

TIMOR-LESTE USING EGRA RESULTS TO INFORM DEVELOPMENT OF TEACHING AIDS AND READING MATERIAL

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Timor - Leste

- Population 1.1 million
- Official languages: Tetun and Portuguese
- 13 districts
- Language of instruction in primary schools is in Portuguese however, Tetun is used in early grades.
- Portuguese language has now been introduced at secondary level.
- Indonesian and Tetun languages are still being used at university levels but in 2012 Portuguese language will be introduced.
- The Ministry of Education has started to implement the new Basic Education System. Cycles 1 & 2 cover the primary years.
- Approximately 153,000 primary aged children in Timor-Leste .
- There are approximately 1,100 registered primary schools.



Context

- There are more than 4500 teachers in class 1, 2, & 3. The number of volunteer teachers has also increased in recent years.
- Very few teachers have teaching qualifications, particularly in the primary and pre-primary sectors
- Many teachers in urban areas attend Portuguese courses to increase their own language skills
- However, teachers in remote areas of Timor-Leste have very limited access to Portuguese courses. This is problematic.
- Schools have very limited learning resources
- The production of books for children to read in Tetun or Timorese Portuguese are basically non-existent.
- Teachers are also reluctant to use learning materials in their daily classroom practice. They lack skills and confidence
- Low literacy levels of children contribute to high repetition rates and high drop out rates



**Fast Track Initiative
(FTI) 2009 onwards
Component 2**

Objective 1:
Early Grade Reading
Assessment (EGRA)

Objective 3:
Awareness
Program for
Teachers

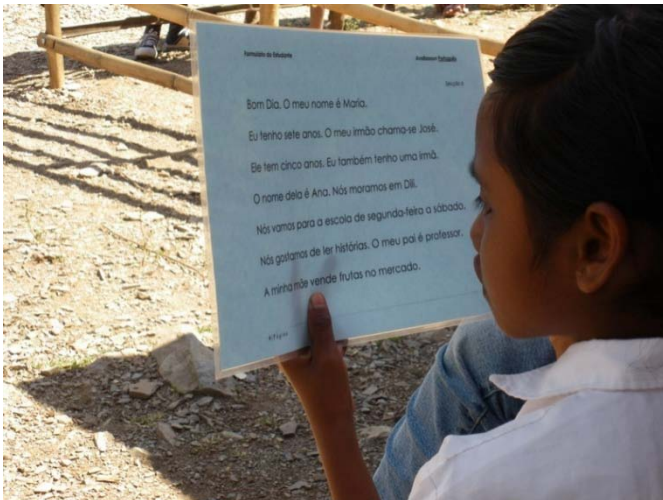
Objective 2:
Books & Literacy
Resources



Objective 1: early grade reading

An early grade reading assessment program (EGRA) was carried out during July-August 2009 in 40 primary schools in Timor-Leste assessing the reading skills of more than 900 children in grades 1-3.

Its aim was to measure how well children are learning to read in the early grades of primary education in Timor-Leste



○ **Main Findings**

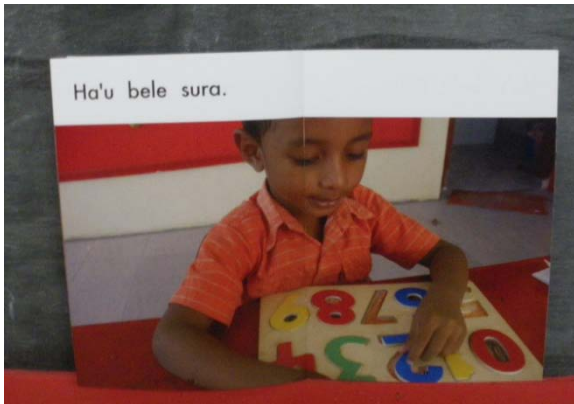
- About one third of the students in grade 3 were able to read about 60 words per minute which is considered a minimum standard for reading fluency.
- More than 70 percent of students at the end of grade 1 could not read a single word of the simple text passage they were asked to read.
- 40 percent of children were not able to read a single word at the end of grade 2
- The assessment provided clear evidence that many children spend years in primary schools without learning to read.

Objective 2: Books and Resources – basic components of reading acquisition



Word reading

Listening comprehension



Reading comprehension



Letter recognition



Phonemic awareness



□ The FTI project-Timor-Leste in 2010 provided:

- 520,000 books were purchased for the book flood
- 148 different book titles
- All 1,100 schools including remote schools received packages of books and literacy resources
- Books were produced in Tetun and Portuguese
- 6000 guide books for School Directors and teachers on how to use FTI literacy and numeracy resources were produced
- Over 15 different literacy resources were produced to assist children to develop their reading skills.

Hattie and the Fox



- Listening comprehension
- Questioning skills and responses
- Oral reading through repetition
- Increasing vocabulary – names of animals, parts of the animal
- Initial sounds – letter recognition
- Word recognition
- Phonemic awareness

Objective 3: Awareness Program – developing teachers competencies in the use of the FTI materials in classrooms



- Enhance the importance of developing literacy and numeracy skills in the Early Years of Schooling
- Develop teachers skills in effective classroom practices for Classes 1,2 & 3
- Increase children's opportunity of becoming literate by having access to books and literacy resources
- Increased attractiveness of school attendance from the perspective of teacher, child, family and community
- Provide practical activities for teachers in the classroom which promote good practice
- Increase enrolments of 6 year olds in Grade 1 in distant communities and increase retention in the early grades

Awareness Program - APRIL

2011- The Movie





Questions & Comments