) for pre-school education is 16.9 per cent, one of the lowest rates in Southeast Asia. Geographical disparities in pre-school GER is very pronounced with the lowest at 4.63 per cent for Ermera municipality and the highest at 27.1 per cent in Viqueque. The low coverage of pre-school education with large disparities highlights the equity issues and challenges facing stakeholders, including Development Partners to ensure that every child in Timor-Leste has a fair start in life to fulfil their potential through early learning opportunities. Some of the considerable challenges that remain towards the expansion of access to quality pre-school education are as follows:

- The total population of children ages 3-5 years old is 112,560 (2015 Census), while the total number of registered pre-schools stood at 338 in 2016. This includes public, private and catholic pre-schools. This clearly shows there is insufficient number of pre-schools to meet the learning needs of the target population.

- The quality of existing pre-school and early learning programmes varies as the national pre-school curriculum was developed only in 2014 and rolled out in 2015. There is a shortage of qualified and trained teachers and age-appropriate learning materials. Most teachers are secondary or high school graduates.

To support the government in achieving the national goal for pre-school education, UNICEF in close collaboration with the Ministry of Education (MOE) and with funding from the Government of New Zealand, established alternative, community-based pre-schools in Viqueque and Ermera municipalities. The goal of the project is to "Improve early learning and development outcomes among children aged 3-5 through expanded access to alternative pre-school programmes, especially in remote and disadvantaged communities". Three alternative delivery modes for community-based pre-school education are being modelled, which are;

- Community-center based pre-schools, for communities, which have between 500-1,000 people, usually close to major roads, and have access to administrative centers and services. Pre-school classes are conducted in community centers.

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[1] A suco is an administrative unit covering a group of aldeia's/hamlets, totaling around 2,500 persons.

[2] Ministry of Education (2016), Education Data Book 2015

- Home-based pre-schools for communities with 100-500 people with limited access to roads and where there is no existing community center. Classes are conducted in the alternative pre-school facilitator or sub-village head's home porch.

- Individual family-based early learning for families who live in extremely remote and scattered hillside communities. The early learning classes are conducted by parents within their homes for their children. Parents receive training and learning materials from a trained facilitator who also conducts home-visits. This model was implemented only in three remote and dispersed communities in Ermera Municipality. In this report, this model is referred as an Individual Family Model (IFM).

The rollout of the community-based alternative pre-schools funded by Ministry of Foreign Affairs and Trade (MFAT), Government of New Zealand started in late 2015 with community mobilization efforts. Classes started in January 2016 consistent with the academic calendar which runs from January to December. Alola Foundation is the key Implementing Partner for this initiative. MFAT funding ended on 31 December 2016. While the implementation of the initiative is continuing, the initial phase of project implementation has been reviewed in terms of results achieved, and to generate lessons learnt and recommendations for further scale-up considering the sustainability including the "cost" of various community-based pre-school models. The review focuses on the community-centre based and home-based pre-school models.

The primary audience for the review is the Ministry of Education, municipal governments and other concerned government agencies, MFAT as a project donor, UNICEF, other Development Partners, and international and national NGOs engaged in pre-school education. It is expected that all will jointly benefit from a review of progress and documentation of good practices and lessons learned. A small reference group consisting of representatives from UNICEF, the MOE and MFAT has guided the review.

The geographical coverage for the review includes two municipalities where the community-based pre-schools are being implemented: Ermera and Viqueque. The review is based on a desk review, interviews at national and municipal level, observation of pre-school classroom and focus group discussions with parents, facilitators and school management committee members. The project also examined the importance of the cost-effectiveness and possibilities of scaling up of these kinds of community pre-school models. Therefore, the review has also involved reviewing the Pre-School Costed Action Plan[3] as a key reference.

Conclusions and Lessons Learned

The review of the community-based alternative pre-school project reached the following conclusions. While this project review is not considered as an evaluation exercise, OECD-DAC[4] standard evaluation criteria (relevance, efficiency, effectiveness, sustainability, and impact) are used to capitalize key findings in addition to other criteria such as "equity"

Relevance (Relevance refers to the extent to which the activity which has been funded is suited to the priorities and policies of the country, target group, recipient and donor as well as global agenda.)

- The community-based alternative pre-school project is well contextualized and aligned with the legislative frameworks of Timor-Leste and aims to support the government the

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[3] UNICEF Timor-Leste (August 2015), Five-Year Costed Action Plan for the Implementation of the National Policy Framework for Preschool Education in Timor-Leste. Note: not for publication, but used as an internal working document by UNICEF and MOE.

[4] OECD- DAC evaluation criteria. Accessed on March 31st, 2017 from
http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

targets of the NESP 2011-2030 and the National Pre-School Policy, i.e. to provide equitable access to quality pre-school education to all children in the country. This target is also well aligned with Sustainable Development Goal 4, particularly with target 4.2 "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education".

• The intervention responds to the need and aspirations of caregivers for pre-school education, as the community now feels their children are better prepared for primary school and community-based pre-school provides a safe learning environment on which they can depend on. One of the most important objectives that has been achieved is that children now have access to pre-school in their neighbourhoods within a one kilometer radius.

• The project ensures that the curriculum for community-based alternative pre-school is aligned with the national pre-school curriculum. Flexibility, however, is given to the community-based pre-school facilitators to create their session plans using as reference the MOE issued pre-school lessons plans as part of the curriculum. Alola has developed lesson plans to support the implementation of the curriculum, however during field visits it was observed facilitators were not using structured lesson plans and they did not maintain any record of the lesson plans that they have earlier used.

Efficiency (Here efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs in the activity.)

• The alternative community-based pre-school presents a low-cost model of delivery. The per person estimates of the community-based alternative pre-school model is much lower compared to the per child estimates of public pre-schools as provided in the Five-Year Costed Action Plan for the Implementation of the National Policy Framework for Pre-school Education in Timor-Leste. It may also be seen that costs like facilitator's salary, school grant, school feeding costs are not covered in community based alternative preschool model. In addition to that the cost for pre-school building is not incurred in most cases as the pre-schools operate in community centres or houses of community members. The community-based alternative pre-school education model provides a case of equitable access to low cost early learning opportunity, especially for children in remote areas.

• In preparing the design of the community-based pre-school models, a review and consultations were undertaken looking at the existing models in and outside of Timor-Leste. Three models were then presented in a workshop (held in 2015) to all partners to discuss the models' strengths, challenges, opportunities, etc. This also improve the degree of relevance of the selected models according to the context of Timor-Leste. The discussions from the workshop's small groups and plenary discussions were used to refine and finalize the three models as discussed above in order to maximise local resources.

• Geographical mapping of all existing public, private (including Catholic) and other community-based pre-schools was carried out in order to determine which areas to target for community-based alternative pre-schools. The population of 3 to 5 year olds in these areas were also considered. This enabled the government and partners to see, for this first time, all the various types of pre-schools that existed and where they were located.

Effectiveness (A measure of the extent to which the objectives have been achieved and the major factors influencing the achievement and non-achievement of objectives)

- The project has contributed in (a) giving access to pre-school education to children in remote areas; (b) developing a shared understanding of the importance of pre-school among community members, through effective usage of community leaders, like chief of Suco (village) and chief of Aldeia (sub-village) as advocates; and (c) giving opportunity for children to improve school readiness thus facilitating a smoother transition to primary education.

- Community-based alternative pre-schools have adequate number of facilitators and maintain recommended facilitator-to-child ratio (1:14 approximately). This would enable facilitators to give more attention to children.

- After one school year of operation, a total of 1,225 children from the community-based alternative pre-schools are now enrolled in Grade 1 (as of January 2017) having reached the official primary education entry age of 6 years old.

- The project has been successful in developing local leadership and strong commitment among community members for pre-school education. This is evident in the various community initiatives around alternative pre-schools (described later in the report) and involvement of the chief of Suco and chief of Aldeia as School Management Committee (SMC) members.

Equity (Here equity means that the activity ensures all children and other beneficiaries receive opportunities, without discrimination, bias or favoritism.)

- The community-based alternative pre-schools provide early learning opportunity for both boys and girls in Ermera and Viqueque Municipalities who otherwise would not have access to a pre-school within a one to two-kilometer radius. In all the Aldeias, visited during the fieldwork in the two municipalities, it has been observed that all children in the Aldeias whoa are in the age group 3 to below 6 years are attending the community-based alternative pre-school. In Viqueque, the proportion of girls' participation is higher than boys (population of girls is 3,341 and population of boys is 3,667 in Viqueque) and in Ermera the class composition is 50 per cent boys and 50 per cent girls on average (population of girls is 6,316 and population of boys is 6,615).

- The class environment of the alternative pre-school programme provides a safe and non-discriminatory learning environment and pedagogical practices that allows for all children – both boys and girls - to participate equally.

- Both male and female caregivers have been encouraged to support their young children's learning through mobilization and parenting sessions. Both male and females were encouraged to be the pre-school facilitators.

- It is also understood through the human-interest story (case study) and interviews with community members that the community-based alternative pre-school has provided confidence to the mothers of young children that they can leave their children in the alternative pre-school as it is a safe space and this has enabled the mothers in the community to go for their daily work in fields without being worried. Thus, the community-based alternative pre-school has encouraged mothers in the remote Aldeias to go out for work.

- Out of 123 facilitators, there are 66 male facilitators teaching in the alternative pre-schools. The project has thus achieved a gender balance in terms of the number of facilitators.

- Although the use of local languages and Tetum as languages of instruction is encouraged in line with the National Pre-school Policy, the language of instruction for

each class was decided on a case-by-case basis identified during the needs assessment with parents. Depending on the community, some parents wanted the local language to be used whereas others preferred Tetum because it was a unifying language where there were more than one ethnic group co-existing in the community. The learning materials are in Tetum, English and Portuguese same as the pre-school learning materials issued by the MOE. However, facilitators are currently explaining the content in the local language making it easy for children to understand.

- There is currently no data available on number of children with special needs enrolled in the programme. While this is important, considering early childhood is a crucial period for early detection of disabilities, it must also be understood that facilitators need more focused training on identification and onsite support from special educators to correctly identify children with special needs.

- The pre-schools located in hill regions do not have space for free play outside the community-center or the home used for classes. Toilet and drinking water facilities continue to a challenge due to inadequate water supply especially in remote areas where alternative pre-schools are implemented. Where water is available, it is not always safe for drinking. Parents are encouraged to bring drinking water for the children in these areas.

Sustainability (Sustainability is concerned with measuring whether the benefits of the activity are likely to continue after donor funding comes to an end.)

- The low per child costs of the community-based alternative pre-school allows for further scale up of the model. The use of locally sourced materials and the community driven volunteer based approaches like using volunteer facilitators, SMC members act as support from community in running the initiative lowers the costs. This finding also address efficiency.

- Currently MOE is planning to roll out the licensing and accreditation of all pre-schools, including community-based pre-schools as per Diploma Ministerial 8/2016. This provides an opportunity for community-based alternative pre-schools to secure a license and accreditation. It also provides them a pathway for integration to the public pre-school network and eventually receive funding from the government.

- Currently the MOE and municipal governments are not directly engaged in the monitoring of the community-based alternative pre-schools. This is an area which would need to be strengthened further to enable the pre-school inspectors to closely engage with the monitoring of the community-based pre-schools in line also with the MOE's plan to introduce a licensing and accreditation system as part the government's regulatory function. The plan for sustainability may include UNICEF's support to the MOE (Inspector General's Office) and municipal governments to set up a system to include the monitoring of community-based alternative pre-schools.

- Community initiatives like securing National Village Development Programme (Programa Nasionál Dezenvolvimentu Suku/PNDS) funding in Olekatta Suco, Ermera for building a community pre-school centre, provide experience-based learning to other communities for them to follow the steps and apply for PNDS funding. There are also examples of Aldeias (hamlets invillage/sub-village) where community members are contributing funds to construct a pre-school, for example Watuwanloley in Viqueque. The total amount collected through community contribution is US$ 500 till now (the total cost of the pre-school centres is estimated to be US$ 700). Community has also contributed through resources like wood and lunch for the construction workers.

- The Individual Family Model (IFM) covered 90 children (47 girls, 43 boys) from 72 households in three communities in Ermera Municipality. The model is based on the premise that parents are the first educators of children. These household-based model

was implemented running in extremely remote areas with dispersed populations, where access is a major challenge. The parents received training from trained home visitors (11 home visitors). Parents would conduct learning sessions in their home settings for their children. One of the major challenge of the project has been high costs of programme delivery. This model falls under the category of non-formal education as per the MOE's norms. The implementation of this model ended in October 2016 although parents can continue the non-formal learning with their children as they still have the learning materials. Given the higher costs, the sustainability of this model is a challenge.

Impact (This involves the main impacts and effects resulting from the intervention on the local social, economic, environmental and other development indicators.)

- The community-based alternative pre-schools have been operational for just one academic calendar, i.e. from January to December 2016. Considering the community-based alternative pre-schools are recent, it is premature to measure impact at this stage. Baseline data however have been collected which provides a comparison if a rigorous evaluation is conducted after three to five years of implementation[5].

Others (This outlines the remaining conclusions which highlight some of the key areas in the programme which would need further support)

- The facilitators would need more technical support for conducting daily class sessions. Some challenging areas for them are developing and executing lesson plans and maintaining records. Facilitators also do not receive training on identifying children with special needs.

- In terms of child centered pedagogical practices, currently the play corners are not being organized in all centres and one reason for this is a limited space. Group activities involving the play corners are not being organized and this is an area where facilitators need more support. Facilitators are not using story books on a regular basis as they receive one set of books and they do not want these to get damaged. In view of this, more learning materials were procured for 2017.

- Implementing field organizations [Instutu Mata dalan Integradu (IMI) in Ermera and Kolega da Paz (KDP)] are not receiving refresher trainings, which is crucial, to build their capacity so that they can provide supportive supervision to facilitators.

- Facilitators use academic assessment method which involves taking tests (oral tests) and giving marks. There is need for technical support and training in this area to move to a comprehensive and continuous assessment system which is not academic and test based in order to support holistic development of young children.

- There is need to strengthen monitoring both in terms of timely data collection and utilization of data to inform programming like facilitators' refresher trainings. The current monitoring tool would also need to be simplified for data collection by field-based implementing organizations.

Recommendations

While the objective of providing equitable access to pre-school education has been achieved through the community-based alternative pre-school model, there are key steps for different stakeholders which would need to be undertaken. The recommendations from the end-of -

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[5] A baseline study for public pre-schools and community-based alternative pre-schools which assessed children's developmental levels was conducted at the end of 2015 and beginning of 2016 respectively. Both reports were finalized in 2016.

project review of community-based alternative pre-school are presented for different stakeholders.

The following recommendations were presented to New Zealand Embassy on 27th March, 2017 and then to Ministry of Education on 31st March, 2017 for further consideration.

Ministry of Education (in collaboration with UNICEF and other Development Partners)

- The MOE with the support of UNICEF, New Zealand and other Development Partners may consider to continue to institutionalize mechanisms to absorb community-based alternative pre-schools (low cost model) in the public pre-school system. This can be initiated by bring the community-based alternative pre-schools under the monitoring of the MOE through the municipal government and the same could be supported by UNICEF in collaboration with MOE.

- It may be considered to develop a roadmap for sustainability of the community-based alternative pre-school programme.

- UNICEF till now has been supporting the costs of monitoring for the alternative pre-schools through filed level implementing organizations. This is an opportunity for UNICEF and MOE to collaborate, where UNICEF can enable strengthen the monitoring component at municipal at municipal level and the alternative preschools can thus be covered under the monitoring of municipal government.

- In context of decentralization in the country, Ministry of Education may consider defining clear roles and responsibilities for the municipal government in terms of managing and supporting pre-school education in the municipalities (including community-based alternative pre-school)

- The Ministry of Education may consider supporting select components of community-based alternative pre-schools in a phased approach (training of facilitators, school grants, school meals, etc.) as discussed in the financing option

- The MOE may consider pilot testing and gather evidence/experiences on the proposed accreditation framework across different pre-school models (including alternative pre-schools) and review and finalize the framework and integration process. Considering UNICEF has committed funding support to community based alternative pre-school programme till end of 2019, the period from 2017-2019 could be utilized for pilot testing. Piloting would provide inputs for further planning (how the standards are working in different pre-school models including alternative pre-school in different settings).

- Develop a progressive pathway for pre-schools to adopt accreditation standards. Community based alternative pre-schools are in remote areas and therefore would benefit if clear guidelines and support is provided in terms of achieving the standards of the accreditation framework when it would be implemented. For example, set of indicators may be provided under each standard of accreditation and once the pre-school meets those indicators, it would have attained that specific standard. Then the pre-school may move to the next level. The Quality Rating and Improvement System (QRIS) used in the Head Start programme in United States may be reviewed as a reference.

- Develop incentive based financing option to encourage community driven initiatives. For example, if a community has built the pre-school building through community funding or through securing PNDS funding, incentives may be provided to the pre-school to encourage such initiatives. Clear criteria for incentivizing community initiatives may be developed in details.

- Develop early learning and development standards (ELDS) which would be contextually relevant and linked to the pre-school curriculum. The ELDS would enable

identification of age appropriate competencies of young children based on which assessment tools and training of facilitators can be developed.

UNICEF

- UNICEF may consider developing supportive supervision guidelines which would enable the field level implementing organizations to adopt a method for providing constructive feedback and technical support to facilitators during onsite visits. This may also be included in the training of the field level implementers.

- Develop appropriate strategies for advocacy with communities and local government to seek support through PNDS. This would involve the local leadership like chief of Suco, chief of Aldeia, School Management Committee (SMC) member, PNDS facilitator at suco and municipal government officers.

- UNICEF may consider continuing the parenting education initiative which has been recently initiated. However, it may be considered to include and involve multiple sectors which are working for young children like, nutrition, health, WASH and hygiene and other relevant sectors.

- An area that would need to be addressed further is children with special needs. There would need to be focused training for implementers and facilitators on identifying children with special needs and refer the family to the appropriate services. The training could focus on building the capacities of facilitators and implementers on developmental milestones. This would require developing appropriate training materials, frameworks and strategy for training facilitators on early identification of special needs

- UNICEF may consider to track the cohort (1,225 children) who attended the alternative pre-schools and are now enrolled in Grade 1 for school year 2017. The tracking may include following up these children and studying their retention and performance levels through primary (up to 8 years)

Alola Foundation- National Level Implementing Partner

- Encourage current community initiatives of supporting community-based alternative pre-schools and promote cross learning across communities about these initiatives so more communities benefit from these experiences. This could be facilitated by organizing common meetings of facilitators and SMC members from different villages, planning field visits for facilitators and SMC members, etc.

- As MOE is preparing to implement the licensing and accreditation for pre-schools, it would be important to conduct capacity building sessions for field level implementing partners (KDP and IMI), facilitators and SMC members, so that (1) they can start preparing for licensing process; and (2) they have complete information on steps to be followed. This would need to be closely monitored.

- The training component needs to be strengthened by (1) introducing field-based practices; (2) introducing focused training on developing lesson plans and conducting age-appropriate assessments; and (3) by further strengthening capacities of implementers (KDP and IMI) for them to provide day to day onsite technical support/mentoring to community-based pre-school facilitators.

- Analysis of monitoring data must be used to inform refresher trainings as this would enable the trainer to identify the potential gaps and challenges that facilitators are facing.

- The lesson plans must include age appropriate activities for 3-to 4-year-olds focusing on pre-literacy, pre-numeracy, socio-emotional and creative development. One facilitator may separately be attached to this group. For children 4-years-old and above, a range of activities on socio-emotional, logic and reasoning may be planned.

They should gradually move from concept formation to literacy related activities. Facilitators need support in organizing play corners and small group activities using these play corners.

- Given a high proportion of 3- to 4-year-old children, strategies may be worked out to ensure one facilitator for the 3- to 4-year-old children. This would mean providing specific training to the facilitator on age and developmentally appropriate practices for 3 to 4-year-olds.

- Monitoring should include data collection on children's participation (number of hours child spends in pre-school) and number of sessions/classes held per week and duration. Attendance data may be collected both through head count and checking last month's attendance record and the same should be available for all pre-schools. Individual child's participation may be recorded by the facilitator (recording time of coming to pre-school and leaving) on a day to day basis.

INTRODUCTION

The foundations of brain architecture, and subsequent lifelong developmental potential, are laid down in a child's early years through a process that is extremely sensitive to external influence. Early experiences in the home, other care settings, and in pre-schools interact with genes to shape the developing nature and quality of the brain's architecture.[6] Robust evidence suggests that a year or two of center-based pre-school education for three- and four-year-olds, provided through a developmentally appropriate program, will improve children's early language, literacy, and mathematics skills when measured at the end of the program or soon after. The effects of pre-school on socio-emotional development are not as clear-cut as those on cognitive and achievement outcomes and this could primarily be because assessing socio-emotional development is challenging and there are fewer measures. Far fewer evaluation studies of general pre-school (that is, pre-school without a specific behavior focused component) have included measures of these outcomes. And relative to measures of achievement, language and cognition, socio-emotional measures are also more varied in the content they cover and quality of measurement.[7] A few programs have demonstrated positive effects on children's socio-emotional development. Perry Pre-school was found to have reduced children's externalizing behavior problems (such as acting out or aggression) in elementary school

Noble Laureate James Heckman's latest research (2016), "The Lifecycle Benefits of an Influential Early Childhood Program." shows that high-quality birth-to-five programs for disadvantaged children can deliver a 13 per cent per year return on investment—a rate substantially higher than the 7-10 per cent return previously established for pre-school programs serving 3- to 4-year-olds. Significant gains are realized through better outcomes in education, health, social behaviors, and employment[8].

The educational impact of pre-school education shows up clearly by age of 15 years in the programme of the Organisation for Economic Co-operation and Development (OECD) for International Student Assessment (PISA). Across OECD countries, students who attended pre-school for one year or more scored more than 30 points higher in reading compared to those who did not. Put another way, it could be stated that students who went to pre-school had benefited from an extra year of schooling by age 15, compared to others. OECD's work on Social Outcomes of Learning shows that high quality pre-school education and care bring a range of social benefits to individual. These include better health, reduced likelihood of individuals engaging in risk behaviours and stronger social and civic engagements. In part the benefits reflect the important and positive influence of pre-school education on social skills and personality traits. These individual benefits lead to broader benefits to society through spillover effects[9].

Few studies have examined the relative impact of one vs. two years of pre-school education, and none that randomly assigned this condition. All the relevant studies focus on disadvantaged children. The existing evidence suggests that more years of pre-school seem to be related to larger gains, but the added impact of an additional year is often smaller than the gains typically experienced by a four-year-old from one year of participation. It may be that children who attend multiple years' experience the same curriculum across the two years

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[6] Investing in Our Future: The Evidence Base on Pre-school Education- Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, Martha J. Zaslow, October, 2013

[7] Investing in Our Future: The Evidence Base on Pre-school Education- Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, William T. Gormley, Jens Ludwig, Katherine A. Magnuson, Deborah Phillips, Martha J. Zaslow, October, 2013

[8] The Lifecycle Benefits and Influential Early Childhood Programme, 2016

[9] OECD, Investing in High Quality Early Childhood Education and Care, 2014

rather than experiencing sequenced two-year curricula, as programs may mix three-year-old and four-year-olds in the same classroom[10].

In the global context, early childhood (which includes early childhood education and development) has received strong advocacy and policy impetus. The Sustainable Development Goal (SDG) 4.2 states, "by 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education". Two related indicators to measure SDG 4.2 are:

- Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
- Participation rate in organized learning (one year before the official primary entry age), by sex

The 2016 Lancet Early Childhood Development Series reaffirms importance of early childhood development at a time when it has been universally endorsed in the 2030 Sustainable Development Goals. The numbers of countries with national multi-sectoral early childhood development policies increased from seven in 2000 to 68 in 2014, of which 45 per cent were low- and middle-income countries. There has been substantial investment in early childhood development during this time. For example, since 2000 the Inter-American Development Bank has approved more than 150 projects for over US$1.7 billion From 2000 to 2013, the World Bank invested US$3.3 billion in 273 projects, primarily through health, nutrition, and population programmes, still, investment falls short of the need and the impact of available interventions[11].

BACKGROUND AND CONTEXT

In Timor-Leste, the National Education Strategic Plan (NESP) 2011-2030 envisages that "Children from the ages of three to five years will have access to early education in a Pre-School that is close to the place where they live.[12] Here they will develop skills and knowledge in preparation for Basic Education. "Families, communities and local governments will be involved in the decision-making process and, through collaborative efforts, schools will be established that meet all the requirements of quality Pre-School Education". The NESP 2011-2030 aims to reach 50 per cent of coverage by 2015 and 100 per cent by 2030[13].

Pre-school education has received increasing attention and support in the last several years in Timor-Leste. In 2010, the National Directorate of Pre-school Education (NDPE) was established. In 2014, the National Pre-school Policy Framework demonstrated Timor-Leste's sincere commitment to furthering equitable access to pre-school education. The Policy Framework for Pre-school Education (PFPE) clearly reinforces the vision of the country for pre-school education "to provide all children between 3-5 years of age access to a quality pre-school program close to their home". To achieve pre-school related targets of NDPE, PFPE stipulates five strategic focus areas; 1) Expand availability of quality pre-school education; 2) Increase the training and ongoing professional development of pre-school education; 3)

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[10] Investing in Our Future: The Evidence Base on Pre-school Education- Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret R. Burchinal, Linda M. Espinosa, October, 2013

[11] 2016 Lancet Early Childhood Development Series

[12] NESP target: By 2030 children in all the 442 sucos of the country will be able to go to a good quality pre-school which is a reasonable distance from their home. The Suco is the lowest administrative unit in the Timor-Leste Socio-political structure headed by an elected suco chief (xefe suco).

[13] Oxford Policy Management (OPM) Public Alternative Pre-school Baseline Assessment; Documentation Review ; September 2015 (internal document, not for publication)

Curriculum development, 4) Development of public purpose partnerships; and 5) Development of a standard based monitoring and evaluation system.

Despite multiple efforts from the Government to ensure equitable access of quality pre-school, there have been multiple challenges, which are as follows:

<table>
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A note on terminologies used in this report:

"Community-based alternative pre-schools" refer only to UNICEF-supported ones in Ermera and Viqueque Municipalities covering home- and community center-based pre-school models and individual family-based models. Community-based alternative pre-schools are subsequently referred to as "alternative pre-schools" in this report.

Community-based pre-schools refer to the broader category of pre-schools run by NGOs with the community, of which the UNICEF-supported alternative pre-schools are also a part of.

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1. Access to pre-schools is significantly limited in Timor-Leste – While more and more children are attending pre-school education, the pre-school gross enrolment rate remains low at 16.86 per cent (EMIS, 2015). In 2013, the challenge was greater as the pre-school GER was 12.16 per cent. Bringing children to pre-schools have been a challenge as most families in rural areas are dispersed and live in mountainous areas, which are far away from the centre of the town. Hence there was a need for innovative approaches such as alternative delivery modes to bring pre-school programmes closer to these communities.

2. Limited Quality Teachers & Learning Materials: As of 2014, there have been approximately 203 permanent pre-school teachers and 352 volunteer pre-school teachers/facilitators[14]. Additionally, there are no pre-school teaching qualifications offered in Timor-Leste currently, though the National Teacher Training Institute, (INFORDEPE), does have an annual teacher training session for public pre-school teachers. Majority of pre-school teachers have low academic qualifications given the country's history when many of the teachers left the country during the transition to independence in 2002. Furthermore, many pre-school teachers are "volunteer teachers" who generally have poor training opportunities. However, since 2014, the MOE has been converting "voluntary teachers" to temporary contract teachers as a gradual pathway to permanent contracts. Even teachers who have received in-depth training from the Ministry or through development partner programs are sometimes not skilled with play-based, child-centered learning methodologies, as these new, progressive approaches differ from the standard approaches traditionally used throughout the country. This lack of qualified teachers skilled in best practices is compounded by lack of sufficient teaching and learning materials that are age-appropriate, content-relevant, and in the appropriate language of instruction.

3. Variance in Existing Pre-school Models: The different pre-schools currently existing in the country tend to determine their own operational modalities and recruit teachers of varying standards, as there are currently no MOE mandated qualifications for pre-school teachers. Though the Decree Law for pre-school curriculum was approved by the Council of Ministers in June 2014, to date, many different modalities exist, each with their own teacher-student ratio, curriculum, minimum standards for school infrastructure, learning materials, number of trained teachers, use of corporal punishment/violence, and volunteer teacher/facilitator minimum qualifications, etc. [15]The absence of regulatory framework in this case adds to the complexity. However, in 2016 a pre-school accreditation system has been launched (Diploma Ministerial

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14 UNICEF Timor-Leste; Rapid Need Assessment Report: ALTERNATIVE, COMMUNITY-BASED PRE-SCHOOLS IN VIQUEQUE & ERMERA DISTRICTS, TIMOR-LESTE ; August 2014; Timor-Leste

15 Rapid Needs Assessment Report: Alternative Community Based Pre-schools in Viqueque and Ermera, UNICEF Timor-Leste, August, 2014

8/2016) which defines set of minimum standards and is a first step by the MOE to establish a regulatory framework for pre-school education.

4. Equity Issues: Other factors affecting pre-school education in Timor-Leste are equity issues in terms of providing access to marginalized groups. There are significant disparities in coverage by Municipalities, particularly determined by urban versus rural locations. Many children whose home language differs from the language of instruction live with the compounded disadvantage of not receiving early learning opportunities and not being familiar with either of the two national languages, Tetun and Portuguese. Although on average, girls' enrolment in pre-school is higher than that of boys', there are some municipalities where enrollment of girls are low. Children with disabilities rarely have pre-school learning opportunities due to lack of adequate facilities, materials and trained teachers, and social norms related of the inclusion of children with disabilities.

5. Limited Pre-school Education-Related Data: EMIS pre-school-specific data in Timor-Leste began being collected only from 2013, however it does not include all community-based pre-schools.[16] While the data on UNICEF supported alternative pre-schools has been shared with Ministry of Education, there is currently no comprehensive list of all the existing community based pre-schools in country, nor any data associated with these pre-schools (i.e. number of students, facilitators, etc.).

6. Early Learning and Development Standards (ELDS) for Pre-school Education: The NDPE and Ministry of Education have developed and introduced the pre-school curriculum in 2015. These efforts are significant in ensuring that at a minimum, all children nation-wide have access to the same learning and development opportunities prior to entering primary school. If any organizations want to add additional topics to the Ministry curriculum, they are required to submit their plans to the Ministry of Education for approval. While these have been important efforts to create, and implement standardized curriculum and assessments, the development of ELDS and aligning policy, curriculum, and assessments with ELDS will be value addition for the Ministry of Education and NDPE to take in standardizing and improving equitable pre-school provision. This is also needed to align Timor-Leste's efforts in pre-school education with those undertaken regionally and globally. ELDS had been developed in 43 countries globally as a mechanism for designing and implementing culturally relevant Early Childhood Education policies, curriculum, and assessments. In East Asia and Pacific Region ELDS have been developed by countries like Cambodia, China, Fiji, Lao PDR, Malaysia, Mongolia, Philippines, Thailand, and Viet Nam.

7. Limited funds for pre-school education: The review of the General State Budget 2017 analyzed that budget related to pre-school and basic education (excluding salary) for the MOE at the central level has decreased to US$6.9 million (US$0.69 million for pre-school and US$6.2m for basic education) from 23.2 million (US$1.7 million and 21.5 million, respectively) due to the transfer of budget for school feeding and school subsidies directly to municipality level. Further unpacking of municipal budget reveals that Ermera municipality is allocated second lowest education budget per child (US$29.0) despite its challenges as shown by having the second lowest pre-school Net Enrolment Rate (NER) (3.5per cent) and third lowest for primary NER (84.8per cent). This explains that larger scale of response required by municipality to address young children's issue before age five. The pre-school NER of 14.3per cent and GER

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16 UNICEF Timor-Leste; Rapid Mapping and Analysis of Alternative Pre-school Related Programmes Globally and in Timor-Leste; August 2014

of 16.9per cent (EMIS 2015) require further investment to ensure every child receives a fair chance in their life.

To respond to the gaps in provisioning in pre-school education and to support Ministry of Education's commitment to achieve the national goal for pre-school education, MOE and UNICEF, with funding from the Government of New Zealand, have agreed to establish 210 alternative community-based pre-schools (which includes individual family based model) in Viqueque and Ermera municipalities. Funding was received in June 2014. The activity goal of the project is "Improved early learning and development outcomes among children aged 3-5 through expanded access to alternative pre-school programmes, especially in remote and disadvantaged communities". These pre-school programmes aim to address not only quality learning but also to integrate children's developmental and protective aspects at the maximum level possible, such as health, nutrition, hygiene, child rights and protection.

These community-based pre-schools are designed to provide an alternative delivery mode to reach children in remote areas and complement the MOE's expansion efforts. Therefore, they are called "alternative pre-schools." These alternative pre-schools cover children ages 3 to the official primary school entry age, which is 6-years old based on the policy of the government as stated in the PFPE. The alternative pre-schools use the government pre-school curriculum.

The alternative pre-schools project aims to reach 210 communities in Ermera and Viqueque Municipalities. In working within these two municipalities, there is a sense of geographic balance, as one municipality lies in the Eastern portion and another in the Western portion of the country. Both municipalities are part of the 5 target municipalities of the Government of Timor-Leste (GOTL) - UNICEF Country Programme Action Plan (CPAP) 2009-2014 and 2015-2019, where the GOTL, including the Ministry of Education, and UNICEF's joint intervention efforts are focused. Thus, the past collaboration between the GOTL and UNICEF in these target municipalities may be leveraged when beginning to conceptualize and implement pre-school education with families and communities in these areas.

Ermera Municipality was chosen since when the partnership agreement between UNICEF and the government of New Zealand on alternative pre-schools was being developed, it had the lowest pre-school GER in the country of 2.72per cent according to preliminary 2013 EMIS data. Additionally, some communities in Ermera do not speak the official language of Tetun. As of 2013, there were approximately 11,000 children 3-5 years old in the municipality, and only 362 (Boys: 173; Girls:186) are reported to be attending pre-school in 2013, leaving over 10,600 children without any pre-school opportunities. The project aimed to impact, 3,000 pre-school-aged children and their parents/caregivers in Ermera.[17]

Viqueque Municipality was chosen although pre-school GER was 15.72 per cent as of 2013. Despite this figure, pre-school access remained a significant challenge in this municipality due to its vast territory and scattered population. Among just over 7,000 3-5-year-old children, 1,387 (Boys: 702; Girls: 674) attended pre-school in 2013 and the remaining over 5,600 were left behind. Further compounding access issues, Viqueque had a significant portion of the population that were not proficient in either of the two national official languages, making children's transition to public school particularly challenging. The project aimed to impact, 3,000 pre-school-aged children and their parents/caregivers in Viqueque.[18]

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17 Activity Design Document, Community based Alternative Preschool, 2014

18 Activity Design Document, Community based Alternative Preschool, 2014

In these target municipalities, communities were grouped into 3 types and based on these different modalities of pre-school programme delivery were decided: individual family, home-based and community-center based as below.

1. Community-based pre-schools, for communities, which have between 500-1,000 people, usually close to major roads, and have access to administrative centers and services. Pre-school classes are conducted in community centers.

2. Home-based pre-schools, which are for communities with 100-500 people with, limited access to roads and other types of infrastructure. Classes are conducted in the alternative pre-school facilitator or sub-village head's home porch.

3. The Individual Family Model (IFM) covered 102 children (54 girls, 48 boys) from 72 households in three communities in Ermera Municipality. The model is based on the premise that parents are the first educators of children. These household-based model was implemented in extremely remote areas with dispersed populations. Parents received training from trained home visitors (11 home visitors). Parents would conduct learning sessions in their home settings.

UNICEF had partnered with a local NGO, which Fundasaun Alola (Alola Foundation) for implementation and monitoring of the alternative pre-school programme. Alola had partnered with community-based NGOs for training and day to day monitoring of the alternative pre-schools. These community based NGOs are IMI in Ermera and KDP in Viqueque. KDP and IMI trainers were trained by Alola on early literacy, numeracy and general development of young children through a 5-day training of trainers. Alola, IMI and KDP provide pre-service training and on-going support on child-centered pedagogy, classroom management and execution of the government approved pre-school curriculum. Both the community center-based and home-based pre-schools use the same approach and inputs. The only difference is the physical location or setting of where the sessions are held, one in the community center the other in someone's house.

The Individual family model was implemented by Mary MacKillop Institute (MMI) as the key implementing partner of UNICEF. This model is implemented in three communities (aldeia Kailulik, Lelobere and Lauabe) in Ermera municipality. This model falls more under the category of informal learning as opposed to formal and non-formal education. Parents participated in a caregivers training where they were taught how to engage with their children through singing, playing games and teaching them pre-literacy and pre-numeracy skills using materials provided as part of the initiative. MMI as the local NGO partner also trained 11 home visitors (5 females, 6 males) on child-centered pedagogy and how to engage with the parents. The home visitors then trained parents on how to engage with their young children using a play-based approach and positive parenting strategies. MMI and UNICEF also undertook community trigger and mobilization in the three IFM communities before the actual start of training for the parents and the home visitors.

The following diagram provides an overview of the implementation structure for the community center-based and home-based alternative pre-schools. The rollout of the community center-based and home-based alternative pre-schools in Ermera and Viqueque started in January 2016 consisted with the start of the academic calendar. Community engagement and mobilization activities undertaken at the end of 2015. A total of **123 alternative pre-school**s (home- and community-based centres) are operating in the remote villages of Emera (64 alternative pre-schools) and Viqueque (59 alternative pre-schools) Municipalities. The total the number of children reached by this initiative to **3,102** (girls: 1,555; boys: 1,547) as of end 2016.

Figure 1 Implementation Structure of Programme
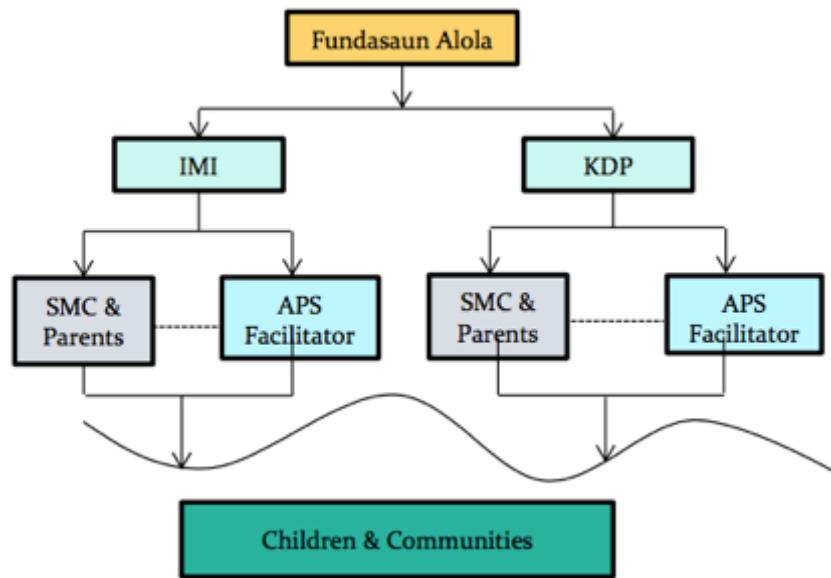
LOGICAL FRAMEWORK

The Activity Design Document (ADD) which defines the alternative pre-school project also states the goal of the project, which is 'Improved early learning and development outcomes among children aged 3 to 5 years through expanded access to alternative pre-school programmes, especially in remote and disadvantaged communities'. To achieve the goal a set of inputs, outputs, short and medium term outcomes have been defined.

The Theory of Change (TOC) is presented based on the logical framework as given in the following page.

Figure 2 Theory of Change for the Project

Theory of Change for the project on Community Based Alternative Pre-schools in Two Municipalities in Timor

Inputs	Outputs	Outcomes	Impact

Inputs

Initial start-up costs provided from UNICEF/MFAT with local communities contributing to some operating costs.

Stakeholder identification and partnership with local NGO, for programme implementation.

Curriculum for facilitators/parents to implement with children aged 3 to5 entry-age developed based on the MOE's pre-school curriculum.

Facilitator and/or individual family training based on the MOE's pre-school teacher training with a few adapted, additional topics.

Pre-school curriculum developed in alignment with government curriculum.

Minimum standards laid out and monitoring, mentoring and support mechanisms developed. Monitoring tools have also been developed.

Outputs

Identification, designing, development and implementation of alternative pre- school programmes.

Support for municipality/administrative post (previously called district/sub-district) education authorities and Inspectors for pre- school quality monitoring and mentoring.

Baseline and end line surveys, evaluation, and documentation of the selected alternative pre-school programmes.

Full integration of pre- school data into EMIS, and training for EMIS and Pre-school Directorate staff on pre-school data analysis for evidence-based planning.

Outcomes

Short Term

Increased pre-school coverage in 80 target communities in Ermera and Viqueque.

Alternative Pre-school Facilitators and parents of the target children have enhanced knowledge of the importance of early learning and skills to engage in their children's learning.

Municipality Education Authorities, especially pre-school inspectors, have increased capacity for quality assurance

Improved data and analytical skills on pre-schools.

Medium Term

Enhanced learning and development among children in Ermera and Viqueque.

Proven alternative pre- school models available for national scale-up.

Enhanced evidence-based pre-school planning.

Impact

Improved early learning and development outcomes among children aged 3 to 5 years through expanded access to alternative pre-school programmes, especially in remote and disadvantaged communities

23

END OF PROJECT REVIEW ON COMMUNITY BASED ALTERNATIVE PRE-SCHOOL

PURPOSE OF THE REVIEW

The initial rollout of the alternative pre-schools project funded by Ministry of Foreign Affairs and Trade (MFAT), Government of New Zealand ended on 31 December 2016. While the implementation of the initiative is continuing, the initial phase of project implementation has been reviewed in terms of results achieved, and to generate lessons learnt and recommendations for further scale up considering the sustainability including the "cost" of various community-based pre-school models.

The review has involved reviewing the progress towards achieving the expected results as per the Activity Design Document (ADD), identify and document lessons learned and the contribution of UNICEF to the development of the community-based pre-school models in Timor-Leste.

The primary audience for the review is the MOE and other concerned government agencies, MFAT as a project donor, UNICEF, other Development Partners, and international and national NGOs engaged in pre-school education. It is expected that all will jointly benefit from a review of progress and documentation of good practices and lessons learned. A small reference group consisting of representatives from UNICEF, the MOE and MFAT has guided the review.

The geographical coverage includes two municipalities where the community-based pre-schools are being implemented: Ermera and Viqueque.

The review is based on a desk review, interviews and focus group discussions with all involved stakeholders. The project also recognized the importance of the cost-effectiveness and scale up of these kinds of community pre-school models. Therefore, the review has also involved reviewing the Pre-School Costed Action Plan as a reference point.

METHODOLOGY FOR REVIEW

The review adopted a qualitative method and the process followed aimed to collect qualitative information for the purpose of the review. To unpack each component of the review and to identify key questions, a review framework has been developed. The framework developed is based on the Systems Approach for Better Education Results (SABER) framework for ECD which has been developed by World Bank. The framework enables systemic assessment of the alternative pre-school across specific policy goals and respective policy levers. Each policy goal in unpacked into a set of policy levers and each policy lever is unpacked into a set of key indicators/questions for the review. Qualitative data has been collected based on these questions.

Table 2 Detailed Framework for Review

POLICY GOALS	POLICY LEVERS	KEY QUESTIONS/INDICATORS
Enabling Environment	Legal Framework	Has the project been aligned to the government's and partners' priorities/policies/reform agendas? /How relevant has this project been to Timor-Leste?
	Coordination	What has been the level of coordination, at the level of service delivery, mechanisms for coordination with implementing NGOs (Alola) and the existence of Pre-school education policy framework and institutional anchor? Was a desired understanding developed between UNICEF, Government and other development partners, while following a participatory approach? How was this made possible?
	Finance	Are the community-based pre-school models replicable for national scale-up in terms of the structure, costs, implementation modalities and other inputs? What can be recommended regarding the most cost-effective scale-up of the alternative pre-school model in the Timor-Leste context? What can be recommended as different options for financing to ensure the sustainability and scalability of the alternative pre-schools? What has been the process adopted for securing PNDS funding for pre-school? What could be some of lessons to learn?
Implementation	Scope of Programmes	What strategies / approaches of this project have been most efficient in influencing improvements in access to pre-school education and early learning opportunities in Timor-Leste? What have been the community mobilization strategies? How well they were adopted and implemented? What have been the process followed in community mobilization? How successful has the project been in establishing innovative models to expand access to early learning opportunities? To what extent has the project contributed to imparting knowledge and raising awareness of communities (facilitators, parents and other caregivers, community leaders) on early learning and early childhood development? What kind of in-service training that the facilitators received? What has been the process and method followed? Has MOE initiated the in-service teacher training?
	Coverage and Equity	What has been the coverage of the alternative pre-school programme? Has the rollout of the programme reached all target communities? What are the challenges and lessons from the implementation in terms of reaching remote communities? Has the model been successful in developing local community leadership structures that can mobilize communities to implement and contribute to alternative pre-schools in future?

POLICY GOALS	POLICY LEVERS	KEY QUESTIONS/INDICATORS
		How effective has the project been in expanding quality early learning opportunities for pre-school aged children? What extent have the different vulnerabilities of girls and boys been considered by the project? How was the location of the pre-schools planned? As per the design of the project, to what extent were villagers involved in planning process? What are the issues around this?
Quality Assurance	Monitoring Mechanisms	To what extent have the planned project results been achieved against the expected outputs of the alternative pre-school project? How effective have been the monitoring efforts both from national and field level? And to what extent this supported the facilitators in implementing the curriculum and other aspects of the alternative pre-school model**?** To what extent did the implementing organizations ensured that monitoring tools have been regularly used and data reported? What has been the process followed? Has a mechanism been laid out to regularly monitor the standards and at the same time enable the pre-schools to make cumulative improvements to attain and maintain the standards?
	Quality Standards	What strategies / approaches of this project have been most efficient in influencing improvements in quality of pre-school education and early learning opportunities in Timor-Leste? (For example, curriculum and assessment tools). How was the curriculum implemented across the alternative pre-schools? What percentage of facilitators uses the assessment tools? How do facilitators and other implementers for further planning use the outcomes of the assessment? How have the standards been implemented? Were any capacity building exercises conducted for facilitators to implement the standards? How far are these aligned with the standards that Government has been working on (accreditation etc.)? Is there a good monitoring in place as part of quality assurance? How can this be improved? What role can the MOE play in terms of monitoring and quality assurance?

The following was conducted according to the plan for data collection:

Document Review:

- All national level legislations, plans and policy frameworks
- Data and reports pertaining to EMIS
- Relevant research studies, evaluations, monitoring reports and monitoring frameworks
- Documents and reports from Alola Foundation like budgets, annual plans
- International best practices of alternative community based pre-school models
- Any other relevant documents

Data Collection at National Level:

- Semi-structured interviews have been conducted with
- Director, Pre-school Education Directorate, Ministry of Education
- Officers from Office of Pre-school Inspector,
- New Zealand Embassy
- Education and Child Protection, UNICEF Timor-Leste
- Alola Foundation
- Childfund International, Timor-Leste
- Plan International Timor-Leste

Data Collection in Municipalities:

- Implementing NGOs which are IMI in Ermera and KDP in Viqueque: Unstructured interviews with both implementing NGOs on the relevant questions as given in the review framework
- Municipal Director of Education: Unstructured interviews with directors of education in both Ermera and Viqueque.
- Facilitators: Semi-structured interviews with facilitators from each municipality
- Parents and School Management Committees: Focus Group Discussion with of parents and SMC members from each municipality.
- Classroom Observations: 3 classroom observations (home-based and centre-based) in each Municipality have been conducted using a pre-school observation template which is based on Early Childhood Education Quality Assessment Scale (ECEQAS). This involves full day observation of classroom processes on select number of items. Qualitative observations have been recorded on the tool and the same has been synthesized and presented. The sample of 3 pre-schools per municipality were selected through purposive method, and it was ensured that the review covered a set of alternative pre-schools where there are challenges and a set of pre-schools where there have been some success stories. This has provided an insight into the nature of challenges in implementation and helped in documenting specific success stories from which lessons can be learnt.
- Case Studies: The review has captured two case studies, which have focused on (1) community Initiative in securing PNDS fund for community based alternative pre-school and (2) experience of a child who graduated from community based alternative pre-school and moved to primary grade. The experience has been captured through unstructured interviews with primary caregivers (mother in this case).
  To conduct the case study appropriate to each case study, suitable frameworks have been developed and the same have been used (provided in annexure).

The following table provides the detailed fieldwork plan.

Table 3 Fieldwork Plan

Name of Municipality	Pre-schools Visited	Number of Classroom Observation	Number of Focus Group Discussion with SMC and Parents	Number of interviews with facilitators	Case Study	Interview with Municipal Government	Interview with Impleme-nting Partner
Ermera	Atara Lama-Atara	1	2	2		1(Municipal Director of Education)	1 (Interview with Programme Manager of IMI)
	Taiubu-Lasaun	1	2	1			
	Olekata-Lemia leten	1	1	1	1 (PNDS funding for pre-school)		
Viqueque	We-eu-laek	1	1	2		1 (Municipal Director of Education)	1 (Interview with Programme Manager of KDP)
	Abana, Uaibobo	1	1	1	1 (case study of child)		
	Macabu'u-Nahareca	1	1				
Total		**6**	**8**	**7**	**2**	**2**	**2**

Sampling

- The sample of 6 community based alternative pre-schools (3 alternative pre-school per municipality) were selected through purposive method, and it was ensured that the review covered a set of alternative pre-schools where there are challenges and a set of pre-schools where there have been some success stories. This has provided an insight into the nature of challenges in implementation and helped in documenting specific success stories from which lessons can be learnt.
- The parent groups with whom focused group discussion was conducted were drawn from the parents whose children are enrolled and are attending community based alternative pre-school.

LIMITATIONS OF REVIEW AND MITIGATIONS TAKEN

The following points summarize the limitations of the review:

- As part of the review 6 alternative pre-schools (3 in Ermera and 3 in Viqueque) were visited which may not be completely representative of the entire context. The other sucos across the 2 municipalities may have differentiating contextual characteristics.
- The data collection was done with translation support from national consultant as the international consultant did not speak or understood Tetum. In some of the sucos where the community speaks different language (different from Tetun) which national consultant did not speak or understand, local translation support was required.

The limitations mentioned above have been mitigated in the following manner:

- In order to get in-depth understanding of the classroom processes, detailed classroom observations have been conducted in all 6 classrooms. This has given a nuanced understanding of the classroom transactions in community based alternative pre-schools
- As part of the review sufficient number (given in methodology) of community members, SMC members and facilitators have been interviewed and case studies conducted to obtain a deeper understanding of the experience of communities and families around the community based alternative pre-school.

ETHICAL CONSIDERATIONS

Ethical standards were applied throughout the review exercise to ensure that confidentiality was maintained and respondents were never forced to participate or encouraged to speak about subjects that may be traumatizing. To meet the necessary ethical standards the following measures were taken:

- Permission was sought for the interviews, focused group discussions and observation of the classrooms
- Safety and protection of participants was ensured
- Right of privacy was protected; and, people were given every chance to understand what was happening and why it was happening
- Collected data was only shared among UNICEF colleagues who had authorized access to data.

FINDINGS OF REVIEW

The findings of the end of project review have been presented using the review framework which has been discussed above. The findings are presented across each policy lever and under each policy goal (Enabling Environment, Implementation and Quality Assurance). This review focused on center and home-based models and not IFM which falls under non-formal learning and hence is technically not under the regulatory functions of the MOE, in order to generate lessons learned and recommendations according to the priority of GOTL/MOE at the end of the review exercise.

Figure 3 Framework for Presenting Findings
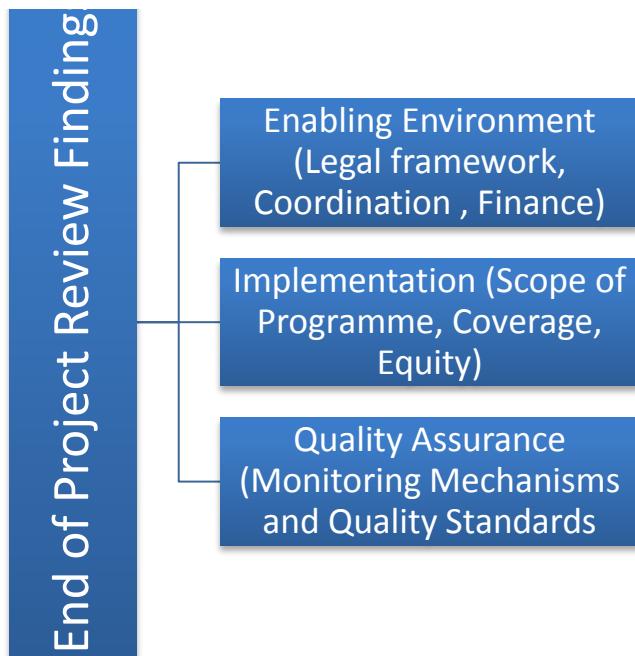
The case studies are presented separately from the review findings.

ENABLING ENVIRONMENT

This Policy Goal unpacks following three policy levers, namely, Legal Framework, Coordination, and Finance.

Legal Framework

The programme is well contextualized in the key legislative provisions in Timor-Leste which supports the establishment of community-based pre-schools across the country. The key provisions in the legislative framework which supports community based pre-schools are as follows:

Table 4 Laws, Legislations and Policies

Legislations	Provisions for Community-Based Pre-school
Constitution of Democratic Republic of Timor-Leste	Article 59 of the Constitution of the Democratic Republic of East Timor gives the State the power to create a system of universal basic public education, which would be compulsory and, as far as possible, free of charge. It also affirms that the State recognizes and monitors <u>private and cooperative education</u>.
Education System Framework Law, 2008	The Law defines that the network of pre-school education consists of locally <u>administered kindergartens and other private and cooperative entities, collective or individual, namely private institutions of social solidarity, parents associations, tenants associations, civic or religious organizations and trade or employer associations</u>.
National Education Strategic Plan (NESP) 2011-2030	The plan envisages that "Children from the ages of three to five years will have access to early education in a Pre- School that is close to the place where they live. Here they will develop skills and knowledge in preparation for Basic Education. "<u>Families, communities and local governments will be involved in the decision-making process and, through collaborative efforts, schools will be established that meet all the requirements of quality Pre-School Education</u>".
2014 Policy Framework for Pre-school Education (PFPE)	The framework proposes the expansion and development of children's education in Timor-Leste that includes public and private initiatives in a coordinated and effective way, so as to build a "<u>national network of facilities for young children". These can have several names: day nursery, early childhood centre, kindergartens, pre-schools, kindergarten-school, childhood community centre</u>s, etc.
	PFPE stipulates five strategic focus areas; 1) Expand availability of quality pre-school education; 2) Increase the training and ongoing professional development of pre-school education; 3) Curriculum development, 4) <u>Development of public purpose partnerships;</u> and 5) Development of a standard based monitoring and evaluation system.
Diploma Ministerial No. 8/2016	Regulates the process for granting operational licensing to <u>pre-school</u>, elementary and secondary education establishments, and equivalent establishments

The NESP 2011-2030 clearly states that the GOTL recognizes the vital role civil society can play in meeting the Pre-School Education targets and to heighten the value of this relationship will promote public purpose partnerships. The plan reaffirms that the Ministry is committed to supporting the work of the church, NGOs and other organizations involved in Pre-School Education. As per the plan, in five years' time, at least 50 per cent of students will be attending Pre-Schools run by private and non-profit institutions. The Ministry will design and provide

appropriate incentive packages to stimulate this process[19]. The key strategies envisaged to implement public purpose partnerships are:

1. Identify all potential partners and map all pre-school activity in the country.
2. Map the priority areas where access to pre-school needs to expand and where this is best achieved with partners (for example, churches and NGOs).
3. Identify best tools and packages that would incentivize partners to provide expanded access to pre-schools.
4. Provide the tools and packages to partners for expansion of pre-schools including the development of 680 new classrooms especially in areas of greatest need.
5. Develop and implement special packages (including special nutrition and health programmes) to incentivize the participation of parents and civil society associations to encourage enrolment in public and private Pre-School Education.
6. Seek collaboration agreements with national and municipal authorities to expand the programme.

The logical framework for the specific result area is as follows:

Table 5 Unpacking Public-Purpose Partnership

Programme Description	Indicators	Means of Verification	Assumptions
Overall Objective: **By 2030, children in all the 442 sucos of the country will be enrolled in a good quality Pre-School which is a reasonable distance from their home.**	All 442 sucos receive quality Pre-school services.	• EMIS data for number of classrooms and students by suco • Evaluation reports	Strong and sustainable support of the government, society and sectors related to education.
Result Area 1.4: **Public purpose partnerships (PPP) stimulation programme implemented.**	At least 680 privately owned new classrooms with 17,000 children enrolled. Number of new PPP agreements signed.	• EMIS maps for enrolment and location of new classrooms. • PPP agreement documents signed. • Budget allocated and executed for the PPPs.	Population react positively to the measures and participate in the PPP.

The alternative pre-school models responds to the overall objective of expanding quality pre-school and specifically to this result area, thus aiming to strengthen the public purpose partnership programmes. The alternative pre-school models provide an evidenced based

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[19] National Education Strategic Plan (2011-2030)

model of creating access to pre-school education in remote communities, which is also the vision of the legislative frameworks as discussed above. However, it should be noted that of the three alternative pre-school models, the IFM falls under non-formal learning and hence is technically not under the regulatory functions of the MOE, which covers educational establishments that provide formal and non-formal learning.

Currently, the MOE is in the process of establishing a system for licensing and leading up to accreditation which would also apply to the community center-based and home-based alternative pre-schools. This is being operationalized through Diploma Ministerial 8/2016 which regulates the process for granting operational licensing to pre-school, elementary and secondary education establishments, and equivalent establishments. This would create a pathway for these pre-schools to apply for licenses and eventually accreditation which would enable these institutions to be integrated to the public network.

Coordination

As Figure. 1 above shows, the community center- and home-based pre-schools are implemented by Alola Foundation at the national level with support from field level implementing partner organizations, IMI for Ermera and KDP for Viqueque. The IFM is implemented by Mary MacKillop International.

There are four stages (applies to all three models, centre based, home based and IFM) of project implementation which culminates to functioning of pre-schools. The design of the project is based on strategic coordination and communication between all stakeholders including community leaders, village chiefs and elected local officials (suco chiefs). The initiative involved a strong coordination at different levels and at specific points in time to ensure achievement of milestones. The following steps provides the key coordination mechanisms adopted to ensure a shared understanding of the project among all stakeholders.

1. **Alignment with Government Policies**: Government policy and all development partners working in the pre-school sector's individual organizational plans/programming structures were reviewed as part of the design phase. This included consultations with all key stakeholders from the government and partner organizations, as well as site visit to partners' pre-schools.

2. **Geographically mapping of** all existing pre-schools was carried out, for the first time for determining gaps in coverage and which areas to target for community based alternative pre-schools. The mapping included all public, private and other community based pre-schools and this was done using simple software (coded maps in PowerPoint and excel). This enabled the government and partners to see, for this first time, all the various types of alternative pre-schools operating and where. This was essential in supporting the government in identifying where pre-schools existed/where clustered and geographic areas of the country with limited to no coverage. In targeting communities, data was triangulated from UNICEF Water, Hygiene and Sanitation (WASH) programming and from the municipal education offices to determine communities with no pre-schools and identify communities that had past successful track records of initiating their own development projects and contributing their own resources. Some communities has had no projects in the past, so this was also considered. This project aimed to situate alternative pre-schools closer to homes/communities for safe access as determined as a priority of parents.

3. **Developing Delivery Models**: Data from secondary sources, interviews and observations were analyzed to identify positive aspects and challenges of existing programmes for consideration when establishing draft alternative pre-school models. This analysis was conducted to identify the strengths of what already existed in the way of alternative pre-schools in Timor-Leste, as well as identify if and how existing

alternative models could be further enhanced by global best practices. Community-based pre-school models from other contexts were also reviewed to identify strengths and challenges. From researching the existing models in and outside of Timor-Leste, three models for consideration in the Timor-Leste context were designed. These models were presented in a workshop in 2014 to all partners to discuss the models' strengths, challenges, opportunities, etc. The discussions and recommendations from the workshop were used to refine and finalize the models.

4. **Stakeholder Engagement Criteria:** A stakeholder analysis was conducted to identify key partners. It was conducted by first identifying potential partners and then administering key informant interviews for the potential organizations. The criteria laid down for identification is as follows:
   a. Who works in this country? (INGOs, local NGOs, contractors, private sector companies, contractors, etc.)
   b. What is their organization's purpose, and what are their existing projects in-country? In which sectors are they viewed as a leader in-country?
   c. What is their geographic coverage (i.e. where do they work in-country)?
   d. Where do their main sources of funding come from? What relationships do they have among donors, government and other key stakeholders? How strong are their financial and management systems and controls?
   e. How do their methodologies, targeting criteria, organizational culture, and partnership principles align with UNICEF's work?
   f. How are they structured? If they are international, what is their headquarters structured like, and how does it impact how they operate?
   g. Has UNICEF ever partnered with them before? If so, what was this experience?
   h. Has the organization worked specifically in early childhood development/pre-school programming before?

5. **Curriculum**: The government had designed the new pre-school curriculum (implemented from 2015) and designed monitoring tools and was hiring pre-school inspectors when UNICEF was developing the alternative pre-school models. It was important for both MOE and UNICEF to ensure that the children in the alternative pre-schools were receiving the same quality of learning opportunities as the children in public pre-schools. Therefore, <u>it was decided to adopt the national pre-school curriculum for the community center-based and home-based model although flexibility was given to the facilitators to create their session plans</u>. To support the implementation of the curriculum, Alola developed detailed lesson plans. Appropriate monitoring tools were developed for classroom observation which would capture the learning opportunities that children are receiving. The IFM, however, does not follow the pre-school curriculum as it uses a more informal learning approach.

6. **Field Level Preparatory Activities** (Implementation): The preparatory coordination activities at field level involved
   a. Pre-Triggering: Holding initial meetings with Suco Chief and Aldeia Chief and through them reach out to community. Raising awareness of the local leaders on importance of pre-school education.
   b. Triggering: Holding meetings with the community to plan the location of the pre-school. Liaising with Chief Suco and Chief Aldeia to secure the location to run the pre-schools.
   c. Mobilization: Ensuring Chief Suco and Chief Aldeia hold series of meetings with the community members to communicate the setting up of alternative pre-school and the importance of pre-school education for children. Participatory approach while selecting facilitators and school management committee members. Each pre-school has at least 2 to 3 facilitators and at least 2 SMC

members. The community members willingly recommended the facilitators for the community based alternative preschools

d. Data Collection: The facilitators who were selected were involved in a data collection exercise where they collected data of each child in the age group of 3-6 years. The data included family and personal details of the child.

The alternative pre-schools started operating from January 2016 in both municipalities of Ermera and Viqueque, in line with the start of the academic calendar.

Figure 3 Implementation of Project
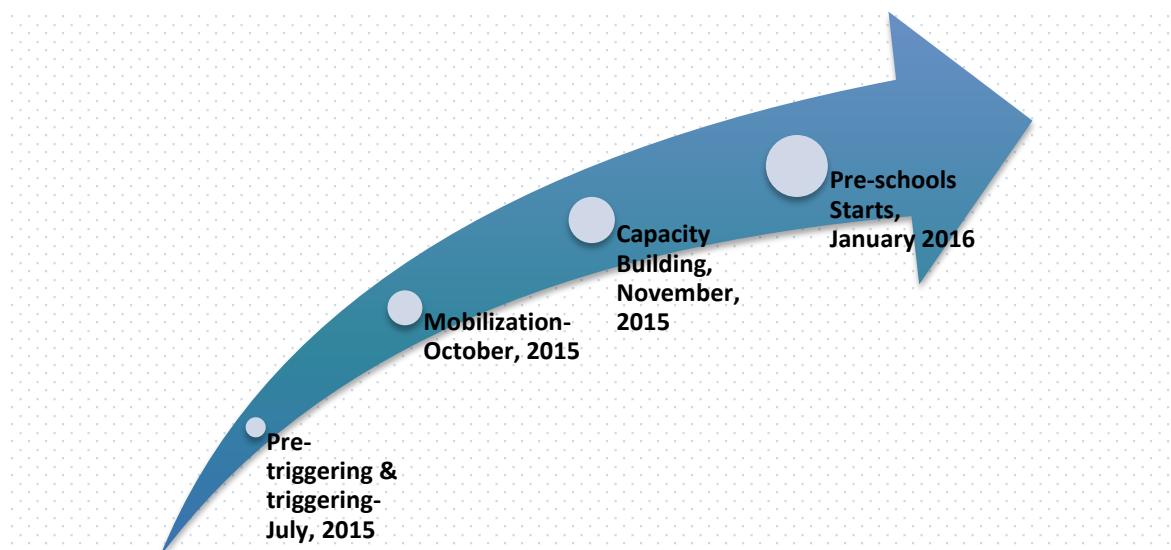
Finance

The alternative pre-schools presents a low cost model base as it also taps into local and community-based resources. It aims to provide an alternative cost effective delivery mode of pre-school education in remote areas that can be further scaled up and integrated with the public network of pre-school education facilities in the country. In order to understand the costing of the model, the following table provides a comparative picture of costs of (a) the public and private pre-schools (the ones recognized by MOE) as costed under the Timor-Leste Costed Action Plan for Pre-school Education and (b) the costing for the alternative pre-schools in particular the community center-based and home-based models. As IFM is more of an informal learning model, it's costing is not included in the table below.

Table 6 Details of Costing of Preschool Programmes

Area	Item	Amount Allocated for Formal Pre-school as per Timor-Leste Costed Action Plan		Amount for Community Based Alternative Pre-schools (center- and home-based)	
		Total Estimates	**Per Person Estimates**	**Current**	**Remarks**
Expansion of the pre-school System	Teacher Salary	US$166 per month for 25 children	US$ 6.64 per child	Nil	Facilitators are volunteers. They however receive 20 USD per month for mobile expenses reimbursement

35

Area	Item	Amount Allocated for Formal Pre-school as per Timor-Leste Costed Action Plan		Amount for Community Based Alternative Pre-schools (center- and home-based)	
		Total Estimates	Per Person Estimates	Current	Remarks
	School Grant per child per month for 9 months	US$ 37,125 for 5,500 children	US$ 0.75 per child	Nil	
	School Meal per child per day for 180 days	US$ 27,500 per month	US$ 0.25 per child	Nil	Few community initiatives on school feeding, more individual driven
	Preschool Inspector Salaries (2 per municipality)	US$ 159,120	US$ 510 per person per month	US$ 400 per month per person	Earlier 10 Field Officers in Ermera and 10 in Viqueque, Currently 4 Field Officers in Each Municipality
	Cost of one new pre-school building for 50 children (two classrooms) (investment)	US$ 54,500 for 1 pre-school	US$ 1,090 per child	Nil	Functions in community centres and home settings
	Core Package of Materials (annual)	US$ 1,758 for 50 children	US$ 35.16 per child	US$ 37.4 per child US$ 1,010 per centre	Pre-school also uses locally available materials
	Furniture (for 5 years)	US$ 5,792 for 50 children	US$ 637 USD per child	Nil	Through Community Contribution
Teacher Training	In-service Training annual basis per teacher	US$ 69,667	US$ 1,140 per teacher	US$ 870.5 per facilitator	US $668 per teacher for 1 orientation training; and US $ 67.5 per facilitator per refresher training (3 per year)
Parent Community Involvement	Training of PTA members: 5 per school; 10 days; members leave after 3 years (annual)	US$ 70,000 per annum	Not Available in Costed Action Plan	US$ 251 per SMC member	Orientation training (2 trainings)
	Development of PTA Guidelines (investment one time)	US$ 20,000	Not Applicable	Nil	This cost is accounted for in the HR and Management Costs as discussed below
Monitoring and Evaluation	Standards based monitoring and evaluation	US$ 211,860 (US$ 13,260 needed for subsequent years once system established)		US$ 284,684	Programme monitoring costs (US$ 96,093)+ HR and Management Costs (US$ 188,591)

As stated in the table above, the per person estimates in most of the cost heads under alternative pre-schools are lower than the per person estimates for "regular" pre-schools under MOE. Currently, all MOE registered pre-schools (public, private and catholic) receive from the MOE school grants, school meals and learning materials. The MOE also pays for the salary of pre-school teachers and their training. The alternative pre-school model, in particular the community center and home-based models, is based on voluntary support from community members. These pre-schools currently do not receive any financing from Government. Moreover, several costs are not incurred and for some of items, alternative pre-schools receive community contributions (like mats, old toys, school meals, etc.) which varied across communities and entirely depends on the context could contribute based on their own initiative. It may also be noted here that as of yet there is no funding from the private/corporate sector in the community-based alternative pre-school programme.

To further respond to the issue of financing, it would be important to review the Cambodian experience in implementing and financing community-based pre-schools. Cambodia has been implementing a community-based preschool programme through local government and the experience provides insights on financing practices of community-based preschools in low resource settings.

Community pre- schools in Cambodia are commonly located in rural areas where access to formal pre-schooling is difficult. Community pre-school teachers are often not qualified teachers but many have attended in–service training provided by the Ministry of Education, Youth and Sport. The community pre-school teachers are paid by the Commune Council, which is the local government authority. Classes can take place under private homes or in shelters provided by the community. Some Community pre-schools are allocated space in local primary schools or pagodas. There were 2,200 CPS with 5,832 children in the 2013/14 school year.[20]

The following table highlights the budget provisions for community preschools in Cambodia and the support from UNICEF and other NGOs.

Table 7 Financing in Cambodia

Budgetary Provisions	Supported By
In-service Training of Community Preschool Teachers	Ministry of Education
Teaching-Learning Materials	UNICEF and other NGOs
Monthly Stipend of 30 to 40 US$ for Community Preschool Teacher	Commune Council (Commune Councils are under Ministry of Interior)

Based on the analysis of costs above and the budgeting practices in other Southeast Asian countries where community preschools are functioning, a case has been developed for possible financing options for the alternative pre-schools, in particular the community center-based and home-based models. This is presented in Table 8 below for consideration. UNICEF Timor-Leste has available funds to support alternative preschools till end of 2019. The current review takes this into account and unpacks the proposed financing mechanism into short and medium term. It should be noted that the individual family model is not included in the financing

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[20] EVALUATION OF COMMUNITY PRESCHOOL MODALITY IN CAMBODIA (April–December 2015): Final Report; UNICEF Cambodia; May, 2016

option below as this model of informal learning does not fall under the regulatory functions of the MOE.

Table 8 Possible Financing Option

Heads	Sub-Heads	Short-Term (Till End of 2019)
Teacher Training	In-service Training of facilitators and refresher trainings	MOE may support? Can be linked with existing trainings for public preschool teachers?
	Training materials for facilitators	MOE may Support?
	Reimbursement to facilitators for transport costs for trainings/meetings and mobile expenses	UNICEF
Expansion of the preschool System	Incentives for facilitators	UNICEF/Community Initiatives
	School Grant per child per month for 9 months	MOE may support?
	School Meal per child per day for 180 days	MOE may support?
	Cost of new building for alternative preschool	Community may apply for PNDS funding; community contributions
	Core Package of Materials for alternative preschool	UNICEF
	Furniture (for 5 years)	Community Initiative
Parent Community Involvement	Training of SMC Members	UNICEF
	Development of PTA Guidelines (investment one time)	No additional cost to be incurred on this
Monitoring and Evaluation	Operational Costs for monitoring of alternative preschool via MOE (Inspectors)	UNICEF, MOE?
	Orientation of preschool inspectors (Ermera & Viqueque) on alternative preschool model	UNICEF
	General training of pre-school inspectors on monitoring and supervision (ongoing)	MOE with HANDS support?

Key Considerations Post 2019: UNICEF's existing funding for alternative preschools is up to the end of 2019 although UNICEF remains committed to continue its support to expand quality early learning opportunities for Timorese children. Given the funding status of UNICEF, it is crucial to consider financing modalities for alternative pre-schools post 2019, keeping in mind the sustainability and scalability of the community center-based and home-based alternative preschools. Government decisions on funding support for alternative pre-schools will also encourage other organizations, municipal governments and communities to replicate the models thus further expanding early learning opportunities for children, especially in rural areas. In view of this, some points for consideration are:

- For licensing, accreditation and integration, would the pre-schools (including alternative pre-schools) be in different categories? What would be the implications?

- While implementing the accreditation, standards would there be an opportunity for the pre-schools to comply with the accreditation standards in a phased manner before these pre-schools get fully integrated? By phased manner it means, the pre-schools get opportunity to comply with a set of standards in the first year, a set of standards in the second year and the final set of standards in the third year. These phases however could be appropriately determined by MOE.
- What kind of support could community-based pre-schools expect from municipal governments during the accreditation and integration phase in terms of technical and funding support (especially in context of decentralization)?
- Within the accreditation framework, would there be levels defined and would funding be tied up to achieving these levels?
- After accreditation, would facilitators be absorbed as teachers? Or can they continue as facilitator with shared support from MOE, municipality and community? (drawing upon the Cambodia experience)?
- Once integrated, what support from government and local governments can community-based pre-schools receive and what would be their responsibilities?

IMPLEMENTATION

This second Policy Goal (implementation) unpacks following three policy levers, namely, Scope of Programme, Coverage, and Equity. The analysis below focuses more on the implementation of the community center-based and home-based alternative pre-schools.

End of Project Review Findings

- Enabling Environment (Legal framework, Coordination , Finance)
- Implementation (Scope of Programme, Coverage, Equity)
- Quality Assurance (Monitoring Mechanisms and Quality Standards
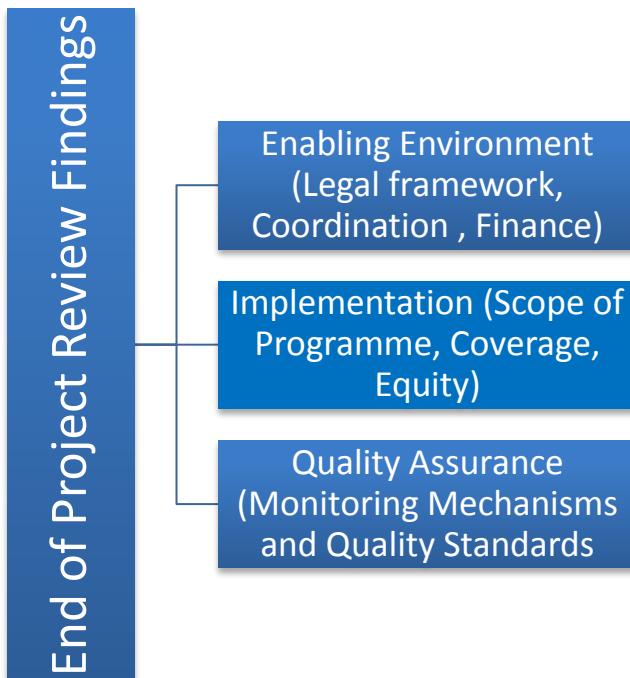
Scope of Programme

The project has been strongly focused on community based development and management of pre-school institution. In accordance with this objective the project activities have been designed and implemented with strong community participation. The programme therefore focused on following community leadership, mobilization strategies, parental aspiration, government partnership, community initiatives, and capacity building.

Community Leadership: Development of local leadership in pre-school education like pre-school facilitators and school management committee members.

Pre-school Facilitators: The project focused on selecting facilitators through participatory approach. During the community mobilization phases, the community members recommended the facilitators and the facilitators also expressed their interest in taking up this voluntary role. During all the interviews with the facilitators, they revealed that the alternative pre-school provided them with an opportunity to work close to their household and gave them a professional status in the community. The facilitators are meant to teach children in the alternative pre-schools and because they are voluntary they do not receive any salary or stipend. As part of the mobilization strategy, the message about voluntary nature of engagement of the facilitator was clearly defined. However, during review, the community did express concern about sustainability and one of the factors is about the voluntary nature of work of the facilitators.

SMC Members: SMC members were also selected through participatory approach during community meetings involving Chief of Suco and Chief of Aldeia. Chief of suco and Chief of aldeia volunteered to join as SMC members and this led to development of strong local leadership The main role of the SMC is to ensure that all children attend alternative pre-school regularly and if there are cases of irregular attendance, the SMC members are supposed to counsel the parents and ensure the child starts attending pre-school regularly.

Mobilization Strategies: Steps like pre-triggering and triggering (discussed before) ensured establishment of close communication with Chief of Suco and Chief of Aldeia. The field level implementing organizations - IMI and KDP - initiated the discussion with chief of suco and chief of aldeia on the importance of early childhood education and need for establishing alternative pre-schools. This has been a significant step as this resulted in (a) community leaders taking initiative in communicating with community members and convincing them about the intervention; and (b) the community leaders have voluntarily agreed to also work as the SMC members, thus ensuring their constant support. Participatory and voluntary approaches followed in community mobilization to identify space for the pre-schools and facilitators. The community mobilization strategy involved community leaders and members in deciding the geographic location of the pre-school instead of it being pre-determined. This would give opportunity to the members to collaboratively decide a place which would be safe for their children. Community meetings were used as the medium for communication and advocacy. No separate Information Education Communication materials or media used to reach out to the communities or to raise awareness.

Parental Aspiration: The programme targeted remote areas where although the demand and aspirations were there for pre-school, children did not have access due to the lack of pre-schools in these rural areas. The parents believed that pre-school in their aldeias would help them, as this would enable children to be in a safe place and learn and parents can go for work. These are the areas where the nearest pre-school facility would be 3 to 4 hours from the place, hence making it impossible for the parents to send their children. However parental aspiration was there for pre-school education as parents see pre-school education as preparation for primary level.

Government Partnership: Government partnership has been an important reassurance factor for community to build trust on the alternative pre-school programme and the

continuation of the same. For example, in Viqueque, it was cited by KDP (the local implementing partner) that in some of the communities (5 Aldeias) members were initially doubtful whether this is a Government supported initiative and whether it would be carried on. The NGO invited the municipal inspector who explained to the communities that the programme is supported by Ministry of Education and this reassurance from municipal government helped establish the pre-schools.

Community Initiatives: The alternative pre-school project has been instrumental in developing a strong ownership of the pre-schools among the community members. This is evident from some of the community driven initiatives to support the alternative pre-schools. Some of these initiatives are as follows:

- The Olecatta Aldeia, Ermera Municipality has secured approval for PNDS funding for building of a pre-school centre. Currently, sessions are held in the house of the SMC member of the alternative pre-school. While there is no clarity on the total amount of PNDS funds, this initiative has been driven by the SMC member (who was earlier a facilitator in the same pre-school) with support from Chief of Aldeia and the PNDS facilitator at Suco level. A case study on this is included in this report.

- In Taiyubu, Ermera Municipality, the SMC member provides lunch to all the pre-school children 3 days a week. The lunch is prepared by the family members at her house. After the pre-school is over the children form a line, wash their hands and eat the hot cooked food at her house. The house is located just opposite to the alternative pre-school. The SMC member was serving in a humanitarian organization during the war and she wants to continue the work now also to support the pre-school.

- In Watuwanloley, in Viqueque municipality, the community is currently contributing for the construction of a pre-school centre for the Aldeia with support from chief of aldeia, chief of suco and coordinator of primary school. Currently it is a home-based model operating in the home of the SMC member. The total budget has been worked out to be US$ 700 for 2 classrooms. The community members have contributed through funds and resources like wood. There is no fixed amount for contribution, however the total amount contributed as of 15 March 2017 has reached US$ 500. The project has received support from chief of suco, chief of Aldeia and the coordinator of the public primary school.

- The primary schools in Attaralama in Ermera and Uaibobo in Viqueque have agreed to provide a room for holding alternative pre-school classes. This has been achieved through liaising between the Aldeia Chief, Suco Chief, active community members and the coordinator for the primary school in that area. Therefore, many of the pre-schools are operating in the room provided by and attached to the primary school, thus allowing for seamless transition to primary education level for these children.

- The primary school in Catarai-Leten in Ermera municipality also provides food for children in the adjoining alternative pre-school as part of the school feeding programme. This has been achieved by liaising with the coordinator for primary school. The important stakeholders involve the local leaders of Suco and Aldeia and the implementing partner organization.

Capacity Building: Capacity building is a crucial component of any pre-school education programme as this has a strong association with classroom quality. For the alternative pre-school, there have been 5 categories of capacity building in the programme design, which are (1) 3-day orientation training of implementing organizations on triggering, pre-triggering and

community mobilization (2) 5-day Training of Trainers (training provided by Alola to IMI and KDP), based on training module developed by UNICEF (3) 10-day training of facilitators in each municipality provided by IMI and KDP, respectively (Alola team members are present while this training is provided and they provided support wherever there is a requirement) (4) 3-day refresher training for facilitators 3 times in a year in each municipality (5) 2 orientation training for SMCs in each municipality. The following are some of the observations from the review.

- The two implementing partners, IMI and KDP have been trained by Alola on the training of the trainer's module. However, before conducting this training, training needs assessment has not been carried out. Training needs assessment is important because it provides opportunity to learn about the strengths and challenges of the trainee and accordingly customize the training strategy. While the orientation training focused on implementation process of the project, the Training of Trainer's focused on how IMI and KDP would transact training on given modules to facilitators. There has been a gap in terms of building capacity of IMI and KDP on pre-school education and its components. Currently the staff from both NGOs have low awareness on the technical aspects/concepts of pre-school education. This is an area of improvement considering, these implementing organizations have a direct interface with community and they play significant role in monitoring, providing feedback to facilitators, observing classrooms and interacting with community members.

- Training module states, that the field level implementing organizations are expected to provide onsite support to facilitators and solve their problems. There needs to be more capacity building of the implementing organizations to execute this role. Currently facilitators are not receiving this onsite support, which is reflected in the classroom management and transactions. For example, facilitators need more support to arrange play corners and use these corners through small group activities.

- The training for facilitators focuses on usage of local materials, clearly states roles, responsibilities and expectations and provides guidance without being prescriptive. The training module is based on the principles of dialogue, supportive mentoring, listening and understanding problems and other such inclusive approaches which allows for free conversation between trainer and trainee rather than making the training process a one-way concept.

- Currently, there is no self-assessment process for trainees to assess themselves in terms of what they have learnt, challenges and ease in implementing the learning and need for further improvements. This data is important to collect and analyze to understand if the training goals are being met and to understand the perspective and experiences of trainees attending these sessions.

- All the trainings as described above provided only through contact classes, which limited the scope for onsite experience. It would be important to design trainings comprising of both contact classes and classroom experiences, so that the facilitators get the opportunity to self-reflect on the learning during contact classes and the classroom practices.

- Refresher training would need to have specific objectives with defined results that would be achieved through the delivery of the training. A refresher training need to more focus on preparing lesson plans. It would also need to be connected to the monitoring outcomes. The trainings could be opportunities to share with facilitators any good practices of classroom management and lesson planning from other pre-schools. Also, discussions and interactions between the facilitators may be promoted to enable them discuss with each other the challenges in classroom and possible solutions (learning from each other's experiences)

Coverage and Equity

To achieve the vision laid down in NESP and Policy Framework for Pre-school Education, MOE has estimated establishment of 50 pre-schools per year to achieve the targets. The community based pre-school project aims to strengthen this vision especially by establishing pre-schools in remote areas where there are currently no pre-schools operating. The two municipalities of Ermera and Viqueque were chosen in consultation with MOE. Ermera has significantly low pre-school Gross Enrollment Ratio of 4.63 per cent (EMIS 2015). Viqueque has relatively higher GER at 27.1 per cent (higher than the national average of 16.86per cent) but still requires much more improvement (EMIS 2015). The following graphs provide distribution of child population and types of pre-schools across the sucos in Ermera and Viqueque. There significant gaps in provisioning in both municipalities.

Table 9 Child Population and Pre-schools in Municipalities

	Ermera Municipality	**Viqueque Municipality**
Child Population (3-5 years), 2015	10,623	5,977
Number of Registered Pre-school, 2016 (Public Pre-school and Recognized Pre-school)	24	33
Number of Community Based Alternative Pre-school	64 (39-Home based, 25-Centre Based)	59 (26- Home based, 33-Centre Based)

Figure 4: Child Population (2015) and Distribution of MOE Registered-Pre-schools and Alternative Pre-Schools by Suco in Ermera (December, 2016)

Child Population and Distribution of Pre-schools in Viqueque (Population Data, 2015; EMIS, 2016 data as shared by MOE; Alternative Pre-school Programme Data)
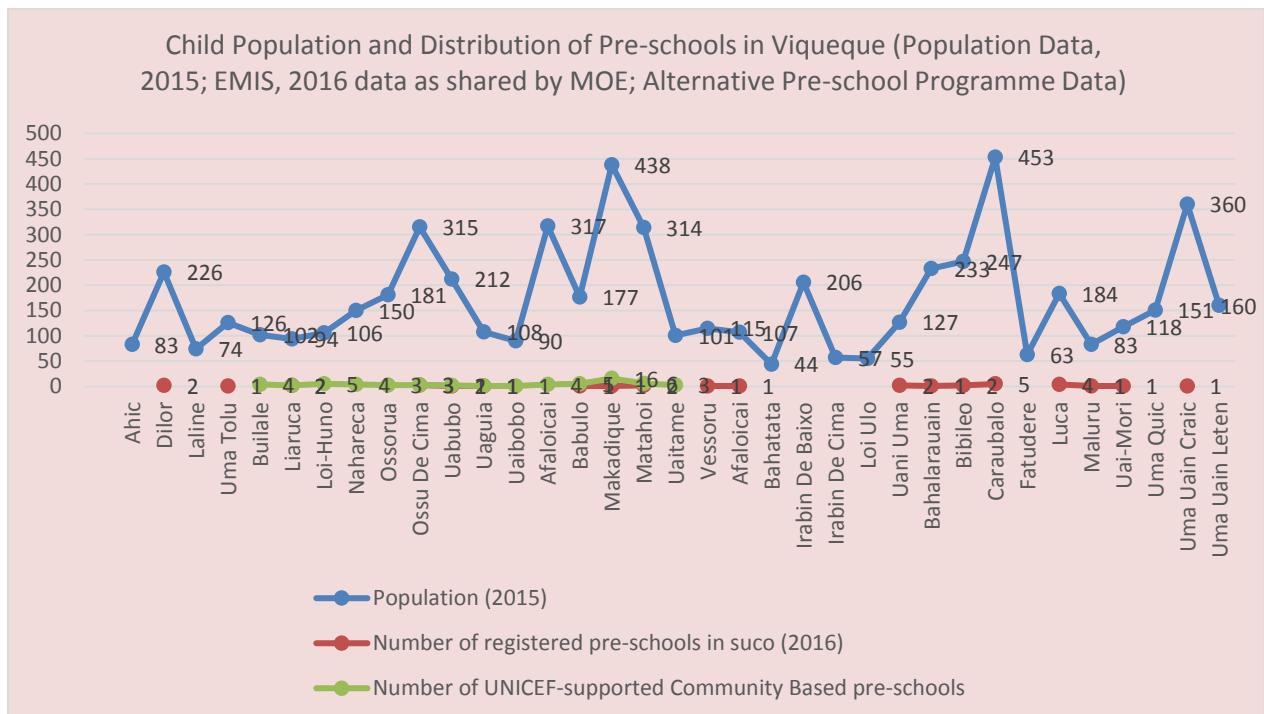
The following table provides information on other key indicators for alternative pre-schools (community-center and home-based).

Table 10 Coverage and Equity Indicators

Indicators	Ermera	Viqueque
Number of Alternative Pre-schools	64 (25 Centre-Based and 37 Home-Based)	59 (33 Centre-Based and 26 Home-Based)
Number of Children Enrolled	1,470 (Girls: 724; Boys: 746)	1,632 (Girls: 831; Boys:801)
Number of Facilitators	123 (Female- 75, Male- 48)	104 (Female- 86, Male- 18)
Alternative Pre-school to Child ratio	1: 23 (approximately)	1: 28 (approximately)
Facilitator to Child Ratio (one classroom has at least 2 facilitators or more)	1: 12 (approximately)	1: 14 (approximately)

Each alternative pre-school has 2 or 3 facilitators which ensures a low adult-to-children ratio allowing a facilitator to look after a smaller group of children. However, the class is a multiage setting and both facilitators teach all the children together, sometimes by taking turn or sometimes by dividing tasks. In contexts where there is only one alternative pre-school in the neighborhood and the nearby Aldeias do not have pre-school facility apart from the alternative pre-school, one pre-school in that case ends up catering to 35-40 children as children from the nearby Aldeias also come to attend the programme.

*Figure 6 Enrolment across Types of Pre-schools*
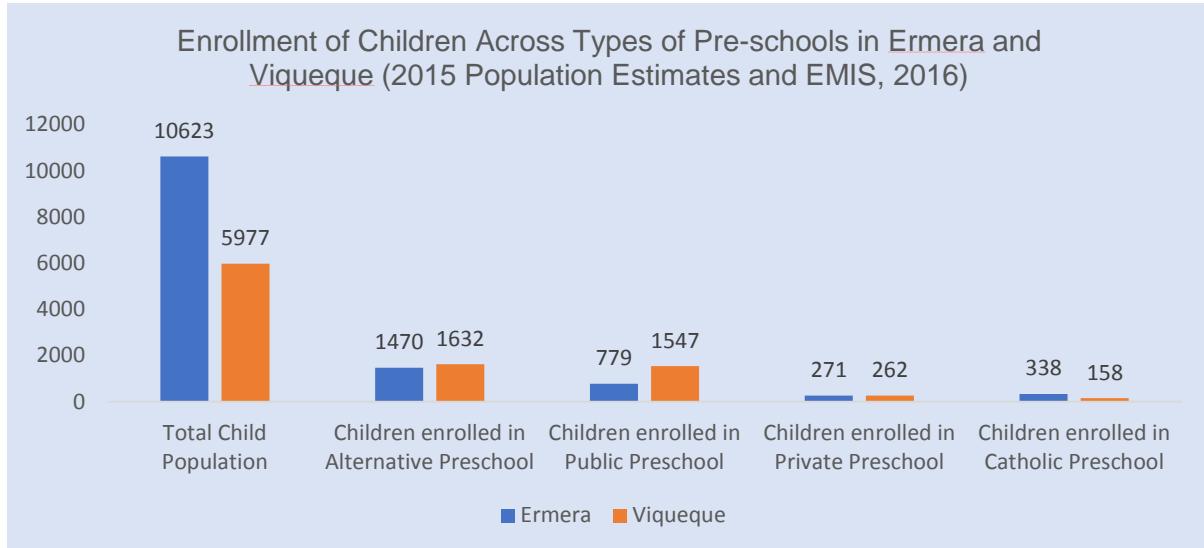
Figure 7 Age-wise Enrolment of Children in Viqueque and Ermera (December, 2016)
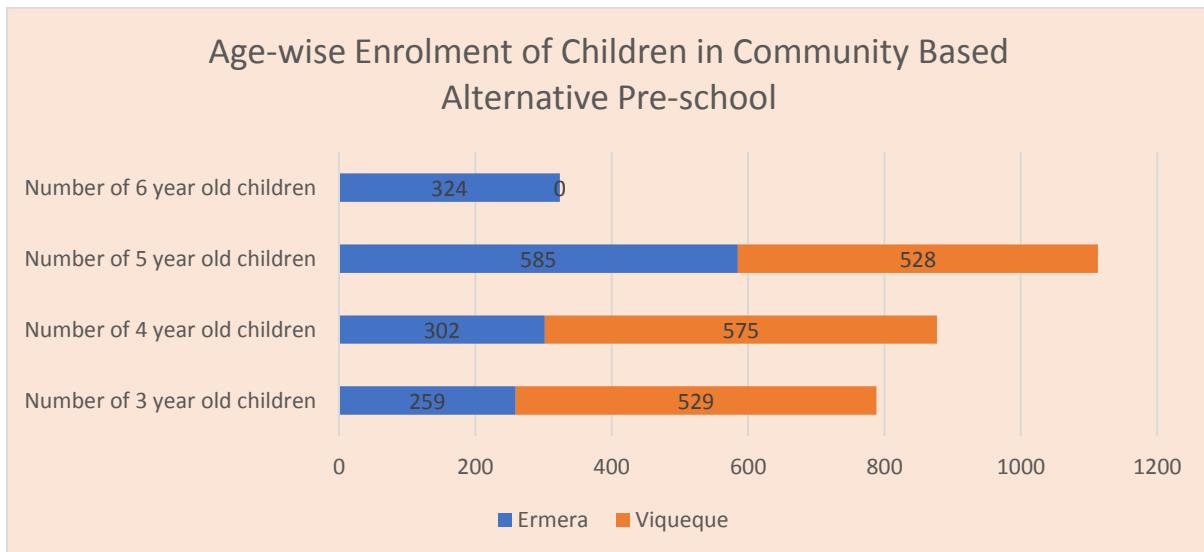
It is observed from Fig. 7 above that alternative pre-schools are enrolling a higher proportion of children in both the municipalities, and specifically in Ermera the number is significantly high compared to other types of pre-schools. One factor that explains this trend is that, the children the neighbouring Aldeias, where there are no pre-school facilities come to attend the nearby community based alternative pre-schools which increases enrollment. Figure 4 highlights significant number of 3-year-old children attending the alternative pre-school. These children in multiage classroom setting are receiving same programme, which is meant more for school preparation. Given these significant numbers, the project design may need to be adapted in way that provides more age-appropriate learning opportunities for 3-year-olds. It may also be noted that there are several over age children attending pre-school and this is in Ermera. During the field visits the same situation was observed. The reason behind this kind of pattern is that some of the children once they enter primary school is unable to cope with the formal education practices and hence due to this learning crisis they drop out and go back to pre-school. This brings forth the importance of early grade school readiness programmes for primary grade children for smooth transition into formal education.

The following figures provide a more in depth analysis of the distribution of pre-schools across sucos in each of these municipalities, which provides insight on the nature of coverage within municipalities.

Figure 8 Distribution of Alternative Pre-schools and Enrolment of Children in Viqueque (December, 2016)
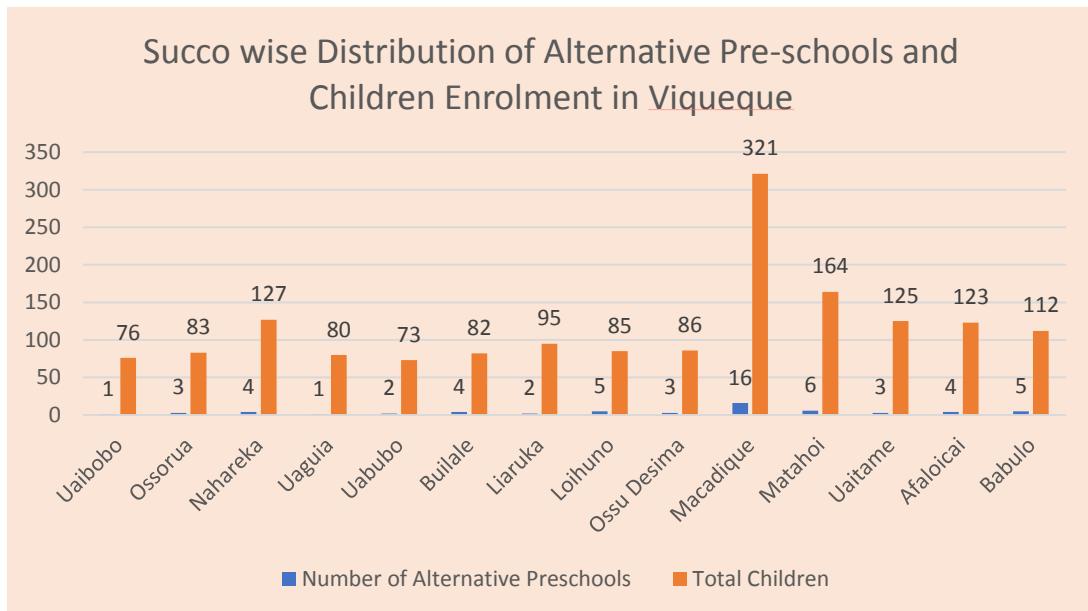

Figure 9 Distribution of Alternative Pre-schools and Enrolment of Children in Ermera (December, 2016)
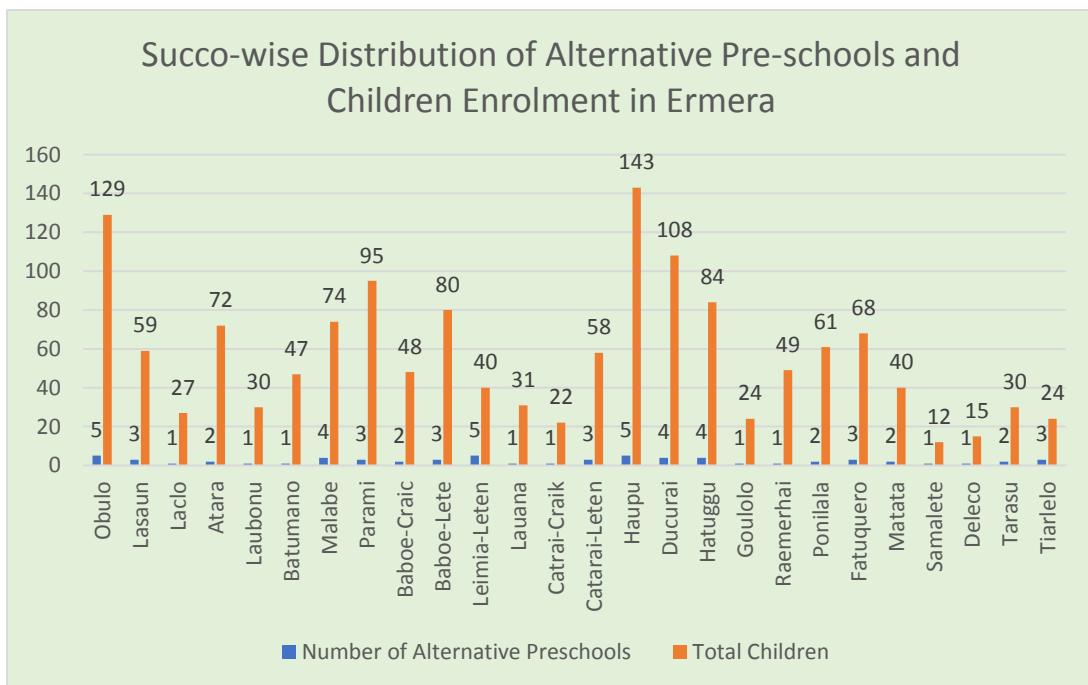
In terms of equity, the following factors have been considered in the programme design and these factors have contributed to creating equitable access for children:

- **Inclusion of parents/caregivers' voices and opinions in the design of the project** based on results of needs assessment conducted with parents. This included the language of instruction consideration, desire to have accessible pre-schools in terms of geographic locations, and desire to have pre-schools, in general.

- **Inclusion of gender considerations.** For example, parents were concerned with children, especially girls, walking long distances to school which is why in remote areas children did not go to school. This element was considered when determining locations for the alternative pre-schools and especially influenced the design of the home-based model in mountainous and remote communities. Both male and female caregivers have been encouraged to support their young children's learning through mobilization and parenting sessions. Both male and females were encouraged to be the pre-school facilitators.

- **Making language considerations on a case-by-case basis** to determine the language of instruction for the pre-school was identified during the needs assessment with parents. Depending on the community, some parents wanted the mother tongue whereas others preferred Tetum because it was a unifying language where there were more than one ethnic groups co-existing. Currently facilitators are using the mother tongue to teach, but the materials are in Tetum, English and Portuguese. However facilitators are explaining the content in the mother tongue which makes it easy for children to understand.

- The project also followed a participatory and inclusive approach to build social cohesion in the community. During community mobilization, for example, community leaders and members would decide the geographic location of the pre-school instead of it being pre-determined to come to consensus about where to locate pre-schools for the area's children.

The following figures would highlight the gender wise situation in each municipality in terms of access and enrollment in community based alternative pre-school.

Figure 10 Gender-wise Enrolment in Alternative Pre-schools and Enrolment of Children in Ermera (December, 2016)
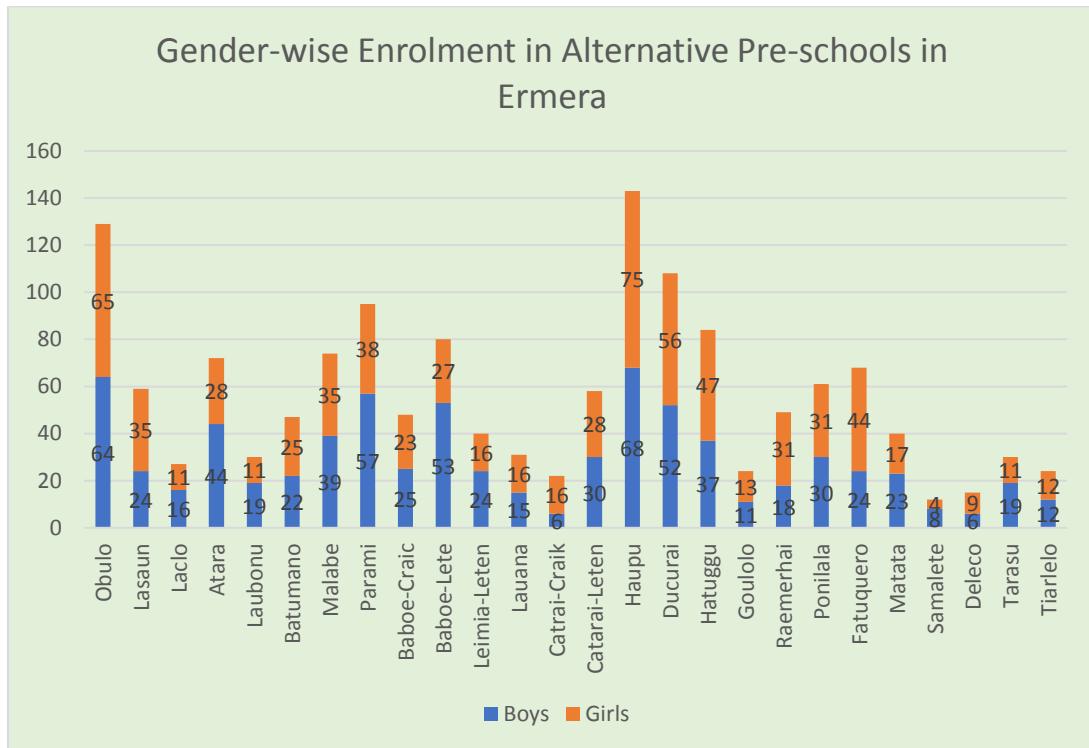
Figure 11 Gender-wise Enrolment in Alternative Pre-schools and Enrolment of Children in Viqueque (December, 2016)
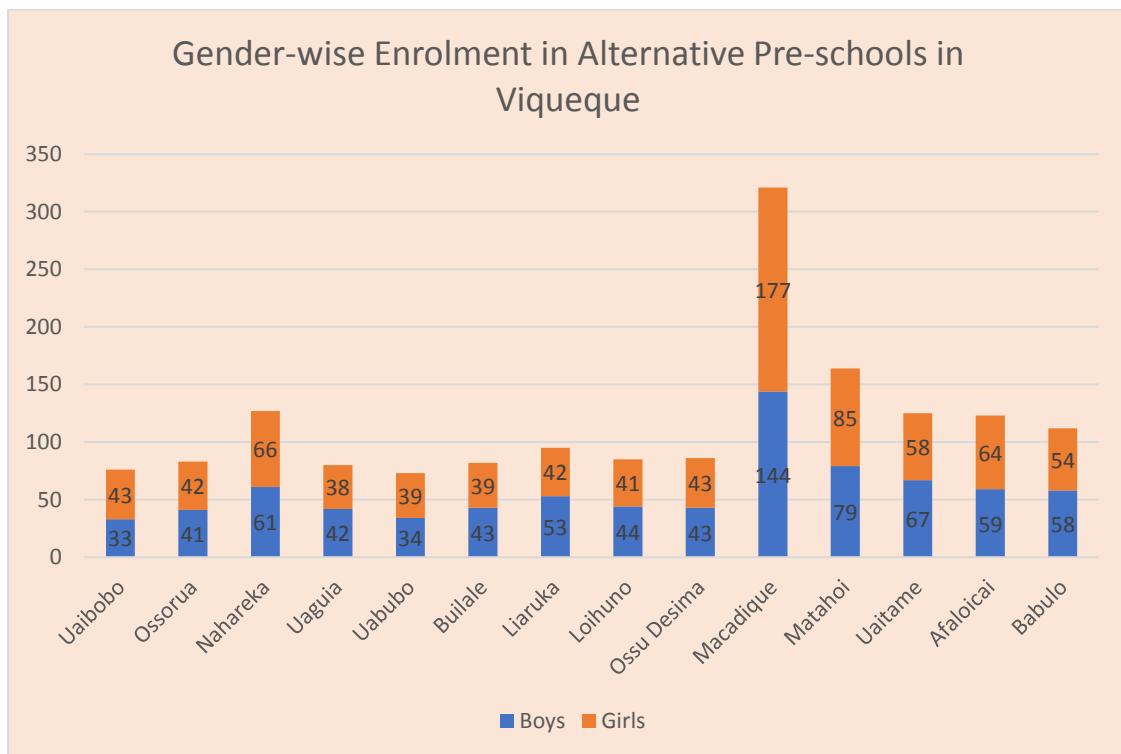
The 2015 population estimates show the following gender wise distribution for boys and girls in the 2 municipalities:

1. Viqueque- 3341 girls and 3667 boys
2. Ermera- 6316 girls and 6615 boys

If we compare we see, the difference between number of boys and number of girls is marginal although in both municipalities number of boys are higher (299 in Ermera and 326 in Viqueque). During the interviews in the select aldeias, it was observed that all boys and girls from each of the respective aldeias are enrolled in the community based alternative pre-schools. Figures 10 and 11 given above highlight equitable access of pre-school education in community based alternative pre-schools for both boys and girls in Ermera and Viqueque. This is strongly related to the classroom quality of the alternative pre-school programme, which provides safe and non-discriminatory learning environment and pedagogical practices, which allows for all children to participate equally.

There is current no programme data available on number of children with special needs enrolled in the programme. While this is important, considering early childhood is a crucial period for early detection of disabilities in young children, it must also be understood that facilitators need more focused training on identification and onsite support from special educators to correctly identify children with special needs.

QUALITY ASSURANCE AND MONITORING

This third policy goal (Quality Assurance) consists of Quality Standards (Classroom Quality, Programme Standards) and Monitoring Mechanisms as below.

End of Project Review Findings

- Enabling Environment (Legal framework, Coordination , Finance)
- Implementation (Scope of Programme, Coverage, Equity)
- Quality Assurance (Monitoring Mechanisms and Quality Standards
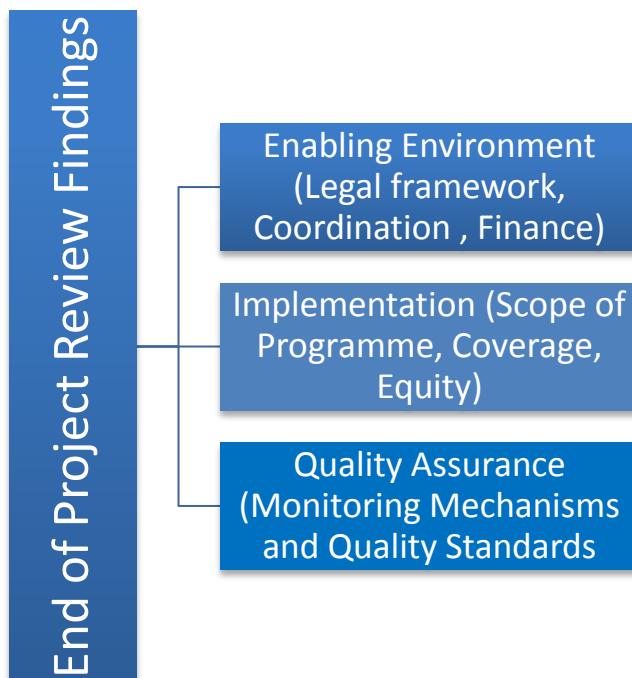
Classroom Quality:

The 6 classroom observations conducted across Ermera and Viqueque municipalities as discussed in the methodology, highlight that the activities in most of the classrooms predominantly focus on building literacy and numeracy skills of young children. The activities also include songs, dance and rhymes which address the creative/aesthetic domain. However, there are limited learning opportunities under gross and fine motor and cognitive (thinking/reasoning) domains. One of the reason behind this is that pre-school is understood as a preparatory level for primary school and hence children are expected to learn concepts which they would otherwise learn in primary level. The alternative pre-schools use a variety of locally sourced materials like stones, sand pits, crop and fruit seeds, but most of these used for developing numeracy skills.

Figure 12 Time Spent on Classroom Activities in 6 Alternative Pre-schools in Ermera and Viqueque (Data Collected in February, 2017)
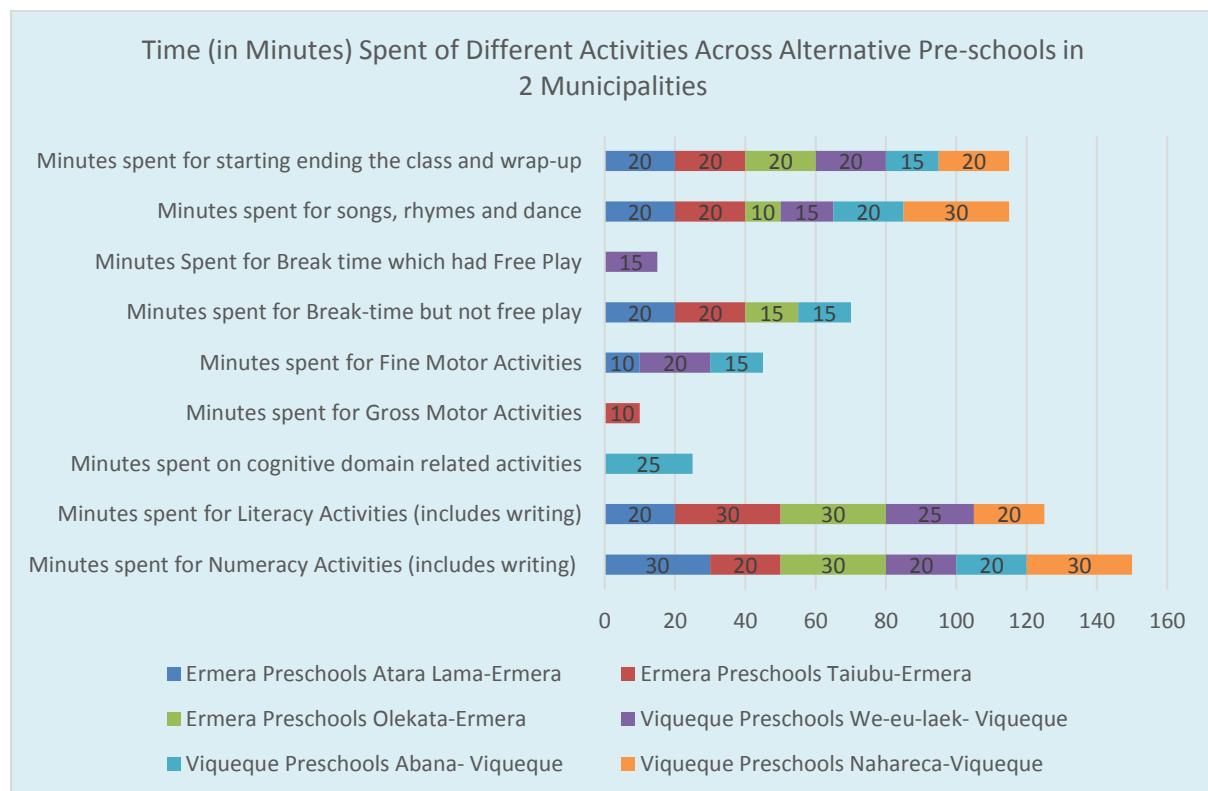
The graph above shows the distribution of time across different activities in the 6 alternative pre-school classes across Ermera and Viqueque. These were recorded during the classroom observation. A higher proportion of time is allotted for numeracy and literacy activities and this is followed by songs, rhymes and dance. There is no marked difference in terms of classroom activities across the alternative pre-schools and the patterns are similar in all 6 pre-schools. The table below provides detailed analysis of the classroom observations.

Table 11 Detailed Classroom Observation

Concept	Synthesis of Observation from 6 Classrooms
Infrastructure – Physical Setting	The pre-school class begins at 8.30/9.00 AM across both municipalities and continues for 2 hours with a 15-minute break in between. Classes

Concept	Synthesis of Observation from 6 Classrooms
	are held 3 days a week. On average, there are 2 facilitators who would arrive early to organize the materials for the class.
	The classes are held in community centres or in the premises of the SMC member's house (where community centre is not available). The physical setting is safe, with open spaces to allow for sufficient light and fresh air and separate storage space for facilitators.
	There are no attached toilets (as these are community centres or porch areas of people's house), but children do have access to private toilets in neighborhood (some community member's toilet). Availability of continuous running water is an issue; however storage facilities are there, with soap for hand washing. But toilets in all cases are not clean and these are not child friendly toilets, but the ones which adults use. Drinking water facility is not available mostly and mothers bring water for children from home during the break time or some neighboring community members would provide drinking water, the quality of which is hard to determine.
	There are no immediate hazards near the pre-school, except for during the rains the road conditions become difficult even for short distances. Children sit on mats on floor and they would most be seated in assembly line.
Learning/Play Aids, Programme Schedule, and Class Arrangement	Materials comprise of black boards, flipcharts, alphabet written boards (alphabets written in Tetum, Portuguese and English) locally sourced materials like stones, small sand pits, grains, maze seeds, picture charts, story books and stationary items.
	One set of materials is provided to one alternative pre-school in a year. The locally sourced materials are made by the facilitators. The facilitators mentioned that they follow day wise lesson plan which they make every day (but there is no record available).
	They start the day with taking attendance of children. Children keep coming to pre-school at different points in time. While most children come by 8.30/9.00 AM some of the children keep coming (5-6 children observed in 4 centres) till late which does not allow them to go through the whole day's schedule.
	The classroom is a multi-age classroom with 3 to under 6 year old children, but they follow the same curriculum which is the curriculum formulated by MOE. The activities are heavily focused on learning numbers, alphabets, words and similar literacy and numeracy concepts. This is also because pre-school is perceived as preparation for primary.
	There are also adequate song and dance activities and children are more attentive in these activities. The activities are either individual based or involves the whole group, no small group activities like choosing play corners etc. The same activity is conducted for all children, hence not age appropriate for 3 year olds.
	The classroom is organized well, with all displays at the height of child's eye level, children drawings are displayed and all pictures charts as

Concept	Synthesis of Observation from 6 Classrooms
	well. Story books are not used much and there could be two reasons behind this. Firstly one set books are given, hence facilitators don't want to overuse the books and secondly the books are in Tetum and the facilitator may be using the local language, so it would be additional efforts for the facilitators to translate and tell the stories to the children. Adequate usage of local materials like bottles filled with sand, maze seeds, small sand pits, but these all used to teach alphabets and numbers. Limited opportunity for outdoor play as in the hilly terrains, safe play spaces are not always available. In the plain land areas this is not an issue and children play during break time.
Class Composition	As discussed earlier, the classes have a mixed age group of children, from 3 years to 6 years of age. The classes are supervised by at least two facilitators thus for one facilitator, there are 14 children on average. This number would be lower where there are 3 facilitators.
Personal Care, Hygiene and Habit Formation	The handwashing facility is there in the toilet which would be away from the pre-school centre. The facilitators or parents accompany the children when they would have to go the toilet. Most of the children in class are well groomed and if some children are not facilitators would advise the parents to send their child properly groomed. There is no meal served in any of the pre-schools. In one pre-school in Ermera where the SMC member prepares food and serves it in her house, the children go their accompanied by the facilitators, washes their hands and they eat on their own.
Language and Reasoning Experiences	This is a significant part of the classroom transactions. The emphasis is on receptive language, as mostly the facilitators would say numbers, alphabets and words and children would repeat after them. The number cards have the number written in Portuguese, English and Tetum which could be complex especially for 3 to 4-year-old children. Facilitators use the language that children speak. Most of schedule of a day is spent teaching alphabets and numbers. Activities include individual children coming over to the board and writing alphabets (small and capital letters) and numbers. For numeracy children have activities like identifying numbers from board/chart or counting maze seeds and bottle caps. Children do not have sufficient opportunities for peer interaction or for asking questions or for free discussions.
Fine and Gross Motor Activities	Most gross and fine motor activities are guided indoor activities. For example, taking a crayon and drawing the contours of one's palm, or playing with ball inside like throwing the ball at bottles where a number is written. There is free interaction between boys and girls and all children sit in mixed groups, there was no observed gender-based discrimination made by the facilitators. Outdoor play is mostly seen in pre-school in the plain areas where there are provisions for outdoor play and children play during the break time.
Creative Activities	There are plenty of opportunities for creative development, as the sessions have several scopes for children to sing songs, perform dance with songs and practice rhymes with actions.

Concept	Synthesis of Observation from 6 Classrooms
	Children can sing songs in local language and they enjoy this part of the schedule the most. These are only group activities, whole class as a single group and children eager participate.
Social Development	Children's response to facilitators, other adults is welcoming. Facilitators greet each child when they come to class and children also do the same even with strangers. In all pre-schools, they do a prayer in a group or sing a song in a group before leaving and would say 'goodbye'. Children in all the pre-schools thus display pro-social skills. Facilitators treat children with respect and try to support a child who would not feel comfortable. However, social interaction is not a part of any activity and free social interaction can be developed as an activity in the lesson plan.
Facilitator's disposition	Facilitators can provide a non-discriminatory learning environment and create a space where children feel psychologically secured and safe. However, due to their inadequate knowledge and training in special needs, facilitators are unable to include children with special needs in any of the activities. These children get left out.

Quality Standards

The training manual for Training of Trainers outlines quality standards. The standards cover areas like physical infrastructure, safety, hygiene, local materials and child centered approaches. The following are the set of standards:

1. *General Pre-school Environment Ensures Safety & is an Adequate Space for All Children's Learning*
   a. Classroom is well-lit
   b. Classroom is ventilated
   c. Indoor and outdoor learning and lay areas are safe and clean (i.e. free of garbage, feces, sharp objects, etc.)
   d. Adequate places are available for all children to sit indoors (i.e. mats, chairs made by parents/caregivers from local materials)
   e. Adequate space is available for all children, independent of disability or sex, to learn and play indoors & outdoors
   f. Wall or gate (may be made with local materials) surrounding pre-school is available if near main road, water source, or steep cliff
   g. Children are accompanied to and from pre-school environment by parent/caregiver
   h. Facilitator uses positive discipline methods

2. *Pre-school Environment Ensures Basic Hygiene*
   a. Locally made latrine or toilet is available on the premises or is less than ten minutes' walk away for children walking (accompanied by adult parents/caregivers)
   b. Locally made handwashing station and potable drinking water are available on the premises (i.e. boiled water; may brought by parents/caregivers and/or facilitators)

3. *Pre-school Facilitator Ensures the use of Child-Centered Teaching Methods and Adequate Access to Local Learning Materials*
    a. Adequate local learning materials are available for all children, independent of disability or sex (i.e. cardboard, stones, leaves, empty plastic bottles, coconut shells, sand, etc.)
    b. Facilitator uses child-centered teaching methods appropriate for pre-school-age children (i.e. developmental play corners, group/pair work, etc.)
    c. Facilitator uses an adapted, approved version of the Ministry of Education's Pre-school Curriculum with core learning materials (i.e. storybooks) in line with the Ministry of Education's Pre-school Curriculum

The standards are at basic level, developed keeping in mind contextual relevance. Alternative pre-school observations reveal most of the standards are being adhered to, except for two areas which are (a) toilet facility and (b) usage of child-centered teaching methods. Although toilets are present, it is difficult to ensure cleanliness due to limited supply of water. In terms of child centered methods, the standard talks about play corners. This is a challenge because (a) the facilitator does not have the technical knowledge of planning play corner and using the same (b) space is a constraint especially in home based setting. These standards as guiding principles would be beneficial for the alternative pre-schools in order to ensure a level of preparation for licensing when MOE would set up the criteria.

Monitoring and Onsite Support

The programme monitoring for the community center-based and home-based alternative pre-schools involves a three-level process. The field level monitoring of the alternative pre-schools is conducted by IMI and KDP in Ermera and Viqueque, respectively, which is closely monitored by Alola. The data is collected from field and reported back to Alola foundation and Alola foundation organizes the data and shares it with UNICEF accompanied with a narrative field report. UNICEF further prepares bi-annual monitoring reports and the same is shared with New Zealand Embassy. Data from the field is being collected using a tool which has been developed by UNICEF and this tool is based on the monitoring tool that the MOE has developed for monitoring public pre-schools. The review of the monitoring mechanisms and the tools used brings forth the following points:

1. The monitoring process as per programme design involves collection of data on parameters like enrollment and attendance of children and detailed classroom observation. The classroom observation format is divided into different components which are the domains of child development with detailed set of indicators under each component. The observer is expected to check whether each indicator is met or not and record observations against each indicator. While the tool is very comprehensive in approach, the number of indicators for observation makes it complex, especially for field level staff as the field organization has very limited capacities and experience in pre-school education. Secondly, while the classes go on in a sequential manner, it is not in the same sequence in which the indicators are listed, hence observation and concurrent reporting becomes a complex task. The observation is easier if the class is recorded as it is and the indicators are analyzed later based on what was observed in class.

2. The recording on indicators for classroom observation is more based on observer's perception and understanding. There is no option in the tool through which data can be triangulated.

3. The tool does not capture child's participation, i.e. hours spent in the programme, which is a crucial element to capture to understand the impact of quality on learning level.

4. Currently, the monitoring data is not being analyzed and used to inform decision making for example planning refresher trainings. Refresher trainings are being planned

based on the field organization's perceptions during their visits, and not strictly on the data. While field visits do provide opportunities to understand the training needs of the facilitators, more specific insights can be gained by analyzing the monitoring data.

5. One key elements of monitoring is to provide onsite support and feedback to facilitators. Currently, the facilitators are not receiving this support at all in Viqueque, and in Ermera the support is very limited. One of the main reason behind this is low capacities of the implementing organizations and these organizations do not receive any refresher training. For example, the facilitators need support with lesson plan, but they have not been able to receive any support from the organizations. Secondly an important area is record maintenance, this is an aspect not being captured during monitoring visits, nor is any support being provided to facilitators.

6. As per the initial programme design, 10 field officers were posted in each municipality for monitoring the alternative pre-schools. However, from January, 2017 due to reduction budget, the number came down to 4 field officers and 1 programme manager in each municipality. This has affected the monitoring processes in terms of not all centres are being monitored every month. Secondly there was no re-planning or re-strategizing done for monitoring to allocate the limited resources (manpower) in way so that the monitoring remains effective. Also, it cannot be concluded that with 10 field officers the quality of mentoring was high, because these field officers were not trained enough in pre-school education and therefore apart from physically visiting the centre, the quality of data being collected had bene the same as it is now.

7. There is immense delay in reporting of the data collected during monitoring. It has been reported that data is shared with Alola almost one in 6 months' time and sometime once in a quarter. It is important that data is reported every month. Currently the classroom observation format has a set of indicators which the field level organizations have to observe during classroom observation. They may consider to use the classroom observation format of pre-school observation tool (attached in the annexure) and data on this format may be collected every quarter for all pre-schools. This would enable in capturing data on important parameters like: (a) time spent on each of domain specific activities (b) the way facilitators are organizing activities, through individuals, groups and small groups (c) children's participation in activities (d) learning opportunities and (e) frequency of usage of materials. This may be a quarterly exercise and data could be reported in this format.

8. Alola's role has been limited to providing training, collecting the monitoring data from IMI and KDP and conducting some joint visits along with 2 organizations. There is scope here for Alola to carefully monitor and track the monitoring plan of the 2 organizations and the quality of data that is being collected. Some of the areas that would require more focus would be the exact number of visits undertaken, the activities undertaken during the visits, the way data is being collected and reported, the way some of the budgets are being disbursed for example payment for mobile phone reimbursement of 20 USD to each facilitator per month, etc.

9. Bi-annual monitoring reports are prepared by UNICEF and submitted to the New Zealand Embassy as part of tracking the project progress. The bi-annual report focuses on different components being supported under pre-school education which includes alternative pre-schools. Apart from bi-annual reports, joint review meetings and periodic monitoring visits involving MOE have also been carried out.

In the following section, the review exercise presents two case studies in order to probe deeper into 1) Community initiative in securing government funding for pre-school and 2) Individual child's experience in alternative pre-school (Human Interest Story).

CONCLUSIONS AND LESSONS LEARNED

The review of the community-based alternative pre-school project reached the following conclusions. While this project review is not considered as an evaluation exercise, OECD-DAC standard evaluation criteria (relevance, efficiency, effectiveness, sustainability, and impact) are used to capitalize key findings in addition to other criteria such as "equity"

Relevance (Relevance refers to the extent to which the activity which has been funded is suited to the priorities and policies of the country, target group, recipient and donor as well as global agenda.)

- The alternative pre-school project is well contextualized and aligned with the legislative frameworks of Timor-Leste and aims to support the government meet the targets of the NESP 2011-2030 and the National Pre-School Policy, i.e. to provide equitable access to quality pre-school education to all children in the country. This target is also well aligned with Sustainable Development Goal 4, particularly target 4.2 "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education".

- The intervention responds to the need and aspirations of caregivers for pre-school education, as the community now feels their children are better prepared for primary school and community-based pre-school provides a safe learning environment on which they can depend on. One of the most important objectives that has been achieved is that children now have access to pre-school in their neighbourhoods within a one kilometer radius.

- The project ensures that the curriculum for the alternative pre-school is aligned with the national pre-school curriculum. Flexibility, however, is given to the facilitators to create their session plans using as reference the MOE issued pre-school lessons plans as part of the curriculum. Alola has developed lesson plans to support the implementation of the curriculum. However during field visits it was observed facilitators were not using structured lesson plans and they did not maintain any record of the lesson plans that they have earlier used.

Efficiency (Here efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs in the activity.)

- The alternative pre-school presents a low-cost model of delivery. The per person estimates of the alternative pre-school center and home-based models is much lower compared to the per child estimates of public pre-schools as provided in the Five-Year Costed Action Plan for the Implementation of the National Policy Framework for Pre-school Education in Timor-Leste. It may also be seen that costs like facilitator's salary, school grant, school feeding are not covered in the alternative preschool model. In addition to that, the cost for the school building is not incurred as the alternative pre-schools operate in community centres or houses of community members. The alternative pre-school education model provides a case of equitable access to low cost early learning opportunity, especially for children in remote areas.

- In preparing the design of the alternative pre-school models, a review and consultations were undertaken looking at the existing models in and outside of Timor-Leste. Three models were then presented in a workshop (held in 2015) to all partners to discuss the models' strengths, challenges, opportunities, etc. This also improve the degree of relevance of the selected models according to the context of Timor-Leste. The discussions from the workshop's small groups and plenary discussions were used to refine and finalize the three models as discussed above in order to maximise local resources.

- Geographical mapping of all existing public, private (including Catholic) and other community-based pre-schools was carried out in order to determine which areas to target for the alternative pre-schools. The population of 3 to 5 year olds in these areas were also considered. This enabled the government and partners to see, for this first time, all the various types of pre-schools that existed and where they were located.

Effectiveness (A measure of the extent to which the objectives have been achieved and the major factors influencing the achievement and non-achievement of objectives)

- The project has contributed in (a) giving access to pre-school education to children in remote areas; (b) developing a shared understanding of the importance of pre-school among community members, through effective usage of community leaders, like chief of Suco (village) and chief of Aldeia (sub-village) as advocates; and (c) giving opportunity for children to improve school readiness thus facilitating a smoother transition to primary education.

- Center- and home-based alternative pre-schools have adequate number of facilitators and maintain recommended facilitator-to-child ratio (1:14 approximately). This would enable facilitators to give more attention to children.

- After one school year of operation, a total number of 1,225 children (582 in Viqueque and 643 in Ermera) have graduated from the community-based alternative pre-schools and enrolled in Grade 1 as of January 2017.

Figure 13 Distribution of Children Who Graduated from Alternative Pre-school and Moved to Grade 1 in Ermera,

57

Number of Children who graduated from CB Alternative Preshcool and moved to Grade 1 in Viqueque
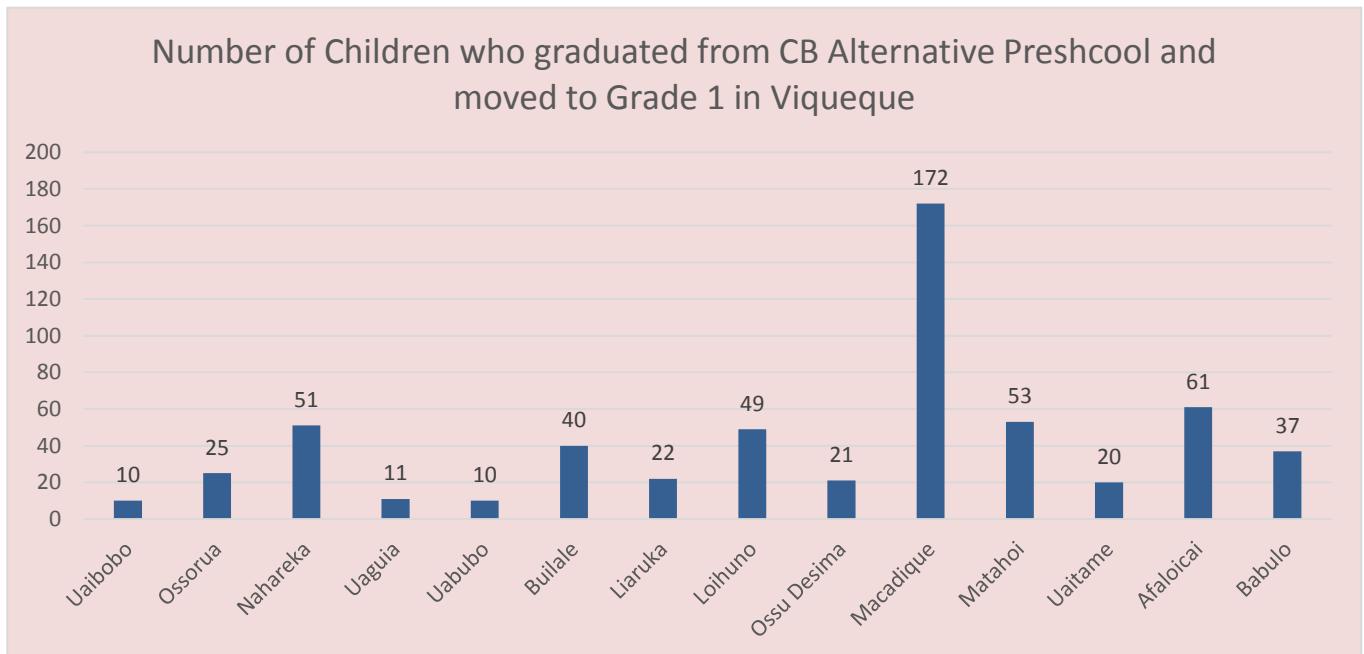
- The project has been successful in developing local leadership and strong commitment among community members for pre-school education. This is evident in the various community initiatives around alternative pre-schools and involvement of the chief of Suco and chief of Aldeia as SMC members.

Equity (Here equity means that the activity ensures all children and other beneficiaries receive opportunities, without discrimination, bias or favoritism.)

- The alternative pre-schools provide early learning opportunity for both boys and girls in Ermera and Viqueque Municipalities who otherwise would not have access to a pre-school within a one- to two-kilometer radius. In all the Aldeias visited during the fieldwork in the two municipalities, it has been observed that all children in the Aldeias who are in the age group 3 to below 6 years are attending the alternative pre-schools. In Viqueque, the proportion of girls' participation is higher than boys (population of girls is 3,341 and population of boys is 3,667 in Viqueque) and in Ermera the class composition is 50 per cent boys and 50 per cent girls on average (population of girls is 6,316 and population of boys is 6,615).

- The class environment of the alternative pre-school provides a safe and non-discriminatory learning environment and pedagogical practices that allows for all children – both boys and girls - to participate equally.

- Both male and female caregivers have been encouraged to support their young children's learning through mobilization and parenting sessions. Both male and females were encouraged to be the pre-school facilitators.

- It is also understood through the human-interest story case study and interviews with community members that the alternative preschool has provided confidence to the mothers of young children that they can leave their children in the alternative preschool

as it is a safe space and this has enabled the mothers in the community to go for their daily work in fields without being worried. Thus, the alternative preschools has encouraged mothers in the remote Aldeias to go out for work.

- Out of 123 facilitators there are 66 male facilitators teaching in the alternative pre-schools. The project has thus achieved a gender balance in terms of the number of facilitators.

- Although the use of local languages and Tetum as languages of instruction is encouraged in line with the National Pre-school Policy, the language of instruction for each class was decided on a case-by-case basis identified during the needs assessment with parents. Depending on the community, some parents wanted the local language to be used whereas others preferred Tetum because it was a unifying language where there were more than one ethnic group co-existing in the community. The learning materials are in Tetum, English and Portuguese same as the pre-school learning materials issued by the MOE. However, facilitators are currently explaining the content in the local language making it easy for children to understand.

- There is currently no data available on number of children with special needs enrolled in the programme. While this is important, considering early childhood is a crucial period for early detection of disabilities, it must also be understood that facilitators need more focused training on identification and onsite support from special educators to correctly identify children with special needs.

- The pre-schools located in hill regions do not have space for free play outside the community-center or the home used for classes. Toilet and drinking water facilities continue to be a challenge due to inadequate water supply, especially in remote areas where alternative pre-schools are implemented. Where water is available, it is not always safe for drinking. Parents are encouraged to bring drinking water for the children in these areas.

Sustainability (Sustainability is concerned with measuring whether the benefits of the activity are likely to continue after donor funding comes to an end.)

- The low per child costs of the community center- and home-based alternative pre-school models allows for further scale up of the models. The use of locally sourced materials and the community driven volunteer based approaches like using volunteer facilitators, SMC members act as support from community in running the initiative lowers the costs. This finding also address efficiency.

- Currently, the MOE is planning to roll out the licensing and accreditation of all pre-schools, including community-based pre-schools as per Diploma Ministerial 8/2016. This provides an opportunity for the community center-based and home-based alternative pre-schools to secure a license and accreditation. It also provides them a pathway for integration to the public pre-school network and eventually receive funding from the government. The IFM being an informal learning does not meet the criteria for licensing.

- Currently, the MOE and municipal governments are not directly engaged in the monitoring of the alternative pre-schools. This is an area which would need to be strengthened further to enable the pre-school inspectors to closely engage with the monitoring of the alternative pre-schools also in line also with the MOE's plan to introduce a licensing and accreditation system as part the government's regulatory function. The plan for sustainability may include UNICEF's support to the MOE (Inspectorate General's Office) and municipal governments to set up a system to include the monitoring of alternative pre-schools.

- Community initiatives like securing National Village Development Programme (*Programa Nasionál Dezenvolvimentu Suku*/PNDS) funding in Olekatta Suco, Ermera for building a community pre-school centre, provide experience-based learning to other communities for them to follow the steps and apply for PNDS funding. There are also examples of Aldeias (hamlets /sub-village) where community members are contributing funds to construct a pre-school, for example in Watuwanloley in Viqueque. The total amount collected through community contribution is US$ 500 till now (the total cost of the pre-school centre is estimated to be US$ 700). Community has also contributed resources like wood and lunch for the construction workers.

- The Individual Family Model (IFM) covered 102 children (54 girls, 48 boys) from 72 households in three communities in Ermera Municipality. The model is based on the premise that parents are the first educators of children. This household-based model was implemented in extremely remote areas with dispersed populations, where access is a major challenge. The parents received training from home visitors (11 home visitors). Parents would conduct learning sessions in their home settings for their own children. One of the major challenge of the project has been high costs of programme delivery. This model falls under the category of informal education and therefore not under the regulatory function of the MOE. The implementation of this model ended in October 2016 although parents can continue the informal learning with their children as they still have the learning materials. Given the higher costs, the sustainability of this model is a challenge.

Impact (This involves the main impacts and effects resulting from the intervention on the local social, economic, environmental and other development indicators.)

- The alternative pre-schools have been operational for just one academic calendar, i.e. from January to December 2016. Considering the alternative pre-schools are recent, it is premature to measure impact at this stage. Baseline data however have been collected which provides a comparison if a rigorous evaluation is conducted after three to five years of implementation[21].

Others (This outlines the remaining conclusions which highlight some of the key areas in the programme which would need further support)

- The facilitators would need more technical support for conducting daily class sessions. Some challenging areas for them are developing and executing lesson plans and maintaining records. Facilitators also do not receive training on identifying children with special needs.

- In terms of child centered pedagogical practices, currently the play corners are not being organized in all centres and one reason for this is limited space. Group activities involving the play corners are not being organized and this is an area where facilitators need more support. Facilitators are not using story books on a regular basis as they receive one set of books and they do not want these to get damaged. In view of this, more learning materials were procured for 2017.

- Implementing field organizations IMI in Ermera and KDP in Viqueque are not receiving refresher trainings, which is crucial, to build their capacity so that they can provide supportive supervision to facilitators.

- Facilitators use academic assessment method which involves making oral tests and giving marks. There is need for technical support and training in this area to move to a comprehensive and continuous assessment system which is not academic and test based in order to support holistic development of young children.

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[21] A baseline study for public pre-schools and community-based alternative pre-schools which assessed children's developmental levels was conducted at the end of 2015 and beginning of 2016 respectively. Both reports were finalized in 2016..

- There is need to strengthen monitoring both in terms of timely data collection and utilization of data to inform programming like facilitators' refresher trainings. The current monitoring tool would also need to be simplified for data collection by field-based implementing organizations.

RECOMMENDATIONS

The goal of setting up of the alternative pre-school project is to ensure improved early learning and development outcomes among children aged 3 to 5 years through expanded access to early learning opportunities, especially in remote and disadvantaged communities. It is therefore becomes crucial to ensure these alternative pre-schools become sustainable institutions. While the objective of providing equitable access to pre-school education has been achieved through the community center- and home-based alternative pre-school models, there are key steps for different stakeholders which would need to be undertaken. The recommendations from the project review are presented for different stakeholders.

The following recommendations were presented to New Zealand Embassy on 27th March, 2017 and then to Ministry of Education on 31st March, 2017 for further consideration.

Ministry of Education (in collaboration with UNICEF and other Development Partners)

- The MOE with the support of UNICEF, New Zealand and other Development Partners may consider to continue to institutionalize mechanisms to absorb alternative preschools (center- and home-based) in the public preschool system. This can be initiated by bringing the alternative preschools under the monitoring of the MOE through the municipal government and the same could be supported by UNICEF in collaboration with MOE.

- It may be considered to develop a roadmap for sustainability for alternative preschools.

- UNICEF till now has been supporting the costs of monitoring for the alternative preschools through filed level implementing organizations. This is an opportunity for UNICEF and MOE to collaborate, where UNICEF can strengthen the monitoring component at municipal at municipal level and the alternative preschools can thus be covered under the monitoring of municipal governments.

- In context of decentralization in the country, the MOE may consider defining clear roles and responsibilities for municipal governments in terms of managing and supporting preschool education in the municipalities (including community-based preschools).

- The MOE may consider supporting select components of alternative pre-schools in a phased approach (training of facilitators, school grants, school meals, etc.) as discussed in the financing options section.

- The MOE may consider pilot testing and gather evidence/experiences on the proposed accreditation framework across different preschool models (including alternative pre-schools) and review and finalize the framework and integration process. Considering UNICEF has committed funding support to alternative preschools till end of 2019, the period from 2017-2019 could be utilized for pilot testing. Piloting would provide inputs for further planning (how the standards are working in different preschool models including alternative preschool in different settings).

- Develop a progressive pathway for pre-schools to adopt accreditation standards. Alternative preschools are in remote areas and therefore would benefit if clear guidelines and support is provided in terms of achieving the standards of the accreditation framework when it would be implemented. For example, a set of

indicators may be provided under each standard of accreditation and once the preschool meets those indicators, it would have attained that specific standard. Then the preschool may move to the next level. The Quality Rating and Improvement System (QRIS) used in the Head Start programme in United States may be reviewed as a reference.

- Develop incentive based financing option to encourage community driven initiatives. For example, if a community has built the preschool building through community funding or through securing PNDS funding, incentives may be provided to the preschool to encourage such initiatives. Clear criteria for incentivizing community initiatives may be developed in detail.

- Develop early learning and development standards (ELDS) which would be contextually relevant and linked to the pre-school curriculum. The ELDS would enable identification of age appropriate competencies of young children based on which assessment tools and training of facilitators can be developed.

UNICEF

- UNICEF may consider developing supportive supervision guidelines which would enable the field level implementing organizations to adopt a method for providing constructive feedback and technical support to facilitators during onsite visits. This may also be included in the training of the field level implementers.

- Develop appropriate strategies for advocacy with communities and local government to seek support through PNDS. This would involve the local leadership like chief of Suco, chief of Aldeia, SMC member, PNDS facilitator at suco and municipal government officers.

- UNICEF may consider continuing the parenting education initiative which has been recently initiated. However, it may be considered to include and involve multiple sectors which are working for young children like, nutrition, health, WASH and hygiene and other relevant sectors.

- An area that would need to be addressed further is children with special needs. There would need to be focused training for implementers and facilitators on identifying children with special needs and refer the family to the appropriate services. The training could focus on building the capacities of facilitators and implementers on developmental milestones. This would require developing appropriate training materials, frameworks and strategy for training facilitators on early identification of special needs

- UNICEF may consider to track the cohort (1,225 children) who attended the alternative pre-schools and are now enrolled in Grade 1 for school year 2017. The tracking may include following up these children and studying their retention and performance levels through primary (up to 8 years)

Alola Foundation- National Level Implementing Partner

- Encourage current community initiatives of supporting alternative pre-schools and promote cross learning across communities about these initiatives so more communities benefit from these experiences. This could be facilitated by organizing common meetings of facilitators and SMC members from different villages, planning field visits for facilitators and SMC members, etc.

- As MOE is preparing to implement the licensing and accreditation for pre-schools, it would be important to conduct capacity building sessions for field level implementing partners (KDP and IMI), facilitators and SMC members, so that (1) they can start preparing for licensing process; and (2) they have complete information on steps to be followed. This would need to be closely monitored.

- The training component needs to be strengthened by (1) introducing field-based practices; (2) introducing focused training on developing lesson plans and conducting age-appropriate assessments; and (3) by further strengthening capacities of implementers (KDP and IMI) for them to provide day to day onsite technical support/mentoring to CB pre-school facilitators.

- Analysis of monitoring data must be used to inform refresher trainings as this would enable the trainer to identify the potential gaps and challenges that facilitators are facing.

- The lesson plans must include age appropriate activities for 3-to 4-year-olds focusing on pre-literacy, pre-numeracy, socio-emotional and creative development. One facilitator may separately be attached to this group. For children 4-years-old and above, a range of activities on socio-emotional, logic and reasoning may be planned. They should gradually move from concept formation to literacy related activities. Facilitators need support in organizing play corners and small group activities using these play corners.

- Given a high proportion of 3- to 4-year-old children, strategies may be worked out to ensure one facilitator for the 3- to 4-year-old children. This would mean providing specific training to the facilitator on age and developmentally appropriate practices for 3 to 4-year-olds.

- Monitoring should include data collection on children's participation (number of hours child spends in pre-school) and number of sessions/classes held per week and duration. Attendance data may be collected both through head count and checking last month's attendance record and the same should be available for all pre-schools. Individual child's participation may be recorded by the facilitator (recording time of coming to pre-school and leaving) on a day to day basis.

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ANNEXURES

Annexure 1: Case Studies

The following Case Studies have been documented in order to probe deeper into 1) community initiatives in securing government funding for the alternative pre-schools; and 2) an individual child's experience in the alternative pre-school (Human Interest Story).

CASE STUDY ON PNDS FUNDING

Programme History: This case study focuses on the alternative pre-school where the community has successfully secured approval under National Programme for Village Development (PNDS) funding for building the pre-school in Olekatta Aldeia in Ermera municipality. Agriculture is the main livelihood in the area and most of the population has studied till primary level and very few have completed high school[22].

The pre-school in Olekatta has been in operation from 2014 (before the alternative pre-schools initiative started). This was mainly because there have been no pre-schools in any of the nearby Aldeias. The community strongly believed in the importance of pre-school education as this would enable their children to prepare for primary school. The pre-school started functioning in the house of a community member who used to voluntarily teach the children. It was in 2015, that IMI visited the community and closely interacted with the chief Aldeia and the chief of suco and through community mobilization and meetings, the community decided to set up the alternative pre-school which would have a structured curriculum and the facilitators (facilitators have been chosen through voluntary participation) would receive professional training.

Figure 15 Alternative Preschool Olekatta, Ermera

Programme Design: When the alternative pre-school programme was rolled out in Olekatta, there was as such no change needed in programme design. The community member who was earlier teaching (since 2014) became the SMC member and he offered to continue the operation of the pre-school in his house. However, it was being increasingly felt that a sustainable option is needed for the pre-school.

Figure 16 Alternative Preschool in Olekatta, Ermera

PNDS Funding: PNDS is the Village Development Fund, which is under the Ministry of State Administration. Aldeias can apply for this funding for projects pertaining to village development. The

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[22] During the interviews with the community and child's mother it was understood that agriculture is the main occupation of the people in that area

criteria for being considered is that the project must have been in operation already and the funding would be used to strengthen it. The funding is not meant for any project which is still in conceptual stage. The community also should vote for that project which would express that the community as a whole has the demand. Funding is based on the decision of PNDS and the municipal government. Once approved, the funding comes to the PNDS facilitator (based in suco), through the municipal government. The PNDS facilitator is government official and is responsible for implementing and monitoring the approved project by utilizing the PNDS funds. The PNDS facilitator is responsible for managing the funds.

About Initiative: The chief of Suco was invited to attend a meeting at the municipal government in Ermera and there he got the information that PNDS funding was available for projects in the 8 Aldeias (hamlets/sub-villages) which formed the suco. The chief of suco provided the information to the chief of Aldeia and other community members. There were meetings held between chief of Aldeia, community members, SMC member and the PNDS facilitator to decide that they would like to apply for funding to build a pre-school centre in the Aldeia. As preparatory activity, community members in the Aldeia collected data of all the children in the village and with the data, they communicated their plan for building pre-school to the municipal government through the PNDS facilitator. They did not submit any plan or cost estimation as that was not a requirement. Moreover the amount approved would entirely depend on the decision of the municipal government. In June 2015, the municipal government and director of PNDS visited the suco and 8 hamlets that applied for funding for different projects, out of which 3 projects were already ongoing including the alternative pre-school in Olekatta. The voting of the community members were held on the same day (prior to this there have been several meetings between SMC member, chief of Aldeia and the community members to ensure that community collaboratively express their willingness to build the pre-school and they would vote for the pre-school.) Based on the outcome of the vote and the already existing pre-school project in Olekatta, PNDS funding has been approved to Olekatta to build the pre-school.

Outcome: The PNDS funding for building of a pre-school centre has been approved for Olekatta. Total funding is available for 3 selected projects (3 projects selected from 3 respective Aldeias). However it expected that for pre-school, a small proportion would be approved because the other projects are related to irrigation and are cost intensive. It is expected by the community that the funding may only be sufficient to construct a 2-room pre-school.

Way Forward: The funding (once it is released) would reach the PNDS local office of the facilitator and the facilitator would issue the contract and orders for construction.

Points for Success: The factors that contributed to the success of this community initiative include:
1. A strong leadership and continued interest of the SMC member and the Chief of Aldeia in mobilizing both community and local government representatives.
2. The functioning of the pre-school in Olekata from December 2014
3. Close liaising with and involvement of the PNDS facilitator in all the key meetings of the community.
4. A constant communication with community members to ensure the continued interest and prioritization of the pre-school project over any other project in the Aldeia.

CHILD CASE STUDY ON EXPERIENCE OF ALTERNATIVE PRE-SCHOOL

Background: This is a case study of a child who completed one school year in the alternative pre-school in Uaibobo in Viqueque Municipality in 2016 and has graduated and from January 2017 enrolled in grade 1 in the public pre-school in the suco. The name of the child is **Andre Nahasaba Da Costa**. Andre enrolled in the alternative pre-school at age 5 in January, 2016. At the start of the new school year, he enrolled in the public primary school as he has turned 6 years old and became eligible to enrol in Grade 1. Andre has a family of 5 members including himself. His primary caregiver is his mother (he is the only child of his mother). The other family members are his maternal grandmother, maternal uncle and maternal aunt. The family's education level is extremely low. The mother has studied only till grade 4. The maternal uncle is 17 years old but studies in class 3 and maternal aunt is 13 years old and studies in class 2. The family's occupation is primarily agriculture (rice farming) and also has some livestock like pigs.

History of Child: Andre never attended any form of pre-school. Before the alternative pre-school was established, Andre and other young children in his community had no access to pre-school education. The children would spend their time playing outside or accompanying their parents to work. Andre used to also accompany his mother at times. The alternative pre-school thus provided opportunity for Andre and children of his age to have a pre-school education.

Mother's Aspiration: *"I believe my son has got a good opportunity through our alternative pre-school and I aspire that he completes university level of education. I do not want him to face the struggles that I have faced. I will put all my efforts to ensure my son completes his education"*

Figure 17 Andre with his Mother

Andre's mother aspired to send her child to a pre-school to ensure that he has a strong foundation and is well prepared before entering primary grade. The alternative pre-school not only provided an opportunity for pre-school education but also a safe environment with responsible facilitators to take care of children. This allows her to go for work without worry.

Learning at Pre-school: Andre's mother narrated a series of skills that she believes Andre had learnt as part of pre-school education. Earlier he was not having most of these skills:

- Pre-school provided opportunities to read and go through books and different play materials and from there Andre developed love for reading books.

- Learnt the importance of washing hand before eating, after coming back from toilet and after coming back home from somewhere.
- Andre is able to sing songs, dance, say alphabets and numbers, write alphabets and numbers, write his own name, etc.

Figure 18 Andre in his home

- He is able to differentiate between colors, sizes and shapes.
- Takes interest in small tasks like giving food to pig (they own 2 pigs), collecting seeds, tying the cow with the trope and other such simple tasks. He is able to do these tasks independently.
- Andre has developed clear communication. For example if he is facing a problem at the primary school, he is able to tell his mother clearly the incident after coming back home.

Support at Home: Andre's mother has not been able to support him with education. Sometimes his uncle and maternal aunt teach alphabets and numbers at home. Andre's mother has bought a board at home so that Andre can write in the board. Andre writes alphabets, numbers and his own name on the board.

Feedback on Alternative Pre-school: Andre's mother believe that there should be more support provided to the alternative pre-school, so that it continues to function. The pre-school has provided her with great motivation about her child's education and has enabled building strong foundation for the child. There are times when community members themselves contribute small amount to buy some stationary items for the pre-school, but that support is not enough. She feels more materials are required for children. She shared that the facilitators always share the results of the evaluation of children with parents which helped her understand that Andre is improving. This is done through quarterly meetings. Thus pre-school has also impacted her by building confidence.

Annexure 2: Pre-school Classroom Observation Tool

Information Sheet

1. **Municipality:** _____

2. **Name of Alternative Pre-school:** _____

   _____

3. **Type of Centre:** _____
C Centre Based	1
Home-based	2
Family Based	3

4. **Timing of the Alternative Pre-school:** From _____till _____

5. **Duration of the alternative Pre-school Programme:**
Less than 2 hrs	1
2 to 3 hrs	2
3.5 to 4.5 hrs	3
More than 4.5 hrs	4

6. **Age composition of the class:**
   Less than 3yrs old
   3 year old
   4 year old
   5 year old
   6 year olds
   Above 6 year old
   Mixed age group

Facilitators		
Number of facilitator/s in the class:		
Name/s of the facilitators:		
Language/s spoken by them:		
Students		
Language/s spoken by them at home		
Number of Children	No. of enrolled children:	No. of children attending (according to the register):	No. of children present in the class (head count):
Composition of the class in terms of gender	**Number of Boys**		**Number of Girls**
No. of children with special needs/Children with Disability:	No. of boys:		No. of girls:

Observer's Name/s: _____   **Date of observation: _____**

Part 1: Facility and Classroom Observation: For Observation of Classroom Processes and Transactions, Qualitative Data to be Entered Later (After Recording the Data in the formats provided below)

S. No.	Concept	Remarks
A	**Infrastructure – Physical Setting**	
1	Area used for toilet[23]	
2	Availability of water and soap/liquid soap for handwashing	
3	Availability of water for drinking	
4	Hazards around the pre-school	
5	Clean/unclean surroundings	
6	Safety level of building	
7	Infrastructure facility for children with special needs	
8	Noise pollution	
9	Classroom space	
10	Storage for facilitator	
11	Sitting facility for children	
12	Cleanliness of the classroom	
13	Seating arrangements according to activities	
B	**Learning/Play Aids, Programme Schedule, and Class Arrangement**	
14	Space and equipment for outdoor play/ activities	
15	Varieties of equipment/ materials for indoor learning/ play activities	
16	Use of indoor learning materials in the class (specifically focus on access to and usage of locally sourced materials like sand, rocks, etc.)	
17	Class arrangement	
18	Age appropriateness of activities	
19	Weekly/ Daily schedule	
20	Class display	
21	Child produced display	
C.	**Class Composition**	
22	Class supervision by	
23	What is the age-wise composition of the class?	
24	Facilitator-child ratio	
D.	**Personal Care, Hygiene and Habit Formation**	
25	Hand washing	
26	Personal grooming	
27	Independent toileting	
28	Meal/snack time	
29	Eating independently	
E.	**Language and Reasoning Experiences**	
30	Receptor language – children understanding language	
31	Listening opportunities	
32	Expressive language – speaking opportunities	
33	Facilitator's use of language	

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[23] consider that the alternative pre-schools are based in community centers which are semi-open structures with no toilets, and or in someone's porch so this should be clearly mentioned

34	Activities for language development	
35	Classroom environment	
36	Activities, materials for concepts formation	
37	Activities, materials for developing cognitive skills	
38	Activities for reading, writing and number readiness	
39	Activities for reading, writing and number	
F.	**Fine and Gross Motor Activities**	
40	Children's participation in outdoor activities for gross motor development	
41	Activities for gross motor development	
42	Free and guided activities	
43	Activities for fine motor development	
44	Facilitator supervision and interaction	
45	Children with special needs during play time	
46	Interaction between girls and boys during play time	
G.	**Creative Activities**	
47	Children's participation	
48	Facilitator guidance	
49	Music/songs	
50	Children's participation in singing	
51	Music and movement	
52	Individual and group recitation	
53	Children's performance	
H.	**Social Development**	
54	Response to stranger	
55	Facilitator's greeting on arrival and departure	
56	Children's greeting on arrivals and departure	
57	Cooperation and sharing	
58	Free play	
59	Social interaction	
60	Quality of facilitator-child interaction	
I.	**Facilitator's disposition**	
61	Gender sensitivity and awareness	
62	Sensitivity and awareness regarding needs of children with special needs	

Part 2— OBSERVATION PERFORMA (Descriptions Provided)- This will be real time observation of the classroom processes and data recorded would be used to fill up the Classroom Observation Format Above

S. No.	Time Duration (Record every ten minutes)	Describe all the activities going on	Organization 01 Individual 02 In groups 03 All Children 04 Any other	Materials Used 01 Manipulative Material 02 Audio/ Visual/ Print Material 03 Academic Material 04 None	Which of following did you see the children get an opportunity to learn/do? 01 Learn to share 02 Think and answer 03 Express curiosity and ask questions 04 Learn to wait for turn 05 Play/work with other children 06 Rote memory 07 None of the above mentioned	Children's level of participation 01 Most involved 02 Some involved 03 Very few involved 04 None involved	Who is handling the class/children? 01 Facilitator 02 Helper 03 Parents 04 Older child 05 Child from the same age group/class 06 Nobody	Remarks (any specific observations in terms of gender, disability, other socially disadvantaged groups or any other notable observations)
0-10 min								
10-20 min								
20-30 min								
30-40 min								
40-50 min								
50 min- 1.00 Hr								
1- 1.10 hr								
1.10-1.20 hr								

Definitions for the observation Performa above:

Organization - Individual/In groups/All Children

Definition
Individual If the children are not interacting with each other while performing the activity and at the same time the facilitator is interacting with the children in an individual basis, the organization would be coded as 'individual'(e.g. each children solving puzzles on their own, or drawing /painting on their own under the guidance of the facilitator).
In Groups If the activity is performed in small groups among the children under the guidance of the facilitator the organization of the activity would be coded as "in groups".(e.g. a group of children are playing with blocks, another group is playing with dolls).
All Children If the activity is conducted by the facilitator with all the children together the organization would be coded as "all children"(e.g. all the children singing songs together or reciting rhymes together under the guidance of the facilitator).
Any other Children are not organised in the above mentioned categories.

Materials Used (Please see in each category usage of locally sourced materials like rocks, sand, etc. and make special notes on how these are being used)

Definition
Manipulative Material: Material/s that children are using themselves like building blocks, puzzles, picture books, dominoes, soft toys , paper folding, colour pencils, crayons, natural items like clay, stones, leaves, pebbles, sand, water etc.
Audio/Visual/Print Material: Material/s that is/are used by facilitator in a facilitator led activity like picture charts, books, audio/video tapes, any other teaching aids etc.
Academic Material:

Material used by the children for formal reading, writing and numeracy like textbooks, readers, notebooks, pencils etc.
None

Children's Level of Participation

Code the level of participation among the children by circling appropriate codes i.e. the number of children in the group who are actively participating in the activity.

Definition
Most Involved: Three fourth or 75per cent of children are participating in the activity planned by the facilitator
Some Involved: Less than three fourth or 75per cent of children and one fourth or 25per cent are participating in the activity planned by the facilitator
Very Few Involved   Children less than one fourth are participating in the activity planned by the facilitator
None Involved   No child is participating in the activity planned by the facilitator

Did you see children getting an opportunity to learn/do the following?

Definition
Learn to Share: Facilitator gives explicit instructions to share materials during work.   Facilitator resolves disputes between children voluntarily share their items with each other children regarding possessions such that there is sharing.   Children resolve disputes regarding possessions themselves.   Facilitator conducts activity which requires sharing or doing things together.

Think & Answer: Facilitator asks questions which require children to think. The opportunities for thinking could be provided in the context of specific activities that the Facilitator is carrying out with the children and also in the context of everyday living and activities .E.g., what would happen if.., do you think Razak was right in….   Facilitator gives the children the time to think of the answer of the question; she is not impatient and does not supply the answer to the question herself.   Facilitator carries out activities where children have to think and complete the activity- e.g. matching cards, completing a pattern.
Express Curiously and ask question: Facilitator verbally encourages children to ask question.   When children ask question, she does not ignore them or tell them to ask later or to be quiet.
Learn to wait for turn: If materials such as crayons or books are scarce, children wait for their turn to use it.   Children wait for their turn on the slide or the swing.   Children wait for their turn to get food/books paper being distributed by the facilitator.   Facilitator explicitly directs the children to wait for their turn.
Play/Work with other children: Group activities are organized where children have to interact with each other and work together to complete a task .E.g. – sticking paper on a big drawing.   Team games are organized.   2-3 children are given responsibility of distributing food/materials to the children.
Rote Memory   Learning by rote means that the *facilitator* makes children memorize numbers, alphabets or concepts by repeated drilling/ repetition. She does not make any attempt to make the children think or understand the concepts. This could be observed in any activity.
None of the above addressed: Activities where children don't get to learn any of the above categories of items.

Remarks

In this column, interaction between facilitator and children in terms of gender, disability and special group needs to be mentioned. *For example, facilitator's focus only on boys to manage the class, the only interaction with girls is when she checks their tasks; or child with visual disability is included in some of the activities with other children and some tasks are specific to her needs, or child/children from lower caste sit at the back/on the ground and so on.*

Here, one can also write down any other notable observations made during the interval of every 10 minutes everyday. *Such as, two children (boys/girls) in the group are very quiet, are not participating in the activity, facilitator just passes by them without paying any attention to them.*

Annexure 3: Global examples and models ECE

ALTERNATIVE PRE-SCHOOLS MODELS IN OTHER COUNTRIES

1. *Integrating Pre-school with Primary School*: children in remote regions of Australia and Cambodia have had limited access to pre-school programs. To address this issue, both countries implemented programs which integrated pre-school classrooms with existing primary schools, expecting integration to allow children to experience fewer transitions and school services to be more efficiently delivered. When pre-school classrooms were integrated into primary schools, there was no significant increase in pre-school participation. However, when the pre-school and primary curricula were also merged, there was an increase in quality of education delivered, but at the cost of providing age-appropriate learning.[24]

2. *Mobile Pre-schools*: Mobile pre-schools also represent alternative pre-schools that increase children's access to pre-school education in remote areas. Mobile pre-schools travel and reach the students instead of requiring young children to travel long distances. It can even lower costs by reducing the number of teachers and classroom spaces needed. Sweden once equipped busses with learning materials, which traveled daily to different locations to increase children's access to outdoor activities. However, findings disclosed hygiene and transport safety concerns regarding the practice.

3. *Home Based*: Another alternative means of expanding access to pre-school is home-based pre-school programs. This approach has been explored in several countries, including the Philippines, Cambodia, and Vietnam. Although these programs differ greatly in their details, their defining characteristic is that they provide early childhood care and education to children in a private home, in contrast to programs operating from an official government facility or shared community center. One means of structuring a home-based program is to bring many children from the community together into one home, a model which has been implemented in the Philippines. In 2000, the first Supervised Neighborhood Playgroups (SNPs) appeared. These home-based playgroups were run by trained adult volunteers and were offered to children who were unable to attend traditional pre-schools due to problems like difficult terrain.

4. *Community Based*: Like home-based programs, community-based pre-schools can also provide educational opportunities to children in rural areas who may have difficulty accessing formal pre-schools. Many countries with contexts like Timor-Leste have implemented community-based pre-schools as a low-cost way to increase pre-school participation rates, including Burma, Nepal, Malawi, Cambodia, and Bangladesh. While components of community-based programs differ depending on country context, availability of funding, and needs of specific communities, they all tend towards a similar structure: a facilitator, usually a community member, holds semi-regular classes for children at a local community center. Many successful programs surveyed address the issues of facility infrastructure, nutrition, teacher training, and language of instruction. In Cambodia, classes are often held in the teacher's home, sometimes in locations without access to water or sanitation. Another Cambodian evaluation suggested that more community pre-schools provide snacks as an incentive for children to attend. Most Cambodian community pre-school facilitators have received at least 10 days of training, with the possibility of in-service training during the school year Additionally, many community pre-schools have class sessions that depend on the season of the year, as schools in rural settings must account for the fact that many of their children come from farming families.

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[24] Alternative Means of Expanding Access to Pre-school Education Around the World: Implications for the Democratic Republic of Timor-Leste; 2015; Catherine Keane, Maria Lee, Zihan Li, Quinn Lockwood; Harvard Graduate School of Education

Annexure 4: Terms of Reference

1.   Background and Purpose of Assignment:

a.   Background and context

Timor-Leste has a very young population. There are over 274,000 children ages 0-8 years old– the target age for early childhood development (ECD) interventions. They account for almost one-fourth of the population[25]. The majority of children live in rural areas. According to the preliminary results of the 2015 national population census, there are 91,539 children aged 3-5 in the country. This is the target age group for pre-school education. Evidence from various fields have shown that investing in the early years of a child's life gives the highest returns in terms of individual health, well-being, future income and in terms of overall economic returns to the country.

The National Education Strategic Plan (NESP) 2011-2030 lays out the Government vision to expand access to pre-school education for all 3-5 year old children by having good quality pre-schools in each of the 442 Sucos[26] in the country by 2030. The National Policy Framework for Pre-School Education (2013), developed with the support of UNICEF, was started to be implemented in 2014. This was followed by the introduction of a pre-school curriculum in 2015 and then the setting up of a pre-school accreditation system in early 2016. Institutionalization of pre-service and in-service pre-school teacher training is currently under the process.

The National Policy Framework for Pre-School Education mandates for the provision of two years of pre-school education for children ages 3-5 years old. The official entry age for Grade 1 is 6 years. The academic school year starts from January and ends in December.

Considerable challenges remain towards the expansion of access to quality pre-school education.

- Access to pre-school education remains still low. About 17 per cent of children in the country are enrolled in organized early childhood education programmes as of 2015, most of which are in urban areas[27].
- Quality of existing pre-school and early learning programmes varies as the national pre-school curriculum and the teaching standards were developed only in 2014 and rolled out in 2015. There is a shortage of qualified and trained teachers and age-appropriate learning materials. Most teachers are high school graduates.
- Equity issues remain significant with most pre-schools located in urban areas leaving children in remote communities with limited access to early learning programmes.

Within this context, UNICEF with the support of New Zealand Ministry of Foreign Affairs and Trade, as well as of the H&M Conscious Foundation, and working closely with the Ministry of Education (MOE), piloted alternative delivery modes for pre-school learning in the remote and

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[25] Preliminary Results Population and Housing Census 2015, Ministry of Finance, Democratic Republic of Timor-Leste.

[26] A suco is an administrative unit covering a group of aldeia's/hamlets, totaling around 2,500 persons.

[27] Gross enrolment rate for pre-primary education. Data from the Ministry of Education EMIS 2015.

disadvantaged parts of Ermera and Viqueque municipalities. Three alternative delivery modes are being modeled:

1. Community center-based preschools for communities which have between 500-1,000 people, usually close to major roads and have access to administrative centers and services. Pre-school classes are conducted in community centers. This model is implemented in Ermera and Viqueque municipalities.
2. Home-based preschools which are for communities with 100-500 people with limited access to roads and other types of infrastructure. Pre-school classes are conducted in the facilitator or sub-village chief's home porch. This mode is implemented in Ermera and Viqueque municipalities.
3. Individual family-based early learning for families who live in extremely remote and scattered hillside communities. The early learning classes are conducted by parents within their homes. Parents receive training and learning materials from a trained facilitator who conducts home-visits. This model is implemented in three communities in Ermera municipality.

These delivery modes were agreed in consultation with the MOE following a mapping and assessment of needs in the community and which delivery mode would be most suitable for the Timor-Leste context. In this Terms of Reference, all three models are referred to collectively as "community-based pre-schools". All three models are implemented not only with the MOE at the central level but also with the municipal education directors and suco officials. Consultations in the target communities were also undertaken along with a mapping of the villages that are being covered.

b. **Purpose of Assignment:**
As the project period is nearing its end, the 30-month project funded by the MFAT will be reviewed in terms of results achieved, and to generate lessons learned and recommendations for further scale up considering the sustainability including the "cost" of various community-based preschool models.

Progress would be reviewed towards achieving the expected results as per the Activity Design Document (ADD), identify and document lessons learned and the contribution of UNICEF to the development of the community-based preschool models in Timor-Leste.

The primary audience for the review is the MOE and other concerned government agencies, MFAT as a project donor, UNICEF, other Development Partners, and international and national NGOs engaged in pre-school education. It is expected that all will jointly benefit from an assessment of progress and documentation of good practices and lessons learned. A small reference group consisting of representatives from UNICEF, the MOE and MFAT will be established to guide the review.

The geographical coverage will include two municipalities where the community-based pre-schools are being implemented: Ermera and Viqueque.

The review will be based on a desk review, interviews and focus group discussions with all involved stakeholders. At national level, the consultant should meet with representatives of the Ministries of Education, UNICEF, and implementing NGOs partners, and other development partners, including international and national NGOs. At the local level, the

consultant should meet with Municipal Education Directors, Municipal Administrators, and Suco and Aldeia chiefs and the programme beneficiaries in the aforementioned municipalities.

The project also recognized the importance of the cost-effectiveness and scale up of these kind of community preschool models. Therefore, the review should also take this into account, and the Pre-School Costed Action Plan can be used as a main reference for this analysis.

The review will also include an assessment of the developmental outcomes of children using baseline data and reports from the community-based pre-school facilitators and partner NGOs as well as case studies of some children. While the alternative preschool modeling has only started in January 2016, the consultant should aim to document project impact in relation to community ownership and increased awareness of parents on the importance of early learning through two case studies of children and their families.

Questions addressed through this review include the following:

1. Has the project been aligned to the government's and partners' priorities/policies/reform agendas? /How relevant has this project been to Timor-Leste?
2. What strategies / approaches of this project have been most efficient in influencing improvements in 1) access to and 2) quality of pre-school education and early learning opportunities in Timor-Leste?
3. To what extent have the planned project results been achieved (quantitative and qualitative as much as possible) against the expected outputs of the project stipulated in Activity Design Document (annex 1) including EMIS?
4. What can be done to enhance the efficiency, effectiveness and improve the quality of services provided in terms of terms of the structure, costs, implementation modalities and other inputs?
5. How successful has the project been in establishing innovative models to expand access to early learning opportunities?
6. To what extent has the project contributed to imparting knowledge and raising awareness of communities (facilitators, parents and other caregivers, community leaders) on early learning and early childhood development?
7. Are the community-based pre-school models replicable for national scale-up in terms of the structure, costs, implementation modalities and other inputs? What can be recommended regarding the most cost-effective scale-up of the alternative pre-school model in the Timor-Leste context?
8. How effective has the project been in expanding quality early learning opportunities for pre-school aged children?
9. What extent have the different vulnerabilities of girls and boys been taken into account by the project?

The above questions can be further refined and additional ones be suggested by the Consultant – if required - during the inception phase. The selected consultant will be expected to propose an appropriate methodology, including desk review, interviews and focus group discussions, to address the above questions.

2. **Programme Area and Specific Project Involved:**

   Country Programme Action Plan 2015-2019
   Education (Pre-school Education)

Activity Design Document

3. **Tasks/Activities and Deliverables**

Activity	Expected Outputs
	Deliverables
1. <u>Inception Phase</u> Conduct desk review of relevant documents, including project proposal and annual and other progress reports from UNICEF, the implementing NGOs, the National Pre-School Framework and Pre-School Costed Action Plan (UNICEF to share available document including progress reports). The desk review will also include some analysis of what has worked in other countries in terms of scaling up community-based pre-schools and this can be used as basis for formulating recommendations. Skype call for briefing on progress of inception phase to date and plan for in-country visit related to activity 2. Submission, review and finalization of inception report	1.1. Summary of discussion points based on skype call 1.2. Inception report, including review framework, full methodological proposal and work plan
2. <u>Interviews and focus group discussions with all involved stakeholders</u> Meet with and interview relevant counterparts, including Government and NGOs staff at national level. Conduct field visits in pilot municipalities and interview stakeholders, including Local Government representatives.	2.1. Field report based on in-country mission
3. <u>Draft report and power point presentation</u> Preparation of draft report, as well as human interest stories and power point presentation. Meet with key stakeholders, including UNICEF and Government staff, to verify preliminary findings.	3.1. Draft review report (approximately 40 pages), including executive summary (around 5 pages), methodology, findings, analysis of costs, conclusions and lessons learned, recommendations, two human interest stories and annexes (the structure of the final report will be further discussed with UNICEF during the Inception Phase). The recommendations will also include analysis of what has worked in other countries in terms of scaling up community-based pre-schools that could be

	applicable/can be adapted in the Timor-Leste context.
	3.2. Draft power point to summarize key findings and recommendations.
4. Final Report and power point presentation Incorporate comments from UNICEF and other stakeholders and counterparts into a final report including human interest stories.	4.1. Final review report (approximately 40 pages), including executive summary (around 5 pages) methodology, findings, analysis of costs, conclusions and lessons learned, recommendations, two human interest stories and annexes. 4.2. Final power point summarizing key findings and recommendations.

Annexure 5: Data Table

Name of Succo	Number of Alternative Preschools	Number of Centre Based	Number of Home Based	Total Children	Boys	Girls	No of 3 year old children	No of 4 year old children	No of 5 year old children	No of 6 year old children	No of Children who graduated from Alternative Preshcool and moved to Grade 1	Number of Facilitators- Male	Number of Facilitators- Female
DATA ON COMMUNITY ALTERNATIVE PRESCHOOLS IN ERMERA AND VIQUEQUE- DECEMBER, 2016													
ERMERA MUNICIPALITY													
Obulo	5	1	4	129	64	65	25	26	40	38	30	6	3
Lasaun	3	2	1	59	24	35	7	11	36	5	33	1	4
Laclo	1		1	27	16	11	9	8	10	0	20	2	2
Atara	2	2		72	44	28	8	17	47	0	25	2	4
Laubonu	1	1		30	19	11	3	9	18	0	15	2	2
Batumano	1	1		47	22	25	5	4	6	32	18	2	
Malabe	4	1	3	74	39	35	14	17	20	23	29	5	2
Parami	3	2	1	95	57	38	22	18	54	1	81	3	4
Baboe-Craic	2		2	48	25	23	6	5	21	16	42	2	2
Baboe-Lete	3	1	2	80	53	27	25	8	33	14	31	2	7
Leimia-Leten	5		5	40	24	16	29	4	7	0	38	4	2
Lauana	1		1	31	15	16	5	14	11	1	3	1	1
Catrai-Craik	1		1	22	6	16	4	5	12	0	2		1
Catarai-Leten	3	2	1	58	30	28	10	11	33	4	28		5
Haupu	5	1	4	143	68	75	8	17	43	75	61	5	8
Ducurai	4		4	108	52	56	7	30	28	44	46		5
Hatuggu	4	2	2	84	37	47	17	21	46	0	23	2	5

Goulolo	1		1	24	11	13	0	6	6	12	11	1	1
Raemerhai	1	1		49	18	31	6	9	13	21	13	1	1
Ponilala	2	1	1	61	30	31	6	14	16	25	15	3	1
Fatuquero	3	3		68	24	44	9	18	28	13	24	1	5
Matata	2	2		40	23	17	7	11	22	0	29	2	2
Samalete	1	1		12	8	4	4	6	2	0	3	1	
Deleco	1		1	15	6	9	4	3	8	0	4		2
Tarasu	2		2	30	19	11	14	3	13	0	14		3
Tiarlelo	3	1	2	24	12	12	5	7	12	0	5		3
TOTALS ERMERA	**64**	**25**	**39**	**1470**	**746**	**724**	**259**	**302**	**585**	**324**	**643**	**48**	**75**
VIQUEQUE MUNICIPALITY													
Uaibobo	1	1		76	33	43	20	32	24	Nil	10		3
Ossorua	3	3		83	41	42	29	33	21	Nil	25		5
Nahareka	4	3	1	127	61	66	40	39	48	Nil	51	3	5
Uaguia	1	1		80	42	38	16	38	26	Nil	11	1	1
Uabubo	2	2		73	34	39	10	29	34	Nil	10		3
Builale	4	3	1	82	43	39	27	31	24	Nil	40	1	7
Liaruka	2	1	1	95	53	42	34	28	33	Nil	22	1	1
Loihuno	5	3	2	85	44	41	34	30	21	Nil	49	3	7
Ossu Desima	3	3		86	43	43	23	30	33	Nil	21	1	5
Macadique	16	6	10	321	144	177	112	110	99	Nil	172	4	20
Matahoi	6	4	2	164	79	85	51	64	49	Nil	53	1	10
Uaitame	3	1	2	125	67	58	53	27	45	Nil	20	2	3
Afaloicai	4		4	123	59	64	34	46	43	Nil	61	1	7
Babulo	5	2	3	112	58	54	46	38	28	Nil	37		9
TOTALS VIQUEQUE	**59**	**33**	**26**	**1632**	**801**	**831**	**529**	**575**	**528**	**Nil**	**582**	**18**	**86**