

Final Evaluation

of the

**Lafaek Community Media for Rural Economic
Development**

for

CARE International Timor Leste and New Zealand Aid



Dr Peter Nines, September 2013

Acronyms

CITL	CARE International Timor Leste
GoTL	Government of Timor Leste
HAN	Hadia Agricultura no Nutrisuan - Improving Agriculture and Nutrition - CITL Food Security Project
INGO	International Non-Government Organisation
NGO	Non-Government Organisation
NZAP	New Zealand Aid Programme
PNTL	Timor Leste National Police
YEP	Youth Employment Program

Acknowledgments

Many people have contributed to this evaluation. I would like particularly to thank the Country Director of CITL, Geraldine Zwack, the Assistant Country Director (Programs), Bharath Mohan, the Lafaek Project Manager, Simplicio Barbosa, the Lafaek Education Advisor, Seema Pawar, and the Lafaek Deputy Project Manager, Jaime Amaral, for their excellent cooperation and support. My gratitude is also extended to the four leaders of the data collection teams, Aliansa, Aguida, Joanico and Gualtar, whose leadership, initiative and commitment were invaluable. I would also like to thank the members of the data collection teams for their unstinting efforts to reach remote corners of the country, and the data entry team for their fast and efficient work. I am deeply grateful to my translator, Cecilia da Silva, for her patient, cheerful and tireless assistance. I wish to thank the members of the Lafaek Project Steering Committee for their helpful comments on the methodology and the results. Finally, I would like to thank the 423 community members and partners who provided their time to be interviewed and surveyed for this study. I trust I have faithfully presented their perspectives on the project here, and that these perspectives will form the basis for ongoing development and improvements in the Lafaek Community Media Project.

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Executive Summary

This report evaluates the 2010-2013 NZAP funded Lafaek Community Media for Rural Economic Development project undertaken in selected sucos (villages) and aldeias (communities) in the districts of Bobonaro, Covalima, Ermera, and Likisa in Timor Leste. Implemented by CARE International Timor Leste, the project aimed to provide informational media to isolated rural communities on topics including health, agriculture, small business, early childhood care, children's rights, literacy and numeracy. The activities conducted in the project included the production of a full-colour 24-page magazine for adults, with an 8-page insert for children aged 4-7 years. These two major activities were complemented by production and broadcast of radio programs, community meetings (community dialogues), and a writing and drawing competition, all of which were intended to complement and reinforce the information in the magazines.

The objective of this evaluation is to analyse the impact of the Lafaek Community Magazine and Radio Lafaek on the knowledge and practices of the selected communities in which the magazines were distributed and the radio programs transmitted. The evaluation focuses on effectiveness, relevance, efficiency and sustainability, and project management. It employed document analysis, a survey of 400 beneficiaries, semi-structured and informal interviews, meetings with key officials, and project site observations. Overall, the evaluation reveals that the project has had a major impact on the communities served. It has effectively brought new, useful, and relevant information to 20,000 households that have few if any other sources of information.

In terms of effectiveness, the project had a number of major achievements. The magazines were received and read by about 85-90 per cent of the adult and child population in the target areas. About 30 per cent of households listened to Radio Lafaek. Ninety per cent of households that received the magazine had members who could recall material they had learned from the magazine, while 71 per cent reported that they had implemented ideas in the magazine or used the magazine in some other way in their everyday life. There were notable increases over the course of the project in: Numbers of people engaged in small business and understanding basic business concepts; basic literacy and numeracy skills; knowledge of how to deal with drought and how to store seeds securely; knowledge of how to support children's cognitive development; and belief in the importance of parental involvement in their children's schooling and understanding of ways to be involved in schooling.

The effectiveness of the magazine is attributable to a sound and inclusive production process by an experienced and skillful project team, as well as a distribution system that overall achieves its objectives. Recommendations for improving effectiveness focus on allowing for population growth and standardizing the practices of field officers to maintain or improve coverage of the distribution of the magazine.

Most parts of the magazine are highly relevant to the majority of the target population. Young women and women who are heads of households appear to be using the magazines as much as or more than the rest of the target population. The magazine also addresses a wide range of issues that appear in Timor Leste's national development goals. The magazine is relevant to some parts of the four districts that are not yet served. Recommendations therefore focus on extending distribution to the three sub-districts in Covalima that are very remote but which do not receive the magazines, and to the two unserved sucos in Atsabe sub district of Ermera.

Continued use of the current development team and process will ensure ongoing efficiency of the project, while it is recommended that financial sustainability be enhanced by putting more human resources into developing substantive financial partnerships with government, NGOs and INGOs, and by reprinting existing articles in collections relevant to specific areas such as health or agriculture. It is also recommended that sustainability of outcomes among the target population be enhanced by extending the use of the community dialogue process, by publicizing Radio Lafaek more widely, and by aligning the writing and drawing competition more closely with the project goal.

Project management has overall been good, and it is recommended that more attention be paid to developing SMART indicators and ensuring that monitoring, evaluation and reporting addresses these indicators. It is also recommended that variations in project activities be more fully justified that data be disaggregated by gender and district and that risk management be undertaken in a more systematic and detailed manner.

Introduction

Timor Leste is a country of a little over 1 million people, situated in South-East Asia between Indonesia and Australia. Covering an area of about 15,400 km², the country is mountainous and transport and communication difficult. Outside the urban areas, most of the population lives in small and often isolated communities called aldeias which are organized into larger village units called sucos. The rural population comprises predominantly farming families, with corn, rice, and beans the dominant crops, and cattle the main form of livestock. The country is ranked 134th on the Human Development Index¹, and has a nominal GDP per capita of \$3,641.² Although education levels are improving, they are low overall. The adult literacy rate is 58.3% and the secondary school gross enrolment rate only 56%.³

The areas outside the national capital, Dili, and the district capitals, are poorly served by communications media. Newspapers and magazines are rarely found outside these areas, unless individual copies are carried in by residents or visitors. While the district capitals have radio stations, the mountainous terrain and low transmitter output power limits their range, while television reception is non-existent in the remote parts of the country. Internet connections are limited to the main urban areas. Mobile phone coverage is good in most parts of the country, and there are three providers. As a result of such a media landscape, and combined with low levels of education, remote rural communities in Timor Leste suffer from a shortage of good quality information of all kinds. This has a wide range of impacts in terms of health, agricultural practices, early childhood development, understanding of income generating activities, and literacy and numeracy.

The Lafaek Community Media for Rural Economic Development project had as its primary goal to address the information shortfall in remote parts of Timor Leste, and hence contribute to human development. The project commenced in 2010 as a pilot project in selected sub-districts, sucos and aldeias in the districts of Bobonaro, Covalima, Ermera and Likisa. The original overall goal was to:

“Contribute to social and economic development through the provision of informational media to the rural communities in Timor Leste, with a particular focus on members of the most disadvantaged households to fulfill basic human rights and improved livelihoods.”

The 2nd year final report and the 3rd year progress reports (Sept. 2012 and March 2013 respectively) stated that the goal of the project was to:

“Create a tool to contribute to the social and economic development of rural communities in Timor Leste, with a particular focus on members of the most disadvantaged households to fulfill basic human rights and improved livelihoods.”

It was envisaged that the goal would be manifest through four outcomes:

1. Increased engagement in local business initiatives promoted by partners particularly by women
2. Developed numeracy and literacy skills
3. Improved agricultural and health practices
4. Improved early childhood care and parental participation in children’s schooling

In the 2nd year final report the fourth outcome was altered slightly to “Develop concepts of early childhood care and parental participation in children’s schooling.”

The outputs to be produced during the project were:

1. Community members, particularly women from disadvantaged households, show increased comprehension of the economic potential of local products and recognition of locally available opportunities for microfinance
2. Improvement in local knowledge about agricultural, health and child rearing practices
3. Children have access to a learning tool developing their literacy, numeracy and logical thinking skills
4. The magazines are used by other organizations and initiatives as a learning tool to reinforce rural development messages

The activities that were planned to fulfill these objectives were:

¹ UNDP (2013), 2013 Human Development Report.

² IMF (2012). East Timor.

³ UNDP (2013), 2013 Human Development Report.

1. Development of a magazine for low-literate adults (this was reworded in the second year final report to "Produce and distribute community magazine to parents and children in selected villages in four districts (Bobonaru, Covalima, Likisa and Ermera).")
2. Development of a pull-out supplement for children aged 4-7
3. Development of a radio program based on contents from the magazines (this was listed as activity 2 in the Year 2 Final Report and worded as "Produce and broadcast Radio Lafaek through community radio stations.")
4. Establishment of partnerships to expand magazine use in other areas of the country

Two other activities were added during the course of the project:

1. Community dialogue (added in response to the mid-term review)
2. Conducting regional writing and drawing competition amongst primary school students (wording used in the Yr 2 final report).

The detailed terms of reference for this evaluation are provided in Annex 1. Overall, the evaluation focused on four criteria:

Effectiveness

- The extent to which the project's intended outputs and outcomes have been achieved, against the project logframe and baseline.
- Relative effectiveness of the Lafaek Community Magazine when used alone, or in conjunction with other programmes implemented by CITL and its partners (e.g. literacy/numeracy programmes, CITL's health/nutrition and food security programmes).
- Effectiveness of extension activities such as Radio Lafaek and the community dialogue activity.

Relevance

- The extent to which the Lafaek community magazine and Radio Lafaek are relevant to the needs of beneficiaries and to Timor-Leste's development priorities.
- The extent to which benefits have been spread across different stakeholders, with a particular focus on disadvantaged households, including women-headed households and young women (including school dropouts) and their children/younger siblings.

Efficiency and Sustainability

- Analysis of factors constraining or enhancing the achievements and the sustainability of outcomes.
- Recommendations with regard to the financial sustainability of the Lafaek Community Magazine.
- Assessment of whether this project represents value for money.^[2]

Project Management

- Assessment of the quality of the M&E framework.
- Assessment of CARE's performance with regard to monitoring, governance, and risk management.

Methodology

This evaluation used a range of methodologies:

1. Document analysis (see Annex 2 for details) of the project proposal, baseline study, mid-term internal evaluation, progress reports, and annual reports. In particular, the documents were used to identify progress against the proposal activities, outcomes and outputs; and to track the changes in activities over time.
2. Survey of 400 beneficiaries in 50 communities (aldeias) (see Annex 3 for the list of aldeias and Annex 4 for details about the sampling methodology).

The survey questionnaire was written in English and Tetum and then pre-tested in Tibar (Likisa District) by four experienced CITL staff and supervised by the evaluator. Each of the staff had been team leaders during the baseline and mid-term review studies. After the pre-test, feedback was incorporated into the instrument and a Tetum-only version produced. The pre-test also revealed that on average the questionnaire took 40 minutes to deliver, which was significantly more than the 30 minutes of the mid-term review questionnaire. The survey was longer because of the need to cover more material (new activities had been added), as well as the need to probe and investigate actual impacts on the beneficiaries' every day lives (see below).

Interviewers came from CITL, Creche 12 Novembru, and YEP and attended a day's training at CITL offices prior to the commencement of data collection. All the CITL and one Creche 12 Novembru staff had previous experience conducting interviews for the project. Inexperienced staff were paired with an experienced CITL interviewer during the first day of interviews in order to monitor and mentor their performance. One interviewer was replaced during the first week of data collection due to illness and replaced with an experienced interviewer.

The questionnaire had two major parts. The first part focused on the respondent's knowledge and skills. This was because the original proposal's outcomes and outputs had as one of their emphases an increase in beneficiaries' knowledge about health, agriculture, business and child-rearing practices, and an increase in literacy and numeracy skills. The second part of the survey questionnaire focused on the impact the ideas in the magazine or on the radio had had on the beneficiaries' every day life. In this part of the questionnaire, other members of the household over 16 years old were invited to contribute. The interviewer asked about and sought physical evidence of actual changes that had occurred or actions that had been taken. These included completion of literacy and numeracy exercises in the magazine itself, or the existence of materials and equipment that indicated that the respondent or their household had adopted new practices. In order to gauge the actual influence of the project activities, the householders were also asked if they had obtained ideas or resources from any other sources such as other publications, other projects or other organisations. Finally, the second part of the questionnaire asked about householders' participation in the writing and drawing competitions and the community dialogue and the impact if any of these on their everyday lives and on their communities.

3. Semi-structured and informal interviews with key informants (see Annex 5 for details of the semi-structured interview questions and Annex 6 for details of the informants). Interviews were conducted with a range of key informants including from Creche 12 Novembru, which produces the radio programs, staff from partners who receive or use the magazine, and school principals or their proxies.
4. Meetings with project officials and administrators (see Annex 6 for details). Semi-structured and informal meetings occurred with Lafaek project staff in CITL, other relevant project and administrative staff in CITL, including the Assistant Country Director (Programs), the Project Manager, the Deputy Project Manager, the Education Advisor, the Extension Activity Coordinator and writers, illustrators and layout artists.
5. Project site observations in 50 aldeias in the 4 districts (see Annex 3 for details). While administering the survey, the data collectors observed activities that people had undertaken in response to ideas read in the magazine or heard on the radio.

Limitations of the Methodology

The baseline, mid-term and final evaluations used very similar but not identical sampling methods. The sample sizes were all 400 or over. The final evaluation improved on the mid-term sampling procedure by increasing the number of aldeias in the sample and by sampling a more geographically dispersed set of households in each aldeia (the data collectors reported that in the mid-term, they just chose the houses nearest to where they entered the aldeia, whereas in the final evaluation they were instructed to spread out to avoid the bias of sampling only households near the road). Overall, these changes should make the final evaluation sample more reliable than the mid-term sample, despite a slightly smaller sample size.

The data team collection leaders and some of the team members came from the Lafaek Magazine production team, while some of the other data collectors were graduates of CARE's Youth Employment Program. Therefore there could be bias among the data collectors who see it in their best interests to ensure that the data showed the project in the best possible light. This potential conflict was managed by discussing the importance of objectivity in

the training sessions, emphasizing the importance of good quality data to help the team learn how to improve, daily monitoring by the consultant of the quality of data collected by the teams, and by field visits by CARE's Education Advisor to monitor data collectors.

While in an urban context it may be difficult to attribute changes to one single activity such as the magazine production. However, in the remote rural areas in which this project was conducted, there is no television. Internet and mobile phone coverage is limited, and there is no delivery of magazines or newspapers. The Lafaek magazine was often the only source of information for residents. Therefore, it is highly likely that many of the effects seen in this study are due to the magazine and associated project or program activities.

Although the original proposal stated an intention to provide data disaggregated by gender, in the baseline study and mid-term report this was not done. Although it was outside the scope of this evaluation's terms of reference to re-analyse the baseline and mid-term report data, the earlier data were in fact reanalysed and disaggregated by gender and district where comparisons with the current evaluation's data were desirable.

A number of other limitations for comparing all of the baseline and mid-term data occurred because of the nature of some of the original indicators and the variable reporting of data in the two earlier studies. These limitations are discussed in more details in the Project Management section below.

The error margins for the baseline study, the mid-term review and the current evaluation were had in the order of +/-5%, +/-7% and +/-5% respectively. Therefore changes between the baseline and the final evaluation results of greater than 10% are considered notable, while changes between the mid-term review and the final evaluation greater than 12% are notable.

Findings

The following sections present responses to each evaluation criterion's key questions, shown in italics at the beginning of each section.

Effectiveness

The extent to which the project's intended outputs and outcomes have been achieved, against the project logframe and baseline.

In the following analysis a number of points should be kept in mind.

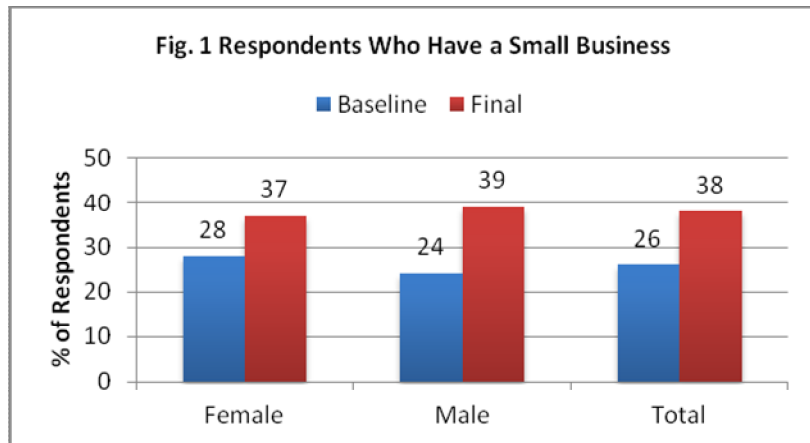
1. The original proposals says that the magazine will be piloted in select parts of the 4 districts where CITL already has projects, and then in the following 2 years expanded to all of Bobonaro, Covalima, Likisa and Atsabe⁴. However, for a number of reasons this was not possible. For the 3 years CITL has continued to distribute the magazine to the original aldeias of the four districts. These are summarized in Annex 7. Nevertheless, some expanded coverage has been achieved through partners, including the Cuban Cooperation adult education programs (now discontinued).
2. Although the original proposal stated an intention to provide data disaggregated by gender, in the baseline study and mid-term report this was not done. Although it was outside the scope of this evaluation's terms of reference to re-analyse the baseline and mid-term report data, the earlier data were in fact reanalysed and disaggregated by gender and district where comparisons with the current evaluation's data were desirable.
3. The error margins for the baseline study, the mid-term review and the current evaluation were had in the order of +/-5%, +/-7% and +/-5% respectively. Therefore changes between the baseline and the final evaluation results of greater than 10% are considered notable, while changes between the mid-term review and the final evaluation greater than 12% are notable.

The detailed comparison of data for Outcomes 1 to 4 and Outputs 1 to 2 are presented in Tables 11-14 in Annex 8. The major findings are reported below. While it is not possible to attribute with certainty all of changes in the indicators to Lafaek Magazine, the subsequent section on peoples' reports of what they have learned and applied in their daily lives indicate that the magazine and radio have had a notable impact.

Outcome 1. Increased engagement in local business initiatives promoted by partners particularly by women.

Figure 1 suggests that during the life of the project there has been an overall increased participation in small business among the population in the target area. Detailed analysis of the data showed that the largest increase occurred in Bobonaro, while there was only a small increase in Likisa. Overall, the increase for men in the sample was greater than the increase for women in the sample, and again much of this difference is attributable to Bobonaro and to a lesser extent Covalima. In addition, a further 28% of respondents (26% of female respondents) indicated that they wanted to start a small business in the future.

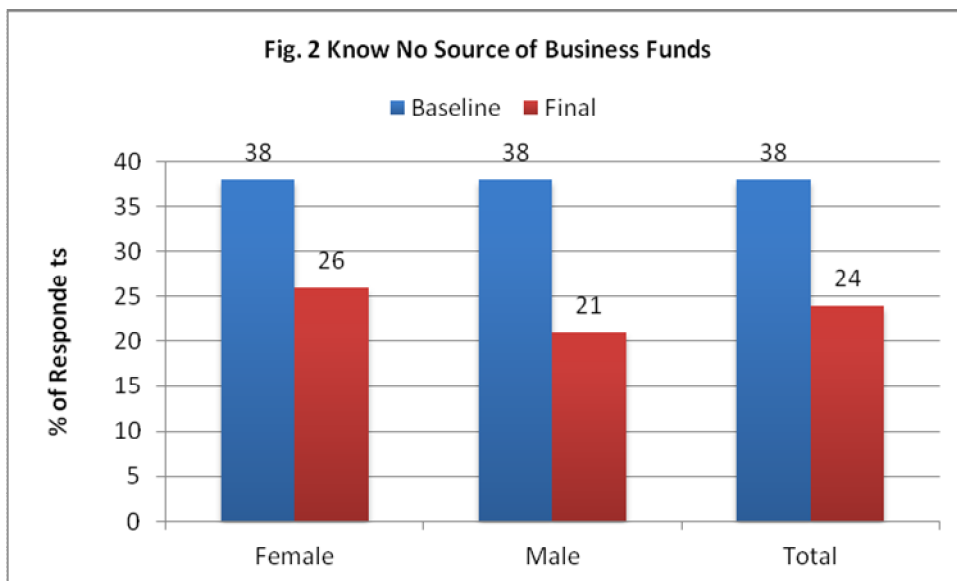
⁴ "Proposal: Lafaek Community Media for Rural Economic Development. October 2010 - September 2013", pp5-6.



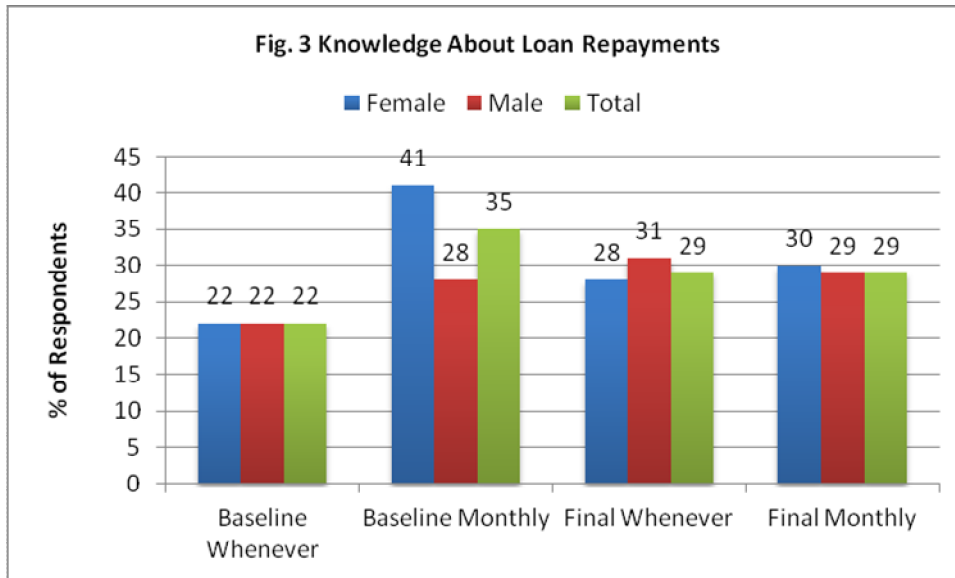
Sampling error margins: Baseline +/- 5%; Final +/- 5%

Output 1. Community members, particularly women from disadvantaged households, show increased comprehension of the economic potential of local products and recognition of locally available opportunities for microfinance.

There has been a marked decrease in the number of people who are unaware of any sources of funds to finance a small business (Figure 2). Thirty-three percent of respondents (32% of female respondents) also said that they had already taken out a loan. Figure 3 indicates a growing level of sophistication of understanding of the microcredit process. While many respondents know that loans can be paid off monthly, there may be a slight increase in those who know that the capital can be paid off in a lump sum if funds are available.



Sampling error margins: Baseline +/- 5%; Final +/- 5%



Sampling error margins: Baseline +/- 5%; Final +/- 5%

Outcome 2. Developed numeracy and literacy skills

Each edition of the magazines provides basic literacy and numeracy exercises to develop reading, writing, and basic arithmetic skills. These exercises are included in each edition on an ad hoc basis. While the exercises themselves are very good, literacy and numeracy development could be enhanced if a scope and sequence for the exercises was planned on a yearly basis, so that they were published in an educationally logical order.

Literacy

The final evaluation sample showed marked gains in all literacy areas compared to the baseline sample: reading simple words, matching words and text to pictures, sentence completion and reading comprehension (Figs 4-8). Some of these gains are probably attributable to the presence of the magazine in people’s homes, given that the government-run literacy and numeracy programs mostly ceased in 2011, and people have access to few if any other learning materials.

Numeracy

The numeracy test results show that compared to the baseline sample, the respondents in the final evaluation had greater skills in counting, writing numbers, written arithmetic and doing complex mental calculation (Figs 9-14). Most respondents appear to already have strong mental arithmetic skills in basic subtraction and multiplication, indicating that it is the written mathematical skills and more complex problem solving that need to be emphasized in future.

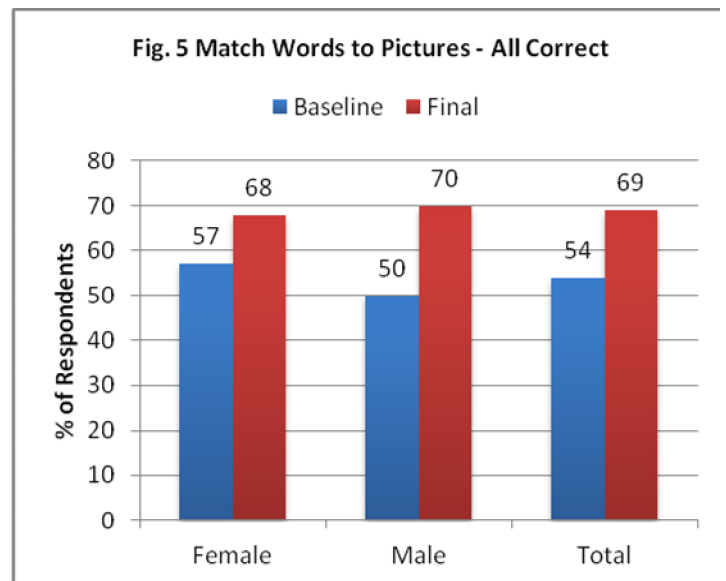
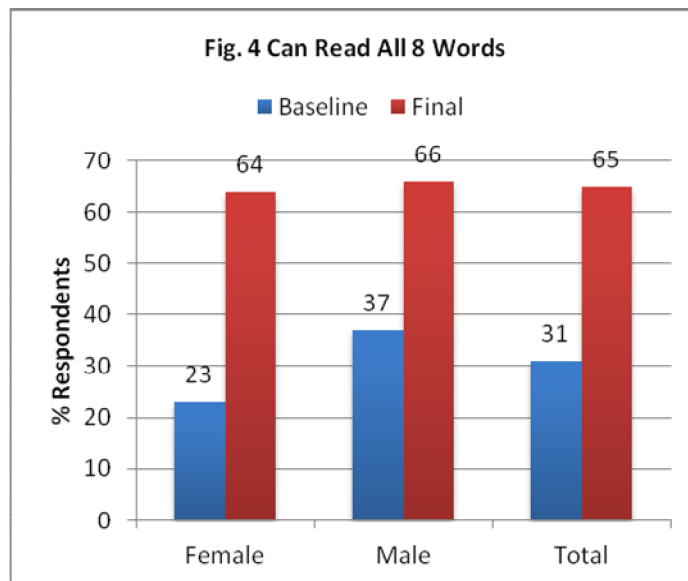


Fig. 6 Sentence Completion - All Correct

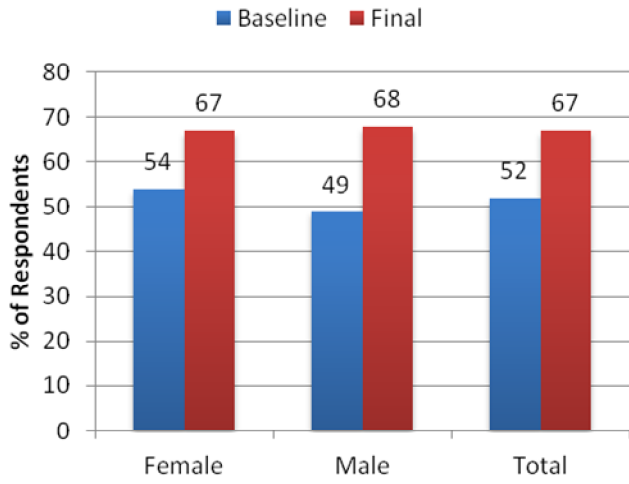


Fig. 7 Matching Text to Picture

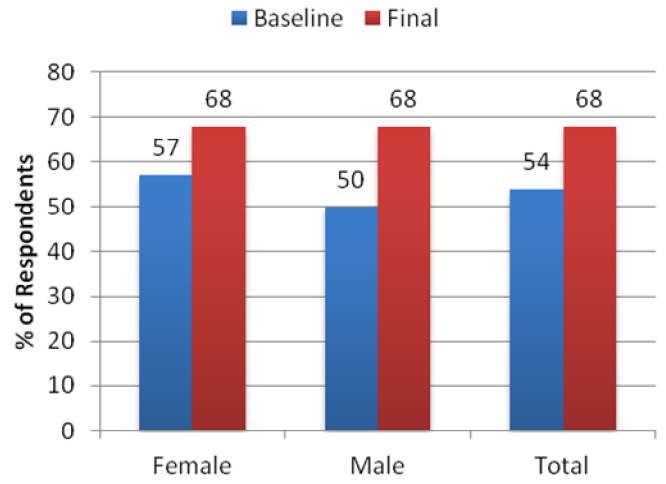
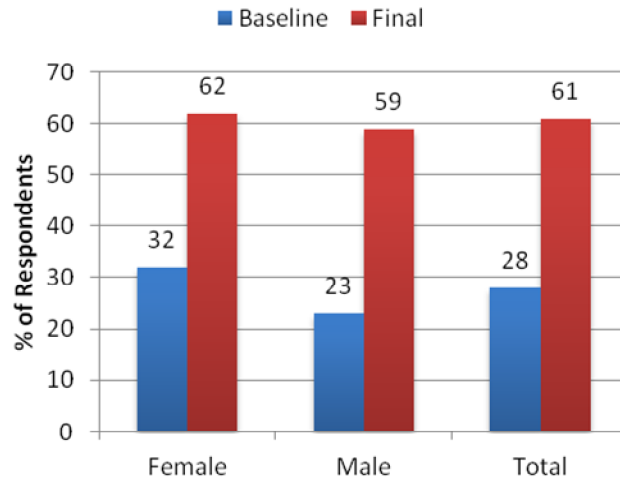


Fig. 8 Reading Comprehension - All Correct



Sampling error margins: Baseline +/- 5%; Final +/- 5%

Fig. 9 Counting Skills - All Correct

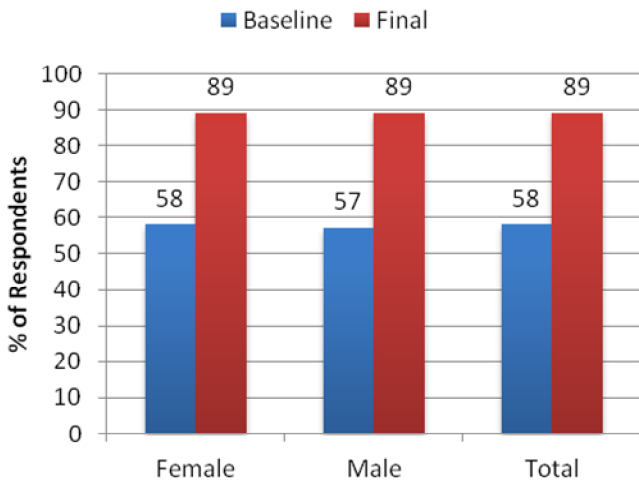


Fig. 10 Writing Numbers - All Correct

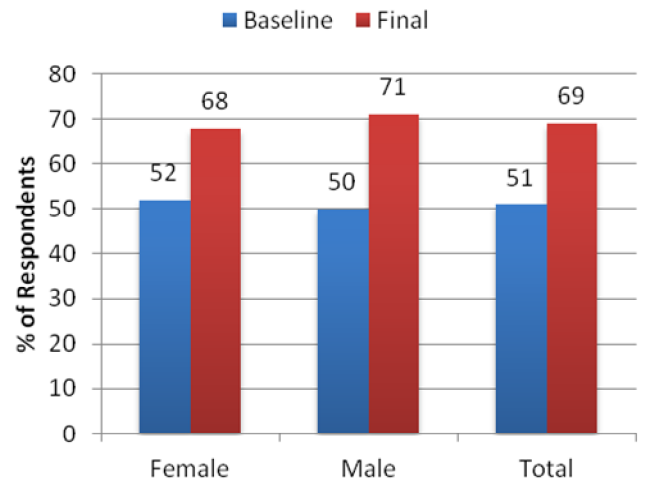


Fig. 11 Written Arithmetic - All Correct

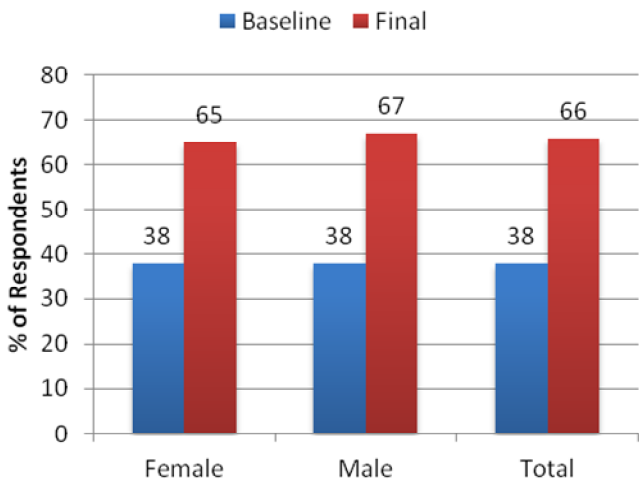


Fig. 12 Mental Arithmetic - Subtraction

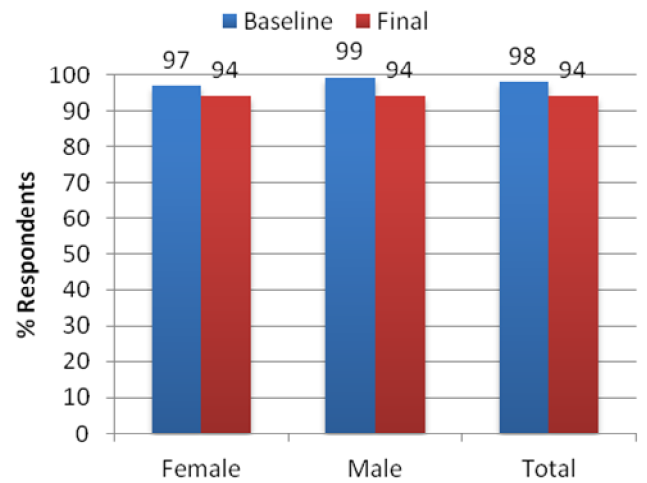


Fig. 13 Mental Arithmetic - Multiplication

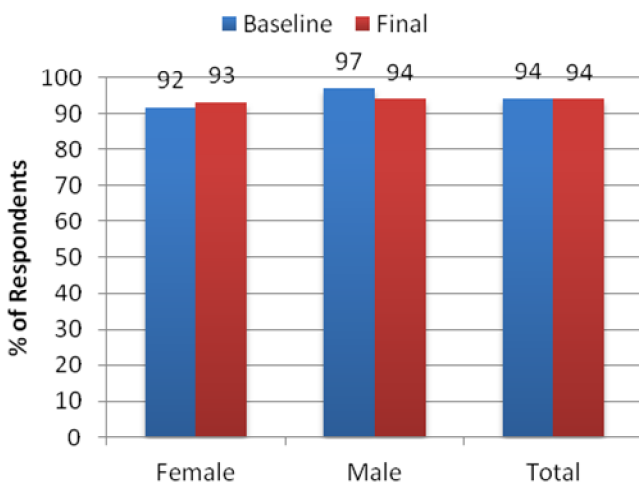
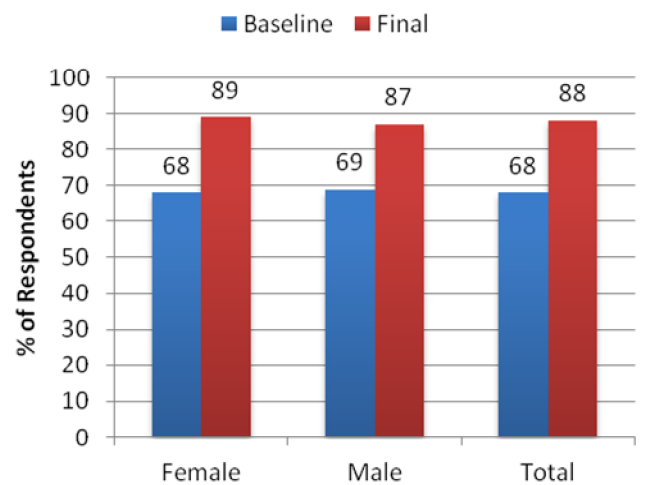


Fig. 14 3-Step Mental Arithmetic



Sampling error margins: Baseline +/- 5%; Final +/- 5%

Outcome 3 Improved agricultural and health practices

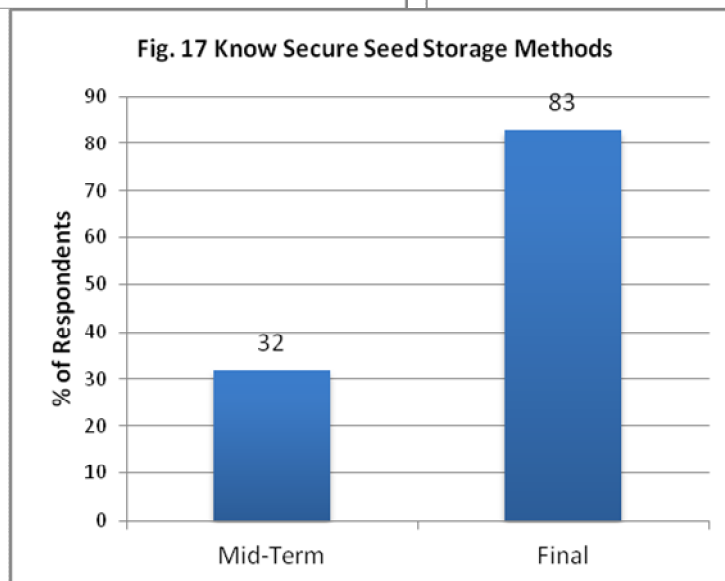
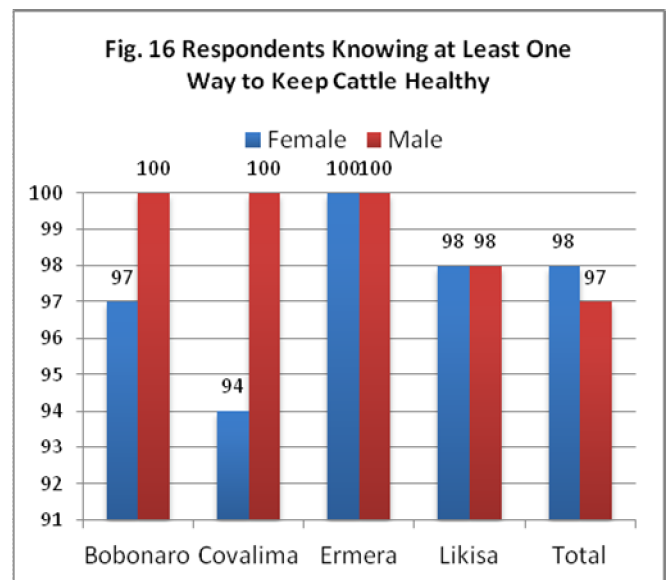
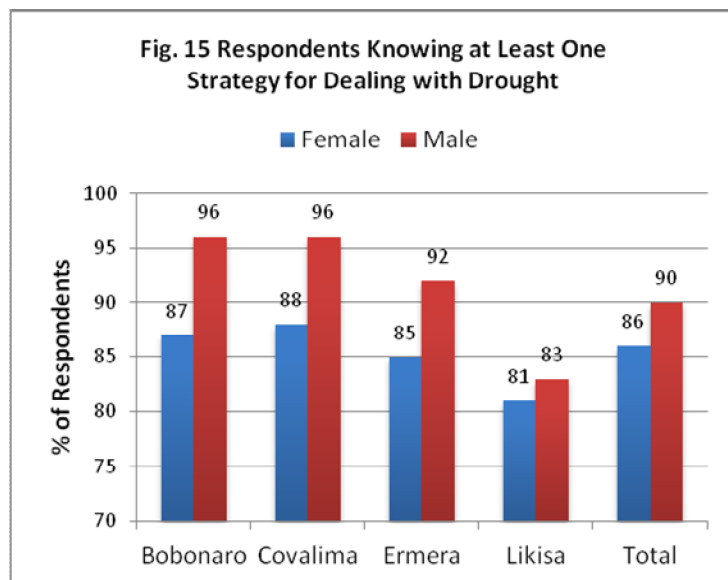
Output 3 Improvement in local knowledge about agricultural, health and child rearing practices

Output 4 Improved early childhood care and parental participation in children’s schooling

Each edition of the Lafaek ba Komunitade magazine devotes several pages to each of health, agriculture, children’s rights and childcare. The articles are included in each edition on an ad hoc basis, using ideas sourced from, for example, other CITL projects. While the articles themselves are very good, development of conceptual understandings in these areas could be enhanced if a scope and sequence for the articles was planned on a yearly basis, so that they were published in an educationally and developmentally logical order. Such planning would also ensure that the timing of appearance of articles in the magazine more closely matched when those issues were being addressed by other CITL projects.

Agriculture

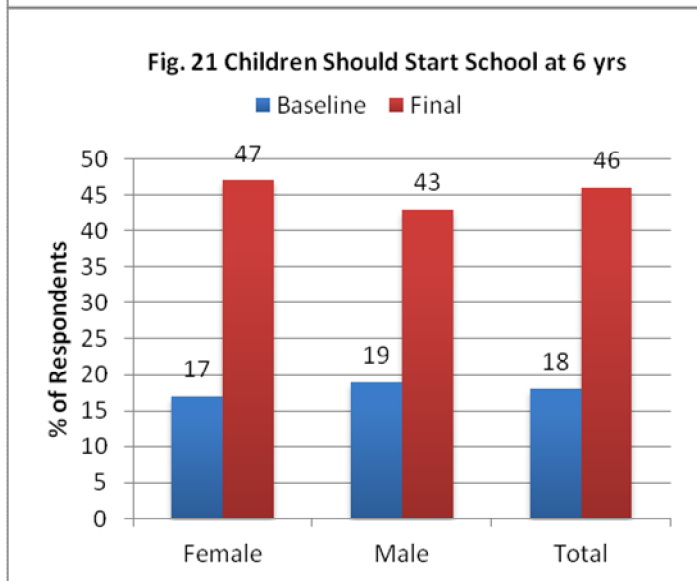
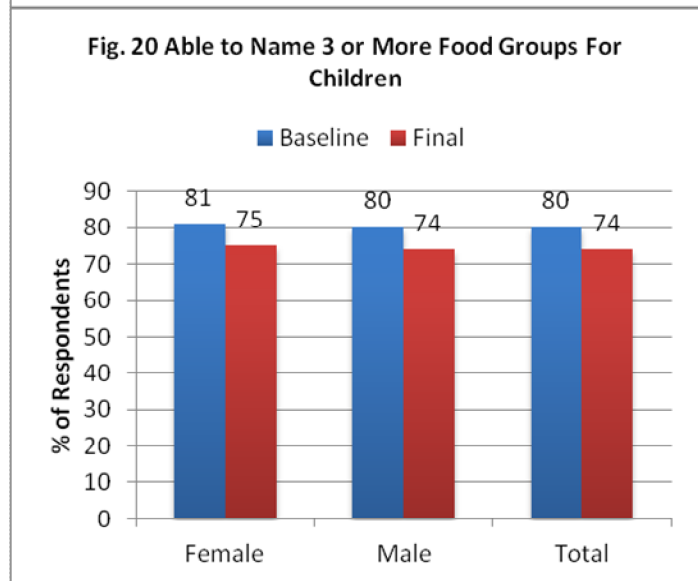
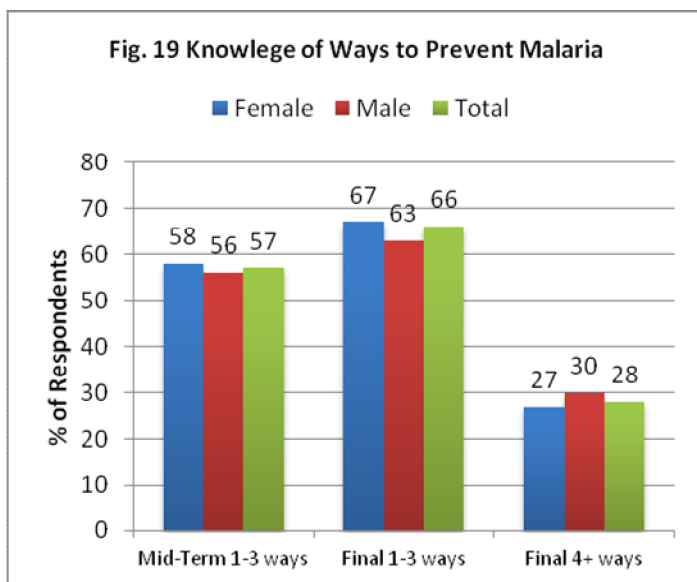
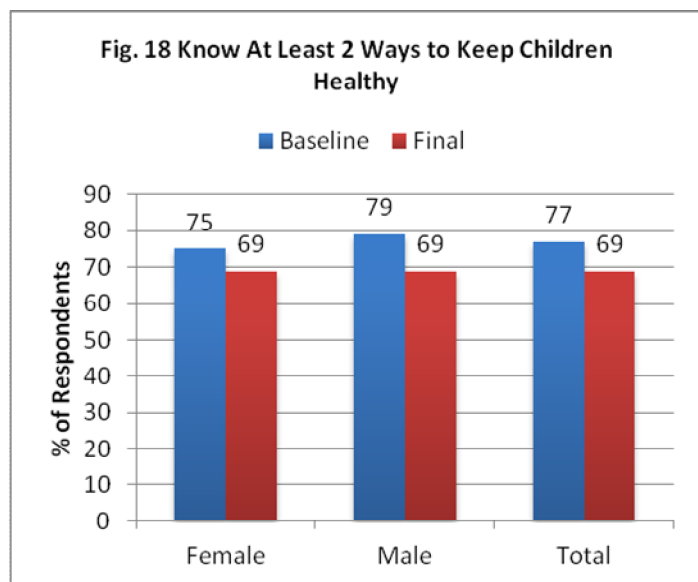
Figures 15 and 16 show respondents’ knowledge of strategies for dealing with drought and for keeping cattle healthy. These two topics were covered in Edition 6 of Lafaek ba Komunitade and therefore were not investigated in the baseline or the mid-term. The results do indicate that knowledge of drought mitigation measure is lowest in Likisa, where males are less likely than their counterparts in other districts to know at least one strategy. Knowledge of at least one way to keep cattle healthy was almost universal. This question could be improved by requiring two or three methods to be provided, to weed out superficial responses such as “give them food and water”. The knowledge of seed storage methods (Fig. 17) showed marked increase, reflecting the effort that has been put into food security not just in Lafaek ba Komunitade magazine but also in CITL’s food security programs.

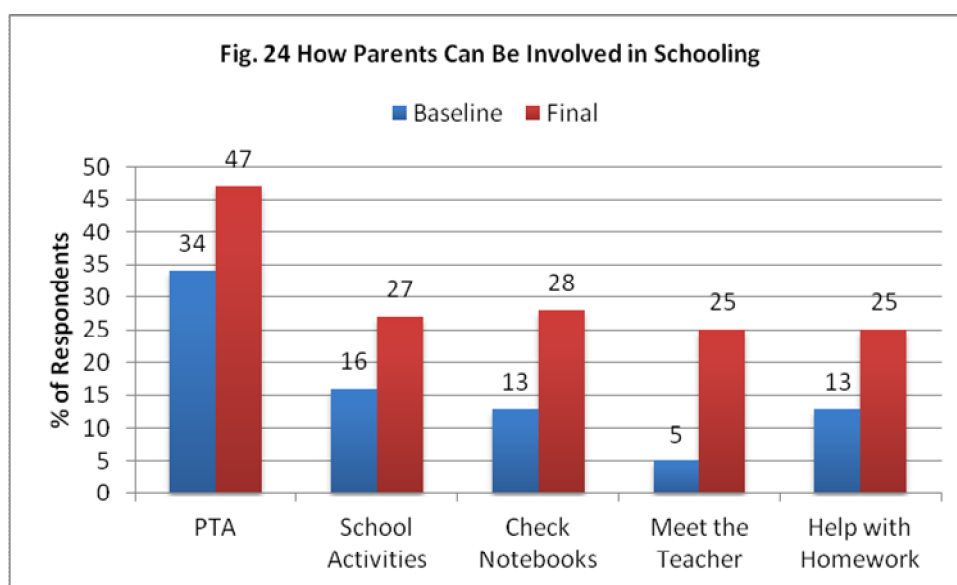
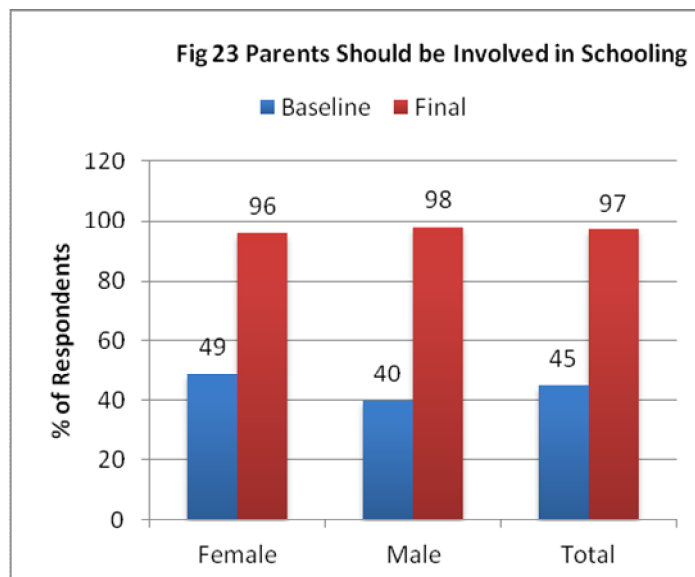
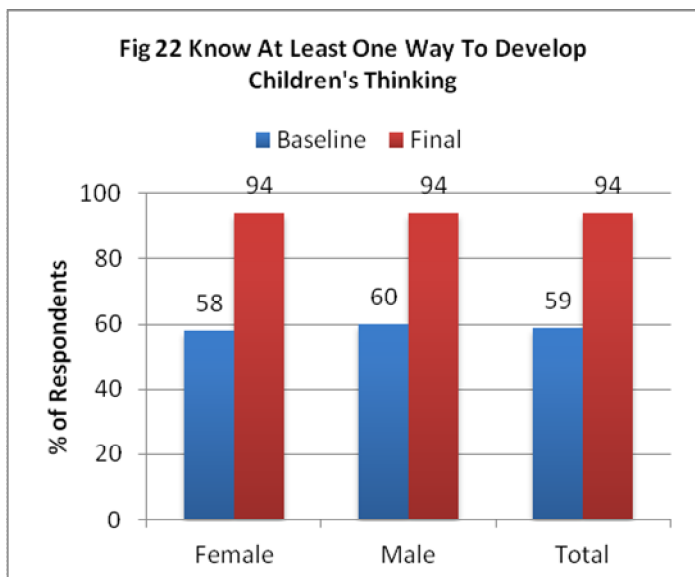


Sampling error margins: Baseline +/- 5%; Final +/- 5%

Early Childhood Care and Health

Two of the indicators (Fig. 18 Ways to Keep Children Healthy and Fig. 20 Knowledge of Various Food Groups) showed slight decreases which may not be statistically meaningful but which should be monitored to determine if a trend is developing. Other health and early childhood indicators, however, showed important improvements, including the understanding of ways to develop children’s thinking (Fig 22), the importance of parental involvement in schooling (Fig. 23), and a belief that the government mandated 6-years-old is an appropriate age to start school. There were notable increases in all categories concerning respondents’ ideas about ways that parents can be involved in schooling (Fig. 24). Knowledge of ways to prevent malaria showed a slight but possibly not statistically meaningful increase, while more than a quarter of the sample knew at least four ways to prevent malaria (fig 19).





Sampling error margins: Baseline +/- 5%; Final +/- 5%

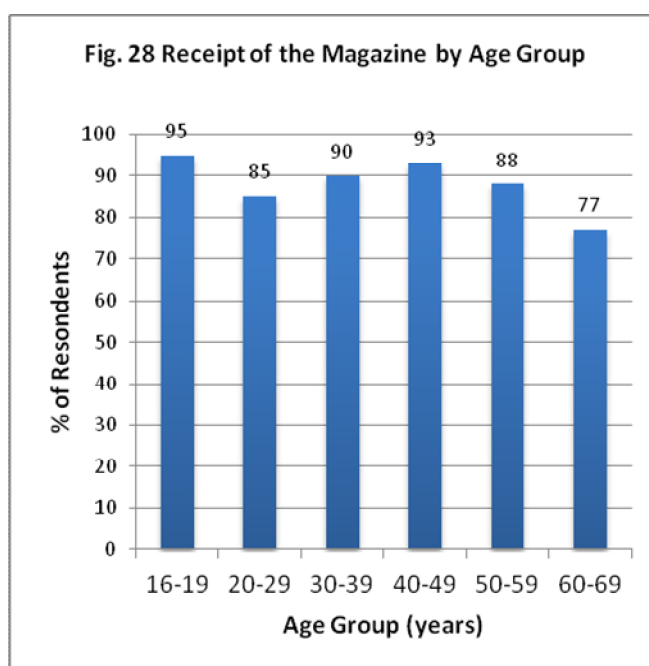
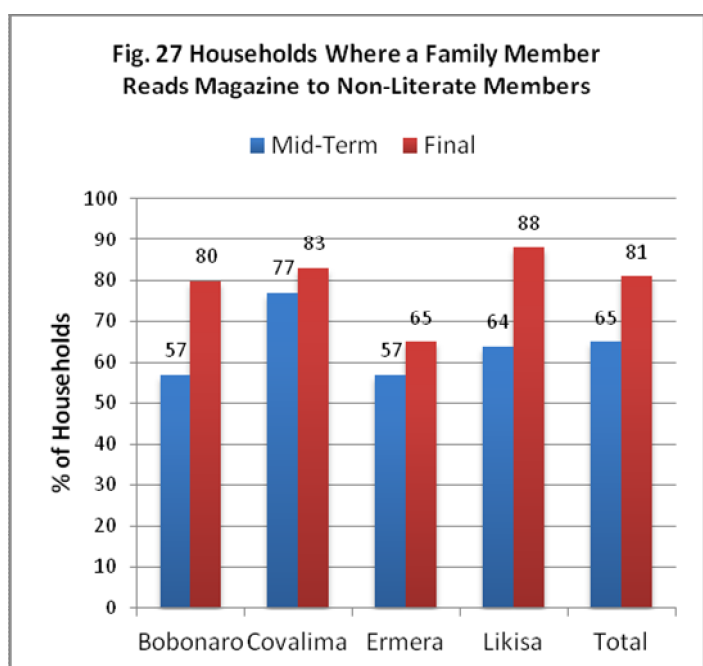
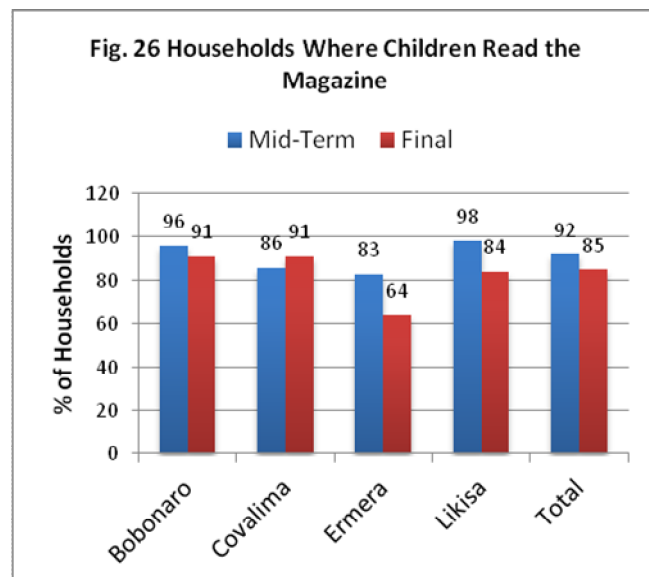
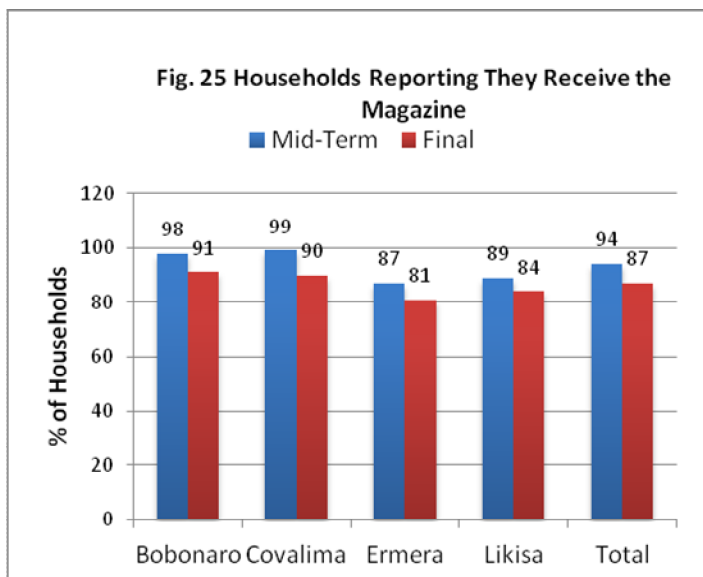
Activity 1 Development of a magazine for low-literate adults (reworded as “Produce and distribute community magazine to parents and children in selected villages in four districts (Bobonaru, Covalima, Likisa and Ermera)” in Year 2

Output 3 Children have access to a learning tool developing their literacy, numeracy and logical thinking skills

Activity 2 Development of a pull-out supplement for children aged 4-7

The logframe indicated that a pilot and eight editions of both the Lafaek ba Komunitade and Lafaek ba Labarik magazines (including the pilot) would be produced over the three-year life of the project. To date a pilot issue (1300 copies of each magazine) and seven full editions of 22,000 copies each have been produced (the pilot and one edition in Year 1, and three in each of the two subsequent years), for a total of 155,300 magazines. The project team is seeking a four-month extension of the grant period to allow production and distribution of the eighth edition. The project team expressed the view that the original schedule was difficult to maintain because of additional grant management requirements, such as writing a new proposal for each year of the project.

Both the mid-term review and the final evaluation show that the large majority of households receive the magazine (Figure 25), and that children in at least four out of five households in each district read the magazine (Figure 26). Furthermore, in many cases literate family members read the magazine to non-literate family members (figure 27).



Sampling error margins: Baseline +/- 5%; Final +/- 5%

Sampling error margins: Final +/- 5%

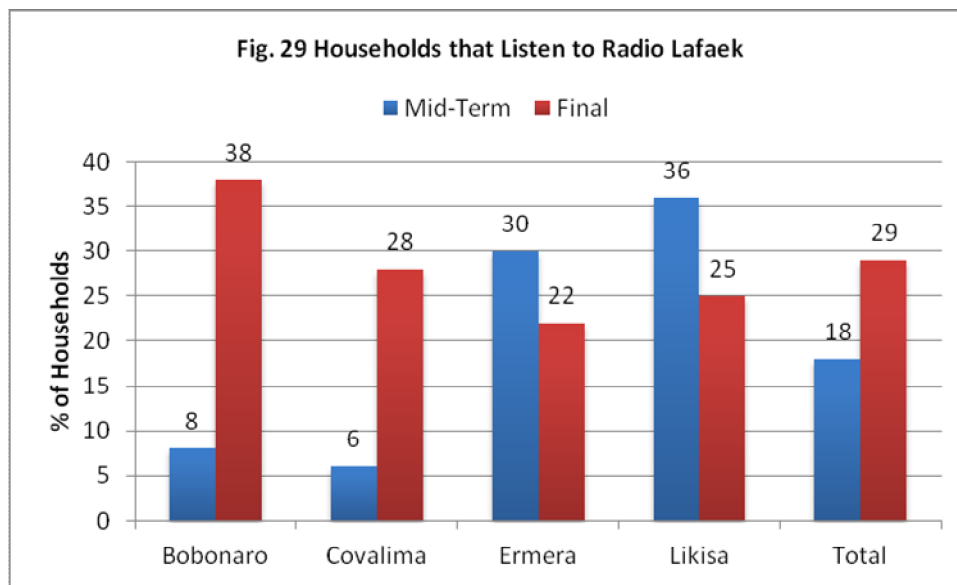
The decrease in percentages of households that receive the magazine is within the margin of error for comparing the mid-term review and the final evaluation data. It is also likely, however, that the decrease is due to the fact that the population and hence the number of households is increasing, while the number of magazines being distributed has remained constant at 22,000 per edition. The original proposal expressed the ambition that “the second and third years will be dedicated to increasing magazine production, scaling up the application of the magazine as a rural development training tool, monitoring activities and establishing additional synergies with other partners, such as NGOs and governmental initiatives, in order to ensure the project’s sustainability” (p. 6), while at the same time recognizing that the first three years would also be focusing on piloting the rural media concept. A number of promising discussions are currently underway concerning partnerships with the Ministries of Education and of Agriculture.

Further analysis of the data shows that the 20-29 years age group (n=120) is less likely to report receiving the magazine than the 30-39 years (n=105) and 40-49 years age (n=71) groups (Figure 28). It is in this 20-29 years age group that most of the new households are probably being established. This implies that household lists developed by field officers may not be as up to date as would be hoped. The 60-69 age group also reported relatively low levels of magazine receipt. However, there were only 35 respondents in this age group so that result may not be meaningful.

The decrease in children’s readership of the magazine in Ermera and Likisa is greater than can be attributed solely to sampling error. The reasons for this decline should be investigated further by the project team.

Activity 3. Development of a radio program based on contents from the magazines/ Produce and broadcast Radio Lafaek through community radio stations

The original proposal had as an indicator the production and airing of 25 episodes of Radio Lafaek by September 2013. However, 35 episodes have been produced and aired at the time of this final evaluation. Thirty-three per cent of households reported that they had access to a radio. The highest proportion was in Bobonaro (40%) and the lowest was in Ermera (26%). The number of people reporting that they listen to Radio Lafaek has increased overall, but there have been significant fluctuations across districts (Figure 29). Fourteen of the fifteen partners who use or distribute the magazine and who were interviewed for this study reported that they had not listened to and in almost all cases did not even know about Radio Lafaek. The project team should consider using the magazine, community dialogue meetings and the reading and writing competition to publicise the frequency and schedule for Radio Lafaek in each district. Furthermore, the field officers should print and distribute the schedule to partners and other relevant local institutions such as churches, police, fire fighters, district and sub-district administration, hospitals, clinics, and schools.



Sampling error margins: Baseline +/- 5%; Final +/- 5%

Output 4 The magazines are used by other organizations and initiatives as a learning tool to reinforce rural development messages

Activity 4 Establishment of partnerships to expand magazine use in other areas of the country

Annual reports, progress reports and the mid-term review list the names of partners to the project. In Year 1 there were 26 partners, in Year 2, 21 and in Year 3 there were 18 partners. The decrease in partners was mainly due to the cessation of the government-sponsored literacy groups (“alfabetizasaun”) in 2011. Of the 15 partners who receive Lafaek Ba Komunitade magazine and who were interviewed for this evaluation, ten said they simply distributed the magazine to their staff or members. In most cases, these organisations distribute it to sub-districts, sucos or aldeias to which CITL does not distribute. As such this represents an alternative distribution mechanism. However, the numbers of magazines distributed in this fashion is very small compared to the number of households in those locations.

One partner said they distributed it and also explained articles to individual members if requested by the member. Another partner, a resource centre, kept 20 copies of Edition 6 in a locked glass-doored cupboard and loaned it out to community members. Three partners reported that they had used at least one article in some kind of workshop or training group. Of these, one, a literacy and numeracy organisation, used the magazine as its main curriculum resource on a twice-weekly basis.

The original proposal expressed the hope that “Once the model has been demonstrated to be effective, ... the coverage can be expanded further through partnership with other NGOs to reach the other Districts of the Country” (p. 6). This evaluation shows that the magazines in particular are widely valued, and there is great potential to partner with government ministries and other NGOs and INGOs to expand distribution and production of the magazine. However, seeking out and negotiating these partnerships, developing MoUs, and monitoring partner implementation is a major task, and CITL should consider putting dedicated human resources into these tasks, rather than hope that they can be covered within current senior project positions.

One suggestion made by a CITL staff member is that the magazine be produced in portable document file (.pdf) format or another format suitable for reading on mobile phones. This would probably required modification of the magazine content to allow for the limitations of mobile phones. Although there is limited internet access in the rural areas, there is a lot of movement of people between urban areas and rural areas, and mobile phone coverage is widespread. It may also be possible to produce videos of demonstrations or a version of the magazine that is transferable from one mobile phone to another by Bluetooth. Partner organisations and other interested NGOs, Ministries and so on throughout the country could receive pdf versions of the magazine to distribute electronically, while individuals could print it and take it to their families in the rural areas or else allow family members to read it on their laptops and mobile phones. To this end, the Lafaek Project team could develop an email mailing list for distributing the magazine (or parts of it) in electronic format.

Activity 5 Community Dialogue

Community dialogues involve CITL staff such as the Lafaek Field officer and staff from one of the other program areas such as Healthy Villages or NEP working with communities to introduce them to the contents and purpose of the magazine and to demonstrate practices described in the magazine. Typically the topic of the demonstration is decided through an initial consultation with the community prior to the actual community dialogue meeting. Table 1 summarises the two rounds of community dialogues that have been held to date and the numbers of participants. The full list of aldeias and sucos where community dialogues have been held is found in Annex 9.

Table 1. Summary of Community Dialogues, 2012-13

Round	Suco	Aldeia	M	F	Total
I	5	10	84	80	164
II	5	15	101	75	176
Total	10	25	185	155	340

The full list of aldeias and sucos where community dialogues have been held is found in Annex 9.

Forty-one respondents (22 males and 19 females; about 10% of the sample) to the survey reported that they had participated in a community dialogue meeting. Eighty-two per cent reported that they liked the process, and 75% reported that it had had some impact on their daily lives or community. Respondents indicated that it had changed their thinking, and increased their understanding of the contents of the magazine. One respondent said that the meeting taught them about running a small store, and doing business. Another said that they learned how to make a home vegetable garden, and a third said that they learned how to grow seedlings, better methods of growing corn and potatoes and how to manage rice fields. A fourth respondent said that the dialogue had the effect of bringing the community together. Four other respondents recalled that they had learned about health-related topics including how to prevent disease and the importance of taking children for regular medical checks. One respondent said that the community dialogue had not brought any change yet because they had not implemented the things they had discussed.

Activity 6 Conducting regional writing and drawing competition amongst primary school students

The writing and drawing competition officially became part of the Lafaek Community Media project in 2011-2. In 2011-12, the theme for Grade 5-6 students was "Oinsa rai osan" (How to save money) and for Grade 1-4 students it was "My money". The competition attracted 2,844 entries from 286 schools across the four districts. The competition was held in all parts of each district, not just in those parts receiving the Lafaek ba Komuidade and Lafaek ba Labarik magazines. Prizes were awarded to six individual winners in each of three categories. Prize giving ceremonies were held at the winners' school. The 2012-3 competition was underway at the time of this evaluation, with the theme "My school". Although all the principals and staff members interviewed for this evaluation said they like and valued the competition, only four of the six schools that participated in 2011-2 were participating again in 2012-3. The main concern about the competition is that schools that do not have a winner (and there can only be a maximum of 18 schools with winners) do not get any feedback or acknowledgement of their students' efforts. The competition therefore needs to focus more on rewarding effort and valuing learning and efforts to improve, rather than just winning. As such, the project team should consider producing certificates of participation for each participant and funding this by diverting some of the resources currently used for prizes and prize giving ceremonies. All participating schools should be encouraged to hold ceremonies for conferring participation certificates, using local resources. It will take some effort to change people's perspectives on the competition since it has been around since the days of Lafaek ba Eskola.

Relative effectiveness of the Lafaek Community Magazine when used alone, or in conjunction with other programmes implemented by CARE and its partners (e.g. literacy/numeracy programmes, CARE's health/nutrition and food security programmes).

Before showing the interviewer the magazines they had received, respondents were asked to recall things they had learned from the magazine. People in 317 of the 400 households participating in this evaluation were able to recall one or more things. This represents 79% of the entire sample and 91% of the households that reported receiving the magazine. Extrapolating to the whole population receiving the magazines (20,000 or more households), this suggests that people from around 16,000 households have learned something from the magazine. The most common responses from the survey are shown in Table 2.

Table 2. Respondents' Recollections of What They Have Learned from Lafaek Magazine

Topic	Households	Topic	Households
Health	87	Use of <i>Moringa</i> sp.	18
Stories	60	Teak	15
Mathematics	41	Planting trees	14
Traditional medicine	41	Drawing	14
Illness	39	Learning to Read	13
Medical use of honey	33	Corn	13
Growing or selling vegetables	33	Fruit	11
Hand washing	33	Uses of various kinds of leaves	11
Food	31	Betel pepper	11
Agriculture	28	Child nutrition	10
Games	27	Malaria	10
Writing	22	Seeds - uses, preservation	10
Business	21		

It is evident that *on its own* the magazine has a positive impact on people's knowledge. In remote areas without access to other sources of information, the magazine is being read widely and meaningfully. Respondents were later asked to state which things they had read about in the magazine had they applied in their every day life. Respondents in 246 of the households (62% of the sample and 71% of the households that reported receiving the magazine) said they had used the information in their everyday life. Extrapolating this to the entire population receiving the magazine, this suggests that as many as 12,000 or more households are implementing ideas or activities from the magazine.

Where possible, interviewers observed what respondents had done as further evidence of impact. The table below shows some of the kinds of information applied by the respondents.

Table 3. Respondents' Application of Knowledge from Lafaek Magazine

Application	Households
Plant vegetables, trees, crops, medicinal plants etc	58
Hand washing	31
Secure seed storage	26
Medical use of honey	23
Games	19
Medical use of <i>Moringa</i> sp, garlic, lemon grass, onion	19
Business practices	17
Get children immunized	10

Effectiveness of extension activities such as Radio Lafaek and the community dialogue activity.

From 2011 up until the time of this report, CITL's partner Creche 12 Novembro had produced 35 thirty-minute radio program episodes based on the content of Lafaek ba Comunidade magazine. As well as producing radio programs, Creche 12 Novembro also undertakes activities in communities in the four districts to socialize community members on reading and using the contents of the magazine.

Of the 115 households who reported that they listened to Radio Lafaek, 95 (83%) were able to recall a general or specific topic that they had heard about. The most commonly mentioned topics are shown in the table below.

Table 4. Respondents' Recollection of Radio Lafaek Topics

Topic	Households	Topic	Households
Health	41	Child care	4
Stories	25	Selling	4
Agriculture	21	Honey	4
Mausesta (magazine character)	11	Slash and Burn	3
Hand washing	10	Abui (magazine character)	3
Mathematics	8	Food	3
Children's rights	5	Songs	3
Ambere (magazine character)	4	Cattle management	2
School attendance	4	Seeds	2

The Director of Creche 12 Novembru reported that he himself had seen examples of how people had applied the ideas from the magazine and radio program. In Vatuvou in Likisa District, he saw 12 households that had started using plastic drums for seed storage instead of the traditional method of hanging seed over the fire (which was susceptible to attack by rodents).

A comparison using Student's t-test of the responses from households which had participated in community dialogue activities with those that had not participated showed that there was no statistically significant difference in terms of those who said they had learned something from Lafaek ($p=0.34$). Nor were participants in the community dialogue significantly different in terms of their use of information from Lafaek Magazine in their everyday life ($p=0.18$). However, the respondents who had participated in a community dialogue only made up 10% of the sample ($n=41$), so these results are still inconclusive. The project team should continue to monitor the impact of the community dialogue sessions, especially in terms of their differential impact compared to communities that have not undertaken the dialogue sessions.

The writing and drawing competition appears to be very effective in terms of stimulating interest in writing and drawing, which in turn promotes literacy and critical thought. However, as noted above, it does need to be rethought in terms of how it aligns with the Lafaek Community Media project and how it is used as a tool to promote and value learning and student achievement.

Overall, most aspects of the project have been highly effective. In particular, the project appears to have contributed to enhancing most aspects of literacy and numeracy tested. The exception is simple mental arithmetic, which respondents were very good at to start with. The project was effective in improving knowledge of agricultural practices such as how to deal with the impact of drought, how to care for cattle, and secure seed storage methods. In early childhood care and education there was increased knowledge of school starting age, how to developing children's thinking skills, and how parents can be involved in schooling. The program has also been very effective in encouraging people to act on the messages in the magazine and radio program, with a large majority of households reporting that they had implemented at least one of the ideas they had heard or read about. In health, the effects of the program were less clear cut, with changes between the baseline/mid-term and final evaluations within the margins of error for the surveys.

Relevance

The extent to which the Lafaek community magazine and Radio Lafaek are relevant to the needs of beneficiaries and to Timor-Leste's development priorities.

The activities conducted during the Lafaek Community Media project are very well aligned with the needs of beneficiaries. Many of the topics covered in the magazine are suggested by CARE or other workers in relevant sectors such as education, health and agriculture. These topics in turn are identified during work with communities in the four districts in which the magazine is distributed.

The material covered in the Lafaek Community Media are also well aligned with or complement Timor Leste's development priorities. The fact that the project for the most part caters to the segments of the population in the four districts that have least access to information indicates that the project overall is in line with the National Strategic Development Plan 2011-2030's (NSDP) emphasis on social inclusion and addressing the needs of the most vulnerable (p. 48). The project's promotion of concepts in early childhood care complements the NSDP (p. 18) push to expand early childhood education. The Lafaek ba Labarik insert in Lafaek Ba Komunitade is aimed at 4-7 years olds, and therefore supports not only early childhood education and school-preparedness, but also supports the NSDP's (p. 21) emphasis on improving the quality of basic education. The inclusion in Lafaek ba Komunitade of

literacy and numeracy exercises for adults provides an important support to the NSDP's identification of the need to continue to reinforce literacy and numeracy gains made in recurrent education (NSDP p. 26).

While the NSDP (p. 37) promotes the provision of health care services, Lafaek ba Komunitade complements this by making people aware of the causes, prevention and treatment of disease, and by encouraging the use of health services for the treatment of illness and for immunization. Lafaek ba Komunitade also supports the NSDP's (p. 40) push for better adult and child nutrition, improved dental health, and the control of communicable diseases (p. 41). The project team may also wish to review if future editions of Lafaek ba Komunitade can contribute to some of the other health issues identified in the NSDP, including mental health (pp. 40-41), the aged, and people with disabilities (p. 42).

Strategies promoted in the magazine to combat drought and improve agricultural production are in line with the NSDP's identification of climate change (p. 57) and food security (p. 120) as key development issues. Furthermore, the magazine's promotion of ideas for small business, especially those based on agriculture, contribute to meeting the need identified in the NSDP of improving knowledge in rural areas of agricultural production and markets (p. 109) and improving vocational training in general (p. 113).

Overall, the Lafaek Community Media project is highly relevant to a wide range of beneficiaries' needs in the areas of early childhood care and education, health, agriculture and literacy/numeracy. Those are all areas identified as important development priorities identified in the NSDP, so the magazine is also highly relevant to Timor-Leste's national needs.

The extent to which benefits have been spread across different stakeholders, with a particular focus on disadvantaged households, including women-headed households and young women (including school dropouts) and their children/younger siblings.

There were 49 women head of households including in the survey (about 12% of the sample). Seventy-six per cent of members of these households could recall something they had learned from Lafaek ba Komunitade magazine, while 61% of such households reported that they had used information from the magazine in their everyday lives. These figures are comparable to the sample overall (79% and 62% respectively - see above).

Ninety-four out of 110 households (85%) in which the interview respondent was a female aged 16-29 received the magazine. Eighty-nine out of those 94 households (95%) said they had learned at least one thing from the magazine. Seventy-six out of the 94 recipient households (81%) cited at least one way they had applied the information in the magazine in their everyday lives. These figures compare favourably with the sample overall (87%, 91%, and 71% respectively), suggesting that the magazine is catering to women aged 16-29 years.

In Covalima the three most remote and therefore information-deprived sub-districts are not substantively reached. The field officer only has access to a motorbike, and it cannot cross the big rivers needed to reach Fatululic, Fatumean and Fohorem. The partner NGO Fini Esperanca does go to Sub District Fatululic Suco Taroman but they only get 100 copies to distribute and they do not do community dialogue or any other systematic socialisation of the magazine with the recipients. NGO Hadomi Malu distributes in Sub District Fohorem Suco Latos but they only get 175 copies and again do distribution only. The CITL Health team in Suai only works in Zhumalai and Tilomar so although they have a vehicle they do not go to those remote sub-districts as part of their work. Provision of a vehicle to the Lafaek Field Officer in Suai would allow distribution to these remote sub-districts. Resources including copies of the magazines would also need to be diverted from elsewhere, most probably from parts of Suai that are relatively well served by information or other NGOs.

The project team should also consider covering all of the nine sucos in Atasbe sub-district in Ermera. The rationale for omitting two of the nine sucos seems to be that CITL does not already have some project work occurring in them, rather than on the basis of these sucos present access to information or their level of advantage or disadvantage.

Efficiency and Sustainability

Analysis of factors constraining or enhancing the achievements and the sustainability of outcomes

The production of a high quality magazine that is meeting many of the information needs of its intended clientele is attributable to a number of factors. These include:

- A well coordinated, experience, well-trained and dedicated team of writers, illustrators, and layout personnel;
- The focus in the magazine on relevant information and an attractive layout suitable for low literacy level readers;
- Sound project management of the magazine production process, including pre- and post-testing of each edition among sub-groups of potential readers and the inclusion of an editorial board in the production process;
- Good communication between other CITL project teams including NEP, HAN and Maka'as;
- Adequate resourcing of Lafaek field staff, which ensures that motorbikes are generally maintained in good condition and adequate amounts of fuel are available.

Factors that constrain the achievement and sustainability of outcomes include:

1. The varying capacity of the Lafaek Field officers. One field officer reported that he only delivered the magazines to the aldeia chief, whereas another reported that wherever possible he tried to personally deliver each copy and have a brief talk to the recipients about the magazine. Some field officers were able to describe their jobs in detail, including magazine distribution, publicising Radio Lafaek, coordinating the drawing and writing competition, and coordinating community dialogue sessions, whereas others when describing their job focused only on magazine distribution.

2. People's willingness to try new things and risk scarce resources. The list of ideas from the magazine that people have actually tried in their everyday life tends to be dominated by activities that require few resources and little application of new knowledge. For example, growing lemongrass to make medicines is relatively low risk and requires few resources. More complex tasks such as growing an entirely new crop, such as rambutan, or growing teak seedlings for sale or planting, require more effort and resources. Partner and field officer interviews revealed a strong desire for more success stories in the magazine and on the radio, including follow up stories to show how people were progressing and overcoming obstacles since they were last covered in the magazine or on the radio. Knowing that someone else has taken up a new practice successfully and hearing about how they did it appears to be a means of helping people assess the risk and decide whether to commit scarce resources. The community dialogues also play a role in clarifying processes and getting people to understand the risks involved.

3. The lack of substantive financial partnerships with government, NGOs and INGOs (see below).

Assessment of value for money and financial sustainability.

Annual reports indicate that the project has four sets of costs. The latest full figures are for Year 2 of the project. They show:

1. Non-output specific management costs of about \$75,000 per year. This is a fixed cost and will not change if, for example, more copies of the magazine are produced.
2. Magazine production costs. In Year 2, three editions (each combining Lafaek ba Komunidade and Lafaek ba Labarik) cost a total of \$212,000, or a little under \$71,000 per 32-page edition, or about \$2,200 per page. This equates to about \$3.20 per copy of the magazine. If the management costs⁵ in (1) above are split pro-rata between the magazines (69%), the radio programs (16%) and the competition (15%), then the total cost of producing the magazines is $\$212,000 + (69\% \text{ of } \$75,000) = \$264,000$. This equates to \$88,000 per 32-page edition, \$2750 per page, and \$4 per copy. This is probably good value given the high uptake of ideas in the magazine of crucial ideas such as secure seed storage, coping with drought, growing vegetables and so on.
3. Fifteen radio programs were produced at a total cost of \$49,442 or a little under \$3,300 each. If the pro-rata management costs are included, the total cost of the radio program is $\$49,442 + (16\% \text{ of } 75,000) = \$61,442$ or \$4096 per program.
4. The drawing and writing competition at \$47,816 costs almost as much as the 15 radio programs and about two-thirds the cost of one edition of Lafaek ba Komunidade + Lafaek ba Labarik. This total cost also equates to nearly \$17 per entrant in Year 2, when there were 2,844 entrants. If the pro-rata management costs are included, then the cost of the competition is $\$47,816 + (15\% \text{ of } 75,000) = \$59,066$ or a little under \$21 per entrant. Given that the schools receive only a poster and envelopes in which to submit entries, this cost seems high, even given the cost of distribution of the posters and envelopes. For example, suppose a school has 200 entrants. The cost to the Lafaek Community Media project for those 200 entrants is over \$4,000 dollars.

Given the relatively high cost of producing the magazine, it is important that in the second phase of the program greater human resources are put into securing page sponsorship agreements with relevant government ministries and the larger NGOs and INGOs.

The seven editions produced to date represent a valuable pool of intellectual capital. CITL should work to leverage this intellectual capital by for example reprinting all the articles related to one theme or topic (e.g. health, agriculture, literacy/numercy, or business) in a single volume and selling them on a cost-recovery basis to partners working in those areas. This would also overcome the current problem where magazines are distributed to specialist partners e.g. in microfinance, but only a few pages of each edition is directly relevant to that partner.

Compared to the former Lafaek ba Eskola magazine, Lafaek ba Komunidade and Lafaek ba Labarik are relatively expensive per copy. However, it must be remembered that Lafaek ba Komunidade/Lafaek ba Labarik has been a pilot program in parts of 4 districts, whereas Lafaek ba Eskola had a much larger print run and was distributed nation-wide. If Lafaek ba Komunidade/Lafaek ba Labarik can be scaled-up, then greater economies will be found. As noted above, producing the magazine in pdf format for distribution to partners could also reduce costs.

⁵ Costs include writing, illustrating, editing, printing, and distribution

Another way to reduce costs is to consider outside sources for the magazine content. For example, there is probably no need to develop literacy and numeracy materials from scratch. They could be adapted, for example, from the GoTL's adult literacy and numeracy program.

As noted above, Radio Lafaek costs about \$4,000 per program. The production is entirely outsourced to the local NGO Creche 12 Novembru, although material for the programs comes from the Lafaek project team. Other NGOs around the world also produce radio programs. For example, in 2005 the Leitana Nehan Women's Development Agency (LNWDA) in Papua New Guinea was producing a weekly radio program for about US\$300 per episode (based on 2005 exchange rate). However, the only cost involved was the salary of the program producer, since the Executive Director of LNWDA researched, wrote and hosted the entire show herself, and Radio Bougainville transmitted it free of charge.

Project Management

Assessment of the quality of the M&E framework

This evaluation encountered a number of challenges regarding the original proposal and log frame, as well as the baseline study, mid-term review and annual reports. First, a number of the original indicators in the proposal were not well developed and never measured or implemented. These included:

1. Indicator (a) in the "Goal" section, namely, "% of change in the overall score of knowledge in the four areas". No overall score was calculated in the baseline or the mid-term review. This current analysis considered it meaningless to collapse a wide range of knowledge into a single indicator, so such a score has not been calculated here.
2. Indicator (b) in the "Goal" section, namely, "% of community members applying good practices, particularly among the most disadvantaged households". "Disadvantaged households" were not defined, nor were "good practices" or the number of "good practices" that would be required in order to be counted in this indicator.
3. Outcome 1's sole indicator, namely, "Positive changes in the business profile of each selected community". The number of people who had a small business and the type of small business was identified in the baseline study, but there was no breakdown for "each selected community". Some aldeias are so small it would have been meaningless to try to track changes using the aldeia as the unit of analysis.
4. Outcome 2 indicator (c), namely, "Positive changes in the management of household and business finances due to the improvement in literacy and numeracy skills". Neither the baseline nor the mid-term review inquired into the nature of respondents' household finances, and for privacy reasons it probably would have been inappropriate to do so.
5. Outcome 2 Indicator (d), namely, "Increase in the reported interest for reading materials and frequency of reading". Interest and frequency of reading were not measured in the baseline or mid-term review, although they perhaps could have been.
6. Indicators a, b and c for output 3 were never measured, and even if they had been, it would have been difficult to attribute any change to the magazine alone. (Indicators were: a. % of children under 8 who can recognize features from the children's magazine b. % of children able to solve logic problems, per level of difficulty c. % of increase in the average score for fine motor skills and basic numeracy.)

Second, although the initial proposal emphasised "particularly women" and "women from disadvantaged households", the baseline study and mid-term review did not present data disaggregated by gender. As noted above, gender and district disaggregation for the baseline and the mid-term review were undertaken as part of this consultancy in order to identify gender disparities and make valid comparisons with the final evaluation data.

Third, the baseline did not include questions for all relevant information (e.g. knowledge of health and agriculture) but relied on data collected elsewhere (e.g. during training of volunteer health workers), which did not allow valid comparisons with either the mid-term evaluation or final evaluation samples.

Fourth, the baseline report and the mid-term review were inconsistent in their reporting and presentation of data, even when the same question was asked. For example:

1. The baseline disaggregated data by district for the question concerning the borrower's responsibility to pay back a loan, but the mid-term review did not
2. The baseline asked about perceptions of the right age to start school, and if and how parents could be involved in their children's education. The mid-term review did not report on these issues.
3. The baseline disaggregated literacy and numeracy results by district for some questions but not for others. The mid-term review only reported on a selection of the literacy and numeracy questions and did not disaggregate the data by district.

Fifth, the Year 1 interim report (p. 5) reported on the Reading and Writing Competition, even though it was not included as an activity in the original proposal. (Later proposals did include it and were approved by the donor.)

Sixth, although the original proposal planned to extend the distribution of the magazines at least to all subdistricts in the four districts, this did not occur, as noted above. Reasons for this are not given in the various project reports.

Assessment of CARE's performance with regard to monitoring, governance, and risk management

The mid-term review provided an opportunity to assess the progress of the project and overall it did a good job of monitoring the achievement of the project activities. The project appears to be well managed, but more attention needs to be paid to:

1. Developing specific, measurable, attainable, relevant and time-bound (SMART) indicators in the proposal for the next phase
2. Using the project documents, especially the project logframe, to guide the daily direction and implementation of activities of the project
3. Ensuring that annual reports and mid-term reviews report against all the indicators in the logframe or explain why in some cases they may omit reporting on particular indicators.

No risk management matrix was prepared for the project. The original log frame did list assumptions, some of which indicated risks. However, risk management was not explicitly dealt with in detail. Two risks are mentioned briefly on p. 8 of the first year interim report, while the 3rd Year Progress Report specifies three risks and describes mitigation measures. Risks need to be prioritised and specific strategies developed to minimise them or deal with them if they manifest themselves. More detailed, systematic and meticulous risk management needs to be undertaken.

NZAP should also require more rigorous adherence to and reporting on the activities, outcomes and outputs listed in the project proposal, and a more detailed reporting and explanation of variations.

Recommendations

Strategies for immediate improvement of project implementation

Lafaek ba Komunitade and Lafaek ba Labarik Magazines

1. Continue producing the magazine at a rate of about 3-4 editions per year as funds and capacity allow
2. Systematically plan in advance the contents of a number of editions in order to provide a logical scope and sequence of topics to be covered
3. Coordinate more closely with the annual work plans of other CITL units (health, agriculture, climate change) to ensure maximum synergies and impact
4. Explore ways to include more literacy and numeracy exercises in the magazine e.g. use a lower quality paper insert for those exercises and/or print in black and white where appropriate. Alternatively, consider providing literacy materials completely separately from the magazine. Continue the balance between literacy and numeracy exercises and ensure that the numeracy exercises extend readers beyond what they can already do mentally.
5. Consider limiting the number of topics covered in each edition in order to give greater coverage in a single edition including more success stories and follow up stories. E.g. in one edition cover health and early childhood care and in the next edition agriculture and business. Only distribute editions to partners who work in the relevant area. Or, reprint all the health articles in a single volume and sell them to partners working in health, and do the same for agriculture etc.
6. Investigate the reasons for the decline in children's readership of the magazine in Ermera and Likisa

Distribution and Reach

7. Review distribution in Covalima, including resources required to distribute to the three most remote sub-districts of Fatululic, Fatumean and Fohorem.
8. Increase the number of magazines distributed annually in each district to keep up with population growth and growth in the number of households.
9. Review the work practices of the field officers to ensure they are performing all of their duties and in the way required. In particular, review the method of collecting household data to ensure new households are included.
10. Focus on and put dedicated human resources into developing partnerships that enhance the financial sustainability, impact and reach of the magazine and radio.
11. Produce a portable document format (.pdf) version of the magazine and compile an email distribution list of people who wish to receive the magazine in this format.

Radio Lafaek

12. Lafaek Project Field Officers inform partners about Radio Lafaek frequencies and schedule

13. Include in each edition of Lafaek ba Komunidade information about the frequencies on which Radio Lafaek is broadcast and if available the broadcast schedule and topics

Competition

14. If a new project producing Lafaek ba Eskola commences, move the children's writing and drawing competition to that project.
15. Provide all participants in the children's competition with certificates of participation. Encourage participating schools to hold a ceremony to present the certificates to participants - make the ceremony a celebration of learning.
16. Hold a writing competition for communities that receive Lafaek ba Komunidade. Align the topic of the competition more closely with the health, agriculture, early childhood care and business focus of the project.
17. Publicise the results of the competitions in Lafaek ba Komunidade or Lafaek ba Labarik/Eskola. E.g. print thumbnails of the winning drawings, and provide summaries of the winning writing entries.

Community Dialogue

18. Systematically extend the community dialogue process to as many aldeias and sucos as possible to maximize the impact of the magazine.
19. To limit costs, integrate the community dialogue as much as possible into the activities of other CITL projects such as HAN, NEP and Maka'as.
20. Continue to focus the community dialogue on practical demonstrations of new or improved methods and techniques that communities request.
21. Continue to monitor the impact of the community dialogue sessions especially in terms of their differential impact compared to communities that have not undertaken the dialogue session

Financial Sustainability and Value for Money

22. Consider reprinting all the articles related to one theme or topic (e.g. health, agriculture, literacy/numercy, or business) in a single volume and selling them on a cost-recovery basis to partners working in those areas.
23. Consider outsourcing or using already available literacy and numeracy content

Project Management

24. Develop specific, measurable, attainable, relevant and time-bound (SMART) indicators in the proposal for the next phase
25. Use the project documents, especially the project logframe, to guide the daily direction and implementation of activities of the project
26. Ensure that annual reports and mid-term reviews report against all the indicators in the logframe or explain why in some cases they may omit reporting on particular indicators.
27. Undertake more detailed, systematic and meticulous risk management including prioritising risks and developing specific strategies to minimise or deal with risks if they manifest themselves.

Key learnings/Lessons learned from each sector above and also the strengths and weaknesses of the project and strategies chosen to achieve project objectives

Strengths/Positive Lessons Learned

1. The model for developing and distributing the magazines is effective overall and has resulted in a product that is valued and used by the community and which has made a positive difference in most recipients' lives in a range of areas including literacy, numeracy, agriculture, business, health and early childhood care
2. The radio program and community dialogue provide important complements to the magazines
3. The capacity of the field officers at the district level is crucial to the effective distribution and use of the magazine
4. The committed and experienced magazine production team ensures a high quality, engaging and relevant product

Weaknesses

1. The reading and writing competition, while being a valuable educational activity in itself, could be better aligned with the overall project goals
2. Project risk management, logframe development, reporting against the logframe, and progressing the project as planned need more attention by the implementer and more oversight by the funder
3. Partnerships were weakly developed and added relatively little value

Identify emerging priorities & needs for future involvement identified by people served

Partners and field officers were asked to suggest future topics for and improvements to the magazine, based on their assessment of the needs of the communities. These are listed in Annex 10 and Annex 11 respectively. School

principals and teachers were asked to suggest topics for future drawing and writing competitions, and these are listed in Annex 12.

Annexes

Annex 1. Terms of Reference

CARE International in Timor- Leste - CITL

Job Title:	External Evaluation Consultant
Program:	Lafaek Community Media for Rural Economic Development
Reports To:	Assistant Country Director of Program
Duty Station:	Dili, Timor Leste, with field travel when necessary
Period :	32 days

Background

In 2010 NZAP contracted CARE International in Timor-Leste (CITL) to manage and implement the Lafaek Community Magazine project (Lafaek ba Kommunitade). This project is scheduled for completion in September 2013. Two internal evaluations have been conducted for the project in 2011 and 2012.

The goal of the project is to contribute to the social and economic development of rural communities in Timor-Leste, with a particular focus on members of the most disadvantaged households to fulfill basic human rights and improved livelihoods.

The expected outcomes of the project are;

- o Community members, particularly women from disadvantaged households, show increased comprehension of the economic potential of local products and recognition of locally available opportunities for microfinance
- o Improvement in local knowledge about agricultural, health and child rearing practices
- o Children have access to a learning tool developing their literacy, numeracy and logical thinking skills.
- o The magazines are used by other organizations and initiatives as a learning tool to reinforce rural development messages.

22,000 copies of the Lafaek community magazine are produced 3 times a year and distributed to low-literate adults and in 4 districts of Timor-Leste (Bobonaro, Liquica, Ermera and Covalima), and local partner organizations who utilize the magazine in their activities. The magazine also has an insert for children aged 4 - 7. A radio program, Radio Lafaek is also produced in partnership with a local NGO, Creche 12 de Novembru, to reinforce messages from the magazine. The allocated budget for this project is approximately USD 1.1 million.

Overall Objective

The overall objective of this evaluation is to analyse the impact of the Lafaek Community Magazine and Radio Lafaek on the knowledge and practices of the selected communities in which the magazines were distributed and the radio programs transmitted. Findings from the evaluation will be used to inform the design of a possible future Lafaek Community Magazine project.

Results of the evaluation will be disseminated to key stakeholders including the Government of Timor-Leste, NZAP and development partners.

Specific Objectives

The evaluation will assess the project against the following DAC^[1] evaluation criteria:

Effectiveness:

- The extent to which the project's intended outputs and outcomes have been achieved, against the project logframe and baseline.
- Relative effectiveness of the Lafaek Community Magazine when used alone, or in conjunction with other programmes implemented by CARE and its partners (e.g. literacy/numeracy programmes, CARE's health/nutrition and food security programmes).
- Effectiveness of extension activities such as Radio Lafaek and the community dialogue activity.

Relevance:

- The extent to which the Lafaek community magazine and Radio Lafaek are relevant to the needs of beneficiaries and to Timor-Leste's development priorities.
- The extent to which benefits have been spread across different stakeholders, with a particular focus on disadvantaged households, including women-headed households and young women (including school dropouts) and their children/younger siblings.

Efficiency and Sustainability:

- Analysis of factors constraining or enhancing the achievements and the sustainability of outcomes
- Recommendations with regard to the financial sustainability of the Lafaek Community Magazine.
- Assessment of whether this project represents value for money^[2]

Project Management

- Assessment of the quality of the M&E framework
- Assessment of CARE's performance with regard to monitoring, governance, and risk management

Reporting and Governance Arrangements

The consultant will report directly to the Assistant Country Director of Programs Bharath Mohan, the principal contact for this consultancy, and will be ultimately accountable to the evaluation steering committee comprising of:

- The CITL Country Director
- A representative from NZAP
- A representative from the ministry of Education

The consultant will work together with the Education Program Manager and Senior Education Advisor, along with other members of the Lafaek Community Magazine team, in undertaking the evaluation.

Tasks

The Consultant will undertake the following tasks in close and regular liaison with the Education Program Manager and Education Advisor, and in close and regular liaison with the Assistant Country Director of Programs.

- Conduct a thorough literature review of relevant project documents including project proposal, logical framework, budgets, workplans, regular donor and field reports, and evaluations;
- Develop a detailed evaluation methodology, including how key issues and information gaps will be identified, which tools will be used for data collection, how project staff will be trained on survey techniques and use of tools, and how they will be meaningfully involved in the evaluation process, including formulation of recommendations;
- Together with senior program staff oversee data collection in project areas
- Conduct semi-structured interviews with project staff, beneficiaries, NZAP staff and project counterparts (other key stakeholders can be interviewed via telephone conferences or contacted by email);
- Carry out field visits to project sites in Ermera, Bobonaru. Liquica and Covalima;
- Present a summary of the preliminary findings of the evaluation, and present this to Steering committee and CITL staff;
- Prepare a draft version of the Evaluation Report, and submit to CITL for review and comment;
- Submit the Final Evaluation Report to CITL.

Deliverables:

Key deliverables include the following:

- Methodology and approach for steering committee approval
- Guidelines and tools for data collection
- Summary presentation to steering committee and CITL staff
- Draft report of no more than 20 pages in clear English (Excluding Annexes) for feedback
- Final report

Methodology for the Evaluation

The Consultant will develop an evaluation methodology to ensure that information available and collected from the field visits will be sufficient for the purposes of the evaluation. The evaluation process will be participatory, and project staff will take an active role in facilitating the field visits, assisting with the conduct of meetings and interviews, developing recommendations and providing interpretation services where required. Both qualitative and quantitative data and information from both secondary and primary sources will be collected through assessment tools such as document reviews, existing surveys, group discussions and semi-structured interviews.

Schedule and Dates

All outputs specified in the ToR will be completed between 1 May 2013 and 30 June 2013 (some activities may occur concurrently)

Key Activities	Location	Est. Number of Days
§ Document Review	Home Base	2
§ Draft Review Methodology for approval		
§ Travel to Dili	Transit	1
§ Meeting and briefings with steering committee and key CARE staff	Dili	1
§ Develop tools and guidelines for data collection (including tools used in previous surveys if appropriate)	Dili	2
§ Conduct pre-test of survey tools and modify as necessary	Dili	2
§ Training of staff in survey tools	Dili	2

§ Data collection and stakeholder interviews in the field	Bobonaru, Covalima, Ermera and Likisa	10
§ Analysis of data collected	Dili	5
§ Follow up meetings with project stakeholders		
§ Presentation of initial findings to steering committee and CITL staff		
§ Report Writing - preparation of Draft evaluation report	Home Base	5
§ Report Writing - preparation of Final evaluation report based on feedback	Home Base	2
		32 days

Payment

The Consultant shall receive the following payments upon completion of the outputs as specified above and listed below:

Output	Timing	Fee Payable
1. Reimbursement of travel and other costs	Following return to home base	As per expenses incurred
2. Approval of methodology and approach	Submission within 5 days of beginning consultancy	10 per cent of the total fee payable to the Consultant
2. Acceptance by CARE of the Draft evaluation report	Submission within 10 days of completion of the field visit component	60 per cent of the total fee payable to the Consultant
3. Acceptance by CARE of the Final ACRs	Submission within 5 days of receiving feedback on the Draft evaluation report	Remaining 30 per cent of the total fee payable to the Consultant

Qualifications

- Advanced university degree in Social Sciences, Statistics, Data Management, Education or related fields;
- Extensive experience in implementing or evaluating education projects
- Extensive experience in developing, implementing and evaluating development activities at an international level, including field research;
- Experience in training and supervising research teams;
- Fluent in English;
- Previous experience in Timor Leste and fluency in Tetun or Indonesian are desirable.

Candidates should provide the following:

- CV and daily consultancy rate in USD
- Draft summary of methodology and approach of no more than two pages
- Indication of availability

Consultants are required to make their own travel arrangements to and from Timor-Leste and cover their own insurance. A return economy class airfare will be reimbursed after presentation of receipts and an invoice, along with other valid costs such as departure taxes and lowest cost transport to and from airports in the home location. CARE will assist with accommodation and internal travel in Timor-Leste for the duration of the consultant's visit and provide a per diem according to CARE's per diem rates.

The consultant will be expected to sign and adhere to CARE's Code of Conduct and Child Protection policy.

^[1] Development Assistance Committee

^[2] This could involve a comparison of the cost of the project with other similar projects; analysing the activity's cost structures to identify efficiency issues; or making an assessment of whether better outcomes could have been achieved for the same cost.

Annex 2. List of Documents Analysed

1. Proposal: Lafaek Community Media for Rural Economic Development October 2010 – September 2013.
2. Proposal: Lafaek Community Media for Rural Economic Development October 2012 – September 2013.
3. Lafaek Community Magazine Baseline Survey Report. Care International Timor Leste, 2011.
4. Activity Progress Report [Second Year]: Lafaek Community Media for Rural Development. September 2012.
5. Mid-Term Review of Lafaek Community Magazine. August-September 2012.
6. Lafaek Community Media for Rural Development Year 3 Activity Progress Report October 2012 - March 2013.
7. Lafaek Community Media for Rural Economic Development October 2010-August 2013: Progress Report- October 2010 to April 2011.

Annex 3. Survey Sample - List of Aldeias and Number of Respondents

Table 5. Survey Sample Aldeias and Number of Respondents

No.	District	Sub District	Suco	Aldeia	# of Respondents
1	Ermera	Atsabe	Lasaun	Atu'Ubu	6
2	Ermera	Atsabe	Atara	U'Abe	6
3	Ermera	Atsabe	Atara	Tafo' Abe	6
4	Ermera	Atsabe	Atara	Airai	6
5	Ermera	Atsabe	Atara	Mania	6
6	Ermera	Atsabe	Atara	Batu-Bala	6
7	Ermera	Atsabe	Obulo	Mutu-Ubu	6
8	Ermera	Atsabe	Obulo	Suri-Ubu	6
9	Ermera	Atsabe	Laubonu	Beabote	6
10	Ermera	Atsabe	Leimea Leten	Olegata	6
1	Liquica	Maubara	Vatu-Vou	Manquibia	9
2	Liquica	Maubara	Vatu-Vou	Boravei	9
3	Liquica	Maubara	Vatu-Vou	Raime	9
4	Liquica	Bazartete	Acomanu	Hatumatilo	9
5	Liquica	Bazartete	Acomanu	Siscolilema	9
6	Liquica	Bazartete	Acomanu	Querlelo	9
7	Liquica	Bazartete	Tibar	Mausoi	9
8	Liquica	Bazartete	Ulmera	Essirat	9
9	Liquica	Bazartete	Lauhata	Kaimegiulu	9
10	Liquica	Bazartete	Fatumasi	Durbasa	9
11	Liquica	Maubara	Gugleur	Legbulor	9
12	Liquica	Liquica Vila	Dato	Lebuhei	9
13	Liquica	Maubara	Guiso	Pande-Vou	9
1	Bobonaro	Balibo	Leolima	Duaderok	9
2	Bobonaro	Bobonaro	Bobonaro	Laktil	9
3	Bobonaro	Balibo	Leohitu	Ferik-katuas	9
4	Bobonaro	Maliana	Ritabou	Moleana	9
5	Bobonaro	Maliana	Odomau	Rokon	9

6	Bobonaro	Maliana	Ritabou	Corluli	9
7	Bobonaro	Maliana	Odomau	Raimaten	9
8	Bobonaro	Bobonaro	Bobonaro	Lecigatal	9
9	Bobonaro	Bobonaro	Lourba	Gumer	9
10	Bobonaro	Bobonaro	Atuaben	Talite	9
11	Bobonaro	Bobonaro	Ilatlaun	Tunu-Eru	9
1	Covalima	Suai Vila	Suai-Loro	Maneikun	8
2	Covalima	Suai Vila	Labarai	Bonuk	8
3	Covalima	Suai Vila	Beco	Maucola	8
4	Covalima	Tilomar	Casabauk	Coloama	8
5	Covalima	Tilomar	Maudemo	Besak-Oan	8
6	Covalima	Tilomar	Maudemo	Sadahur	8
7	Covalima	Tilomar	Maudemo	Quitao	8
8	Covalima	Tilomar	Beiseuc	Fatuk-Metan	8
9	Covalima	Tilomar	Beiseuc	Baer	8
10	Covalima	Tilomar	Beiseuc	Kawa-Uman	8
11	Covalima	Tilomar	Lalawa	Salele Bo'ot	8
12	Covalima	Maukatar	Belekasak	Dais	8
13	Covalima	Maukatar	Ogues	Ogues	8
14	Covalima	Maukatar	Ogues	Soga	8
15	Covalima	Maukatar	Holpilat	Lela	8
16	Covalima	Zumalai	Tazhilin	Galitas	8

Annex 4. Sampling Methodology

A simple random sample of 385 households within the four districts produced a sample that contained households in 139 of the 159 aldeias (hamlets) in the four districts. The number of sampled households in each aldeia ranged from 1 to 9. While such a sample would provide a confidence level of 95% and an error of +/- 5%, the evaluation did not have the resources to visit this many aldeias. Allowing for travel time to the districts, the evaluation only allowed six days of data collection. Using a team of 20 data collectors, it was estimated that the time taken for data collection would be far in excess of the time available, given the constraints of geography, the persistence of the rainy season, the need to obtain permission from the head of village or hamlet before beginning data collection, the remoteness of many aldeias, and the condition of the roads. Furthermore, it was impractical to sample only one or two households in a single aldeia. As a result, it was decided to undertake a systematic random sample of 50 aldeias, with the number of aldeias sampled in each district based on the overall proportion of aldeias in that district. Within each district, the number of households randomly sampled was based on that district's proportion of the total households in the four districts. See Annex 3 for a full list of aldeias in the final sample.

Table 6. Household and Aldeia Sampling Details

District	Total aldeias	Per cent of all aldeias in 4 districts	No. of aldeias out of 50 (A)	Households	Per cent of all households in 4 districts	Target no. of households out of 400 (B)	Households per aldeia (B/A)	Actual no. households sampled
Ermera	44	20.6	10	3330	16.6	59	6	60
Bobonaro	47	22.0	11	5327	26.6	104	9	99
Likisa	58	27.1	13	5347	26.7	116	9	117
Covalima	65	30.4	16	6010	30.0	121	8	128
Total	214	100.0	50	20014	100.0	400		404

Within the household, one individual aged between 16 and 65 was randomly selected for interview. The aldeias were systematically randomly sampled from lists provided by the project team. In some cases, randomly selected aldeias could not be visited because of road conditions (the wet season was persisting at the time of data collection). In that case, the next aldeia on the list was selected. The number of aldeias sampled (50) compares more than favourably with the number used in the mid-term review (36 aldeias from each of which 12 households were selected). The higher number of aldeias as well as the proportional numbers of households per aldeia means that this evaluation should capture more of the variation in the population than the mid-term review was able to do.

Annex 5. List of Questions for Partners, CITL Staff and Principals/Teachers

Partners

- Q1. What editions of Lafaek ba Komunidade have you received?
- Q2. Can you please show me the editions you have received (interview note the condition)
- Q3. How have you used the magazine or radio in your program?
- Q4. Please provide a concrete example of the use of the magazine or radio in your organization
- Q5. Has the magazine or radio program been useful? Why?
- Q6. Can you give some examples of how attendees in your program use the information in the magazine/radio program?
- Q7. What do you think are the strengths of the magazine/radio program
- Q8. What sort of information do people in this district need/Can you suggest some future topics for the magazine/radio program?
- Q9. Can you suggest some improvements to the magazine or the radio program?
- Q10. Do you want to receive the magazine in future?
- Q11. Is there any other information you would like to give us about the magazine/radio program?

CITL Staff in other programs

- Q1. How does your program (e.g. health, agriculture) coordinate with the Lafaek magazine production?
- Q2. How do you use the magazine or radio program in your regular work in communities?
- Q3. Do you assist in distributing the magazine? If so, where?
- Q4. What constraints do you encounter in using the magazine?
- Q5. What do you see as the strengths of the magazine and why?
- Q6. Can you suggest some improvements to the magazine?

Principals and Teachers

- Q1. Has your school participated in the competition? If so, in what years?
- Q2. Did your students participate in the drawing or writing sections or all sections?
- Q3. What impact does the competition have on the students?
- Q4. What impact does the competition have on the teachers?
- Q5. What impact does the competition have on the school in general?
- Q6. What about the time taken to do the competition? Is it too much, not enough or just right?
- Q7. What about the administrative demands?
- Q8. Do you plan to participate next year?
- Q9. Do you have any suggestions such as changes to the competition or suggestions for topics for future competitions?

Annex 6. Schedule of Meetings, and Formal and Informal Interviews

Table 7. Meetings with CITL Staff and Related Bodies

No.	Date	Meeting	Present
1	27/5/13	Briefing with Lafaek Project Staff	Simplicio Barbosa, Project Manager, Seema Pawar, Education Advisor
2.	29/5/13	Lafaek Community Media Evaluation Steering Committee	Barath Mohan, CITL Deputy Country Director, Programs; Simplicio Barbosa, Seema Pawar (CILT); Ms Anna Mosley (Manager, NZAP); Sr Mario da Costa (Ministry of Education)
3.	29/5/13	Methodology review	Barath Mohan, CITL Deputy Country Director, Programs; Seema Pawar, CITL Education Advisor, Danish, CITL M&E officer
4.	5/6/13	Interview, Atsabe	Eduardo Viegas. CITL Lafaek Field Officer, Atsabe Sub-District, Ermera
5.	8/6/13	Interview, Likisa	Eduardo Ornai, CITL Lafaek Field Officer, Likisa District
6.	10/6/13	Interview, Bobonaro	Geremias Noronha, CITL Lafaek Field Officer, Bobonaro District
7.	12/6/13	Interview, Covalima	Anito Mau, CITL Lafaek Field Officer, Covalima District
8.	14/6/13	Interview	Aliansa , CITL Lafaek Competition Coordinator
9.	17/6/13	Telephone interview	Celina Exposto, Deputy Project Manager, NEP, CITL
10.	20/6/13	Results presentation	Lafaek Project Team
11.	21/6/13	Interview	Giacomo Mencari, Project Manager, HAN
12.	21/6/13	Results presentation	CITL management and NZAP

Table 8. Interviews with Partners

No.	Date	Partner	Present
1.	5/6/13	Atsabe Clinic	Julio Goncalves, Nurse-in-Charge
2.	5/6/13	Atsabe Catholic Church	Angelino Monterres, Catechist
3.	5/6/13	Atsabe Sub-District Administration	Manual Soares Arujo, Sub-District Administrator
4.	6/6/13	Tuba Rai Metin, Likisa	Armando Barros, Branch Manager
5.	6/6/13	PNTL Likisa District	Pascoal Ferreira Guterres, Second-in-Command
6.	7/6/13	Alola Foundation, Likisa	Joana dos Santos, Field Officer
7.	7/6/13	Rede ONG Likisa	Antonio Jeronimo, Coordinator
8.	11/6/13	Kooperativ Lanamona, Maliana	Victor Lopus, Manager
9.	11/6/13	Tuba Rai Metin, Maliana	Domingos Xavier, Branch Manager
10.	11/6/13	Alola Foundation, Bobonaro	Joanina da Costa, Field Officer
11.	12/6/13	Organizasaun Haburas Moris, Maliana	Amirensia Nibu, Managing Director
12.	13/6/13	Fini Esperansa, Suai	Januario da C. P. Santos, Director Fernanda Cardoso, Finance Officer
13.	13/6/13	Moris Rasik, Suai	Claudino Fernandes Mago, Regional Manager
14.	13/6/13	Alfanomor, Suai	Rita Ximenes de Araujo, Teacher
15.	14/6/13	NGO Hadomi Malu, Suai	Joanino Amaral, Director

Note: The consultant was usually accompanied to partner interviews by the Lafaek Field Officer

Table 9. Interviews at Schools Involved in the Drawing and Writing Competition

No.	Date	School	Present
1.	11/6/13	Rai Fun Primary School, Maliana	Domingos Lopus, Principal
2.	11/6/13	Victor Santo Primary School, Maliana	J. Alfonso Alves, Principal
3.	12/6/13	Nazare Gumar Primary School,	Manuel Alves, Principal

		Hourbar, Bobonaro	
4.	13/6/13	Ensino Basico Filial 1, 2, Wematan, Suai Vila	Fernando Moniz, Principal
5.	13/6/13	Ensino Basico, Salele, Tilomar	Umbelina Ferreira Moniz Gr 5/6 teacher Jose Ximenes, Gr 4 teacher
6.	14/6/13	Ensino Basico, Tilomar	Isabel Abuk, Teacher and Former Principal

Note: The consultant was usually accompanied to partner interviews by the Lafaek Field Officer

Annex 7. Lafaek Ba Komunidade and Lafaek Ba Labarik Magazine Distribution by CITL

Table 10. Numbers of Sub Districts, Sucos and Aldeias in Which Lafaek Magazine is Distributed

District	# of Sub Districts	# of Sucos	# of Aldeias
Bobonaro	4	14	37
Covalima	4	15 (14 ¹)	50 (45 ¹)
Ermera	1	7	31
Likisa	3 ²	9	46

1. According to the field officer for Covalima. 2. Includes only 1 suco in Likisa Vila sub district.

Annex 8. Detailed Results Against Outcomes and Outputs

Table 11. Comparison of Outcomes and Outputs for Baseline Study, Mid-Term Review and Final Evaluation

(blue shading - question not asked or not reported; beige shading - data re-analysed for this report)

Outcome 1. Increased engagement in local business initiatives promoted by partners particularly by women.					
Final evaluation Q16 - does the respondent have a small business; % answering "yes"					
	Baseline (Female ¹) %	Mid-Term Review (Female) %	Final Evaluation (Female) %	Change	Comment
Overall	26(28)	Not asked	38(37)	+12(+9)	Notable
Bobonaro	15(17)		37(35)	+22(+18)	Notable
Covalima	32(32)		43(38)	+11(+6)	Notable
Ermera	NA ²		41(39)	NA	
Likisa	30(31)		32(37)	+2(+6)	
² Ermera baseline data excluded due to small sample size n=20 (11 females, 9 males)					
Output 1. Community members, particularly women from disadvantaged households, show increased comprehension of the economic potential of local products and recognition of locally available opportunities for microfinance.					
	Baseline (Female ¹) %	Mid-Term Review (Female) %	Final Evaluation (Female) %	Change	Comment
Final evaluation Q18 - do you want to start a small business; % answering yes.					
Overall			28(26)		
Bobonaro			29(29)		
Covalima			14(15)		
Ermera			50(57)		
Likisa			35(26)		
Final Evaluation Q 20 - knowledge about source of a loan; % who don't know or didn't answer ⁶ .					
Overall	38(38)		24(26)	-14(-12)	Notable
Bobonaro	50(55)		28(31)	-22(-24)	Notable
Covalima	27(29)		31(34)	+4(+5)	
Ermera	NA		5(4)	NA	
Likisa	43(43)		20(17)	-23(-26)	Notable
Final Evaluation Q21 - taken a small loan already; % answering yes.					
Overall			34(34)		
Bobonaro			33(29)		
Covalima			34(37)		
Ermera			43(44)		
Likisa			33(32)		
Final Evaluation Q22 - loan repayments; % know repayment schedule					
Overall	35(41)	46(44)	29(30)	-6(-11)	Notable decrease
Bobonaro	16(24)	50(50)	41(40)	+25(+16)	Notable increase
Covalima	52(55)	75(74)	26(29)	-26(-24)	Notable decrease
Ermera	NA	5(9)	28(23)	NA	
Likisa	30(31)	36(38)	24(22)	-6(-9)	

1. "% females" is the percentage of the total number of female respondents.

⁶ Percentage of those who are interested in business

Table 11 (Cont.)

Outcome 2. Developed numeracy and literacy skills					
	Baseline (Female ¹) %	Mid-Term Review (Female) %	Final Evaluation (Female) %	Change	Comment
Literacy					
Final Evaluation Q5 Reading 8 simple words % all correct					
Overall	53(57)	68(69)	65(64)	+12(+7)	Notable
Bobonaro	42(50)	64(68)	69(66)	+27(+16)	Notable
Covalima	63(66)	88(90)	70(70)	+7(+4)	
Ermera	NA	32(27)	49(44)	+17(+17)	Notable
Likisa	48(47)	68(70)	63(67)	+15(+20)	Notable
Final Evaluation Q6 Link word to picture % all correct					
Overall	54(58)	68(69)	69(68)	+15(+10)	Notable
Bobonaro	44(50)	69(69)	75(72)	+31(+22)	Notable
Covalima	64(66)	91(95)	71(70)	+7(+4)	
Ermera	NA	12(11)	54(50)	+42(+39)	Notable
Likisa	50(49)	67(64)	68(72)	+18(+23)	Notable
Final Evaluation Q7 Complete the sentence % all correct					
Overall	52(54)	68(67)	67(67)	+15(+13)	Notable
Bobonaro	43(46)	70(68)	74(70)	+31(+24)	Notable
Covalima	61(63)	89(91)	72(71)	+11(+8)	Notable
Ermera	NA	9(6)	54(50)	+45(+44)	Notable
Likisa	47(47)	70(71)	63(67)	+16(+29)	Notable
Final Evaluation Q8 Matching the sentence to the picture					
Overall	54(57)	85(82)	68(68)	+14(+11)	Notable
Bobonaro	43(44)	95(95)	75(71)	+32(+27)	Notable
Covalima	66(68)	89(91)	74(74)	+8(+6)	
Ermera		60(49)	54(47)	-6(-2)	
Likisa	49(49)	81(76)	64(68)	+15(+19)	Notable
Final Evaluation Q9 Story comprehension questions % all correct					
Overall	28(32)		61(62)	+33(+30)	Notable
Bobonaro	12(11)		72(69)	+60(+58)	Notable
Covalima	35(36)		69(71)	+34(+35)	Notable
Ermera			39(32)	NA	
Likisa	31(41)		53(59)	+32(+18)	Notable

1. "% females" is the percentage of the total number of female respondents.

Table 11 (cont.)

	Baseline (Female ¹) %	Mid-Term Review (Female) %	Final Evaluation (Female) %	Change	Comment
Numeracy					
Final Evaluation Q10 Counting objects % all correct (but note diff order of questions in final evaluation)					
Overall	58(58)	79(76)	89(89)	+31(+31)	Notable
Bobonaro	46(44)	86(86)	95(94)	+39(+50)	Notable
Covalima	66(67)	90(88)	91(90)	+25(+23)	Notable
Ermera	NA	13(11)	77(72)	+64(+61)	Notable
Likisa	59(59)	90(86)	87(88)	+28(+29)	Notable
Final Evaluation Q11 Writing numbers with 1 to 3 digits % all correct					
Overall	51(52)	63(63)	69(68)	+18(+16)	Notable
Bobonaro	47(46)	66(65)	75(71)	+28(+25)	Notable
Covalima	60(61)	87(88)	73(72)	+13(+11)	Notable
Ermera	NA	10(11)	60(53)	+50(+42)	Notable
Likisa	44(43)	61(59)	65(67)	+21(+24)	Notable
Final Evaluation Q12 Written addition and subtraction % all correct					
Overall	38(38)	64(64)	66(65)	+28(+27)	Notable
Bobonaro	32(35)	65(65)	75(71)	+43(+36)	Notable
Covalima	44(42)	87(89)	70(68)	+26(+26)	Notable
Ermera	NA	10(11)	47(41)	+37(+30)	Notable
Likisa	35(35)	66(63)	62(65)	+27(+30)	Notable
Final Evaluation Q13 Mental arithmetic subtraction % providing correct answer					
Overall	65(64)		94(94)	+29(+30)	Notable
Bobonaro	49(52)		99(100)	+50(+48)	Notable
Covalima	66(66)		94(93)	+28(+27)	Notable
Ermera	NA		91(91)		
Likisa	87(82)		92(92)	+5(+10)	
Final Evaluation Q14 Mental arithmetic multiplications % providing correct answer					
Overall	63(61)	92(94)	94(93)	+31(+32)	Notable
Bobonaro	49(52)	94(97)	99(100)	+50(+48)	Notable
Covalima	62(61)	95(95)	94(93)	+32(+32)	Notable
Ermera	NA	88(89)	88(84)	0(-5)	
Likisa	82(77)	90(93)	92(92)	+10(+15)	Notable
Final Evaluation Q15 Mental arithmetic 3-step problem					
Overall	68(68)		88(89)	+20(+21)	Notable
Bobonaro	69(69)		94(94)	+25(+25)	Notable
Covalima	68(67)		92(92)	+24(+25)	Notable
Ermera	NA		77(81)		
Likisa	67(65)		85(83)	+18(+18)	Notable

Table 11 (cont.)

Outcome 3 Improved agricultural and health practices					
Output 3 Improvement in local knowledge about agricultural, health and child rearing practices					
Output 4 Improved early childhood care and parental participation in children's schooling					
	Baseline (Female ¹) %	Mid-Term Review (Female) %	Final Evaluation (Female) %	Change	Comment
Agriculture					
Final Evaluation Q28 How to reduce problems created by drought % knowing at least one method					
Overall			87(86)		
Bobonaro			90(87)		
Covalima			91(88)		
Ermera			88(85)		
Likisa			82(81)		
Final Evaluation Q29 How to care for cattle properly % knowing at least one method					
Overall			98(97)		
Bobonaro			98(97)		
Covalima			96(94)		
Ermera			100(100)		
Likisa			98(98)		
Final Evaluation Q30 Seed storage methods % using secure methods to store seeds					
Overall	5	32	83(81)	+51	Notable
Bobonaro			91(90)		
Covalima			81(78)		
Ermera			81(81)		
Likisa			80(73)		
Health and Child Rearing					
Final Evaluation Q31 What can parents do to keep children healthy. % who know 2 or more ways					
Overall		77(75)	69(69)	-8(-6)	
Bobonaro		82(82)	69(70)	-13(-12)	Notable decrease
Covalima		78(71)	75(72)	-3(+1)	
Ermera		50(57)	72(64)	+12(+7)	Notable
Likisa		85(85)	62(67)	-23(-18)	Notable decrease
Final Evaluation Q32 How to prevent malaria.					
	% who know at least one way (female %)		% who know 4 ways	Change in % who know at least one way	Comment
	Mid-Term Eval	Final	(Final Evaluation)		
Overall	57(58)	95(96)	28(27)	+38(+38)	Notable
Bobonaro	63(65)	99(100)	31(30)	+33(+35)	Notable
Covalima	79(81)	98(99)	36(33)	+19(+18)	Notable
Ermera	23(24)	88(82)	24(15)	+65(+58)	Notable
Likisa	43(42)	94(97)	20(22)	+51(+55)	Notable
Final Evaluation Q33 Knowledge of nutritious foods for children. % naming foods from at least 3 food groups					
Overall		81(80)	74(75)	-7(-5)	
Bobonaro		92(89)	72(76)	-20(-13)	Notable decrease
Covalima		83(86)	83(77)	0(-9)	
Ermera		63(68)	64(61)	+1(-7)	
Likisa		78(71)	72(78)	-6(+7)	

Table 11 (cont.)

	Baseline (Female ¹) %	Mid-Term Review (Female) %	Final Evaluation (Female) %		Change Comment
Final Evaluation Q24 What age should children start school % saying 6 years old					
Overall	18(17)	Not asked	46(47)	+28(+30)	Notable
Bobonaro	25(21)	Not asked	50(51)	+25(+30)	Notable
Covalima	19(20)		52(52)	+33(+32)	Notable
Ermera	NA		31(33)		
Likisa	10(10)		43(43)	+33(+33)	Notable
Final Evaluation Q25 Should parents be involved in the school % saying yes					
Overall	45(49)		97(96)	+52(+47)	Notable
Bobonaro	44(54)		95(94)	+51(+40)	Notable
Covalima	44(45)		98(98)	+54(+53)	Notable
Ermera	NA		90(88)		
Likisa	42(51)		99(98)	+57(+47)	Notable
Final Evaluation Q26 How can parents be involved in children's schooling % attend PTA meetings					
Overall	34		47(43)	+13	Notable
Bobonaro			44(41)		
Covalima			61(54)		
Ermera			31(30)		
Likisa			42(37)		
Final Evaluation Q26 How can parents be involved in children's schooling % help with homework					
Overall	13		25(28)	+12	Notable
Bobonaro			33(39)		
Covalima			32(29)		
Ermera			21(24)		
Likisa			13(17)		
Final Evaluation Q26 How can parents be involved in children's schooling % check children's notebooks					
Overall	13		28(28)	+15	Notable
Bobonaro			37(37)		
Covalima			35(34)		
Ermera			22(21)		
Likisa			17(14)		
Final Evaluation Q26 How can parents be involved in children's schooling % participate in school activities					
Overall	16		26(22)	+10	Notable
Bobonaro			22(19)		
Covalima			28(28)		
Ermera			31(27)		
Likisa			27(15)		
Final Evaluation Q26 How can parents be involved in children's schooling % discuss the child's progress with the teacher					
Overall	5		25(23)	+20	Notable
Bobonaro			25(23)		
Covalima			39(33)		
Ermera			12(6)		
Likisa			17(19)		
Final Evaluation Q27 What can you do at home to enhance children's thinking % stating at least one relevant strategy					
Overall	59(58)		94(94)	+35(+36)	Notable
Bobonaro	62(65)		96(96)	+34(+31)	Notable
Covalima	53(51)		92(93)	+39(+42)	Notable
Ermera	NA		95(94)		
Likisa	62(63)		95(95)	+33(+32)	Notable

The results for Output 3 and Activities 1 and 2 are shown in the Table 12. Activity 1 refers to the production of Lafaek ba Komunitade magazine, while Output 3 and Activity 2 relate to the production of the children's insert entitled Lafaek ba Labarik. In both case the original proposal indicated 9 editions would be produced by September 2013.

Table 12. Results of Output 3 and Activities 1 and 2

Activity 1 Development of a magazine for low-literate adults (reworded as "Produce and distribute community magazine to parents and children in selected villages in four districts (Bobonaru, Covalima, Likisa and Ermera)" in Year 2						
Output 3 Children have access to a learning tool developing their literacy, numeracy and logical thinking skills						
Activity 2 Development of a pull-out supplement for children aged 4-7						
Edition	Year 1 10.2010-9.2011		Year 2 10.2011-9.2012		Year 3 10.2012-9.2013	
	Lafaek ba Komunitade	Lafaek ba Labarik	Lafaek ba Komunitade	Lafaek ba Labarik	Lafaek ba Komunitade	Lafaek ba Labarik
Pilot	1300	1300				
Edition 1	22000	22000				
Edition 2			22000	22000		
Edition 3			22000	22000		
Edition 4			22000	22000		
Edition 5					22000	22000
Edition 6					22000	22000
Edition 7					22000	22000
Edition 8					In production	In production
	Mid Term Review			Final Evaluation		
	Receive the magazine % (female %)	Family member reads to illiterate members % (female %)	Children in household read the magazine % (female %)	Receive the magazine % (female %)	Family member reads to illiterate members % (female %)	Children in household read the magazine % (female %)
Overall	94(93)	65(61)	92(90)	87(87)	81(82)	85(86)
Bobonaro	98(100)	57(57)	96(97)	91(90)	80(80)	91(94)
Covalima	99(99)	77(71)	86(86)	90(91)	83(82)	91(89)
Ermera	87(84)	57(43)	83(78)	81(82)	65(68)	64(67)
Likisa	89(85)	64(61)	98(95)	84(83)	88(92)	84(84)

Table 13. Results for Activity 3

Activity 3. Development of a radio program based on contents from the magazines/ Produce and broadcast Radio Lafaek through community radio stations			
	Year 1 10.2010-9.2011	Year 2 10.2011-9.2012	Year 3 10.2012-9.2013
Episodes Produced and Aired	10	15	10

	Mid-Term Review	Final Evaluation		
	Listen to Radio Lafaek % (female %)	Listen to Radio Lafaek % (female %)	Change between mid term review and final evaluation	Comment
Overall	18(17)	29(28)	+11(+11)	
Bobonaro	8(8)	38(39)	+30(+31)	Notable
Covalima	6(6)	28(28)	+22(+22)	Notable
Ermera	30(27)	22(18)	-8(-9)	
Likisa	36(36)	25(22)	-11(-14)	Notable

Table 14. Results for Output 4

Output 4 The magazines are used by other organizations and initiatives as a learning tool to reinforce rural development messages			
Activity 4 Establishment of partnerships to expand magazine use in other areas of the country			
	Year 1 10.2010-9.2011	Year 2 10.2011-9.2012	Year 3 10.2012-9.2013
No. of partners distributing or using the magazine	26	21	18

Annex 9. Date, Site and Participants in Community Dialogues 2012-2013

Table 15. Community Dialogue Dates, Sites and Numbers of Participants

COMMUNITY DIALOGUE ROUND I								
NO	DISTRICT	SUB DISTRICT	SUCO	ALDEIA	DATE	PARTICIPANTS		
						M	F	TOTAL
1	BOBONARO	BALIBO	LEOHITU	FALOAI	13-12-2012	16	15	31
2	ERMEA	ATSABE	ATARA	DADU BERE MANIA TAPO ABE BATU BALA	14-02-2013	17	17	34
3	LIKISA	LIQUICA VILA	LAUHATA	CAMALEHO'U	21-02-2013	24	12	36
4	COVALIMA	TILOMAR	CASABAUC	KOLO-AMA	28-02-2013	13	13	26
5	COVALIMA	TILOMAR	BEISE'UC	NIKIR FATUK - METAN WALA	1-Mar-13	14	23	37
10						84	80	164

COMMUNITY DIALOGUE ROUND II

NO	DISTRICT	SUB DISTRICT	SUCO	ALDEIA	DATE	PARTICIPANTS		
						M	F	TOTAL
6	Liquica	Bazartete	ULMERA	Fatu-besi Lolo Nau-Ner Tetesari Neran Mane-Mori Casait	19-03-2013	10	12	22
7	Liquica	Maubara	GUGLEUR	Raenaba Erito Lau-Vou	20-03-2013	37	25	62
8	BOBONARO	Bobonaro	AI-ASSA	AIASA	20-03-2013	15	13	28
9	BOBONARO	Bobonaro	ATUABEN	Atuaben Talite	21-03-2013	20	13	33
10	ERMERA	ATSABE	TIARLELO	Ilal Kota Bo'ot Soilakaudu	11-Apr-13	19	12	31
15						101	75	176

Annex 10. List of Topics for Future Magazines as Suggested by Partners and Field Officers

- Toilet hygiene
- How to make and use a toilet (3 responses)
- Health effects of betel nut
- Health effects of smoking
- Rights and responsibilities of Suku and Aldeia Chiefs
- Information about and case studies of activities that youth can organize in their communities
- Children's rights in the case of divorce
- Parental obligations for child support in the case of divorce
- Domestic violence
- Information about family support services (2 responses)
- Stories about what other NGOs are doing in various districts
- Differences and similarities between a credit union and a microfinance institution
- Success stories about local small business, with periodic follow up stories
- Child protection
- How to get funds for small-scale projects
- Proper disposal of garbage
- Building peace
- Erosion
- Road safety
- A year calendar
- Information about the names and responsibilities of government ministers
- Information about Radio Lafaek frequencies and schedule

Annex 11. List of Suggested Improvements Provided by Partners and Field Officers

- More literacy and numeracy activities
- Make the written articles easier to understand
- More information about microfinance
- More success stories of people who used a loan to start their business

Annex 12. Principals' and Teachers' Suggested Themes for Future Competitions

- My future (2 respondents)
- My life and the economy
- How to improve student learning
- How to create a healthy environment
- My community
- Extra-curricular activities