

UNDP management response to the Terminal Evaluation of Leveraging ICT to improve Education and skill in Timor Leste (Apr 2019- May 2021)

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A) RECOMMENDATIONS FOR RELEVANCE

Evaluation Recommendation 1. Design and implement the future similar projects in a similar way by aligning the project to wider strategic plans of all partner institutions. In addition, it is recommended to participate the target beneficiaries in the design to appraise the needs and gaps at an early stage of the project.

Management response:

UNDP has already established a partnership with the Ministry of Education Youth and Sports (MoEYS) to scale up the project nationwide. A new Project proposal has been designed and approved by the MoEYS to strengthen the quality of ICT education in secondary and vocational schools and improve young men and women access to sustainable economic opportunities. During this short-term project, pilot ICT labs will be established in secondary and vocational schools and a longer term project will be designed to scale up this initiative nationwide.

The ICT Skills and Knowledge for Youth in Timor-Leste (iSKY-TL) project's objectives are aligned with the Sustainable Development Goal 8 – Decent work and economic growth and Goal 4 – Quality Education, the Timor-Leste National Strategy on Sustainable Development 2015-2030, the National Education Strategic Plan 2011-2030 and the UN Sustainable Development Cooperation Framework.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
UNDP will align the future Project with the National Strategy on Sustainable Development 2015-2030, and National Education Strategic Plan 2011-2030.	December 2021	Economic Development and Prosperity Unit	Consultations with MoYES	Completed

B) RECOMMENDATIONS FOR COHERENCE

Evaluation Recommendation 2. Continue implementing future projects coherent with the Government, UNOSSC and other UN Agencies' strategic frameworks for coherency and knowledge transfer and peer support between the countries.

Management response:

In line with Recommendation 1 – The future Project: ICT Skills and Knowledge for Youth in Timor-Leste (iSKY-TL) is aligned with Sustainable Development Goal 8 – Decent work and economic growth and Goal 4 – Quality Education, and the UN Sustainable Development Cooperation Framework. This will allow to cooperate and join efforts across agencies and government departments.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
No further action needed	N/A	N/A	N/A	N/A

Evaluation Recommendation 3. Ensure the sustainability of the project's results in terms of Ministry's policy support and integration of results in education systems, such as the curriculum development in this project, which ensures long term use and continuity of the project's results in education, in addition to the capacities and skills developed.

Management response:

The VIII Constitutional Government of Timor Leste, under the MOEYS, set the priorities to improve the quality of education through infrastructure facilities and curriculum development by reviewing the National Curriculum of Technical-Vocational and General Secondary Education. The Leveraging ICT to improve Education and skill in Timor Leste Project has contributed to review the National Curriculum on ICT during the Project implementation. The results will be taken onboard in the new Project nationwide.

UNDP in partnership with the MoEYS has approved the ICT Skills and Knowledge for Youth in Timor-Leste (iSKY-TL) to scale up the Leveraging ICT to improve Education and skill in Timor Leste Project nationwide. The Project will support the MOEYS to achieve the educational goals stated in the National Strategic Plan for Education (NSPE) 2011-2030.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
No further action is needed	N/A	N/A	N/A	N/A

Evaluation Recommendation 4. Continue the design and implementation of similar project in close cooperation with the Government at different levels to ensure smooth implementation of activities at school level. It is recommended to have certain level of flexibility in implementation to be able to address the local needs.

Management response:

In line with recommendation 1.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
The new iSKY-TL project is conducting a Baseline/feasibility assessment, including mapping of ICT infrastructure and human capacities for general secondary and vocation schools in order to address design activities that will address the local needs	June 2022	Economic Development and Prosperity Unit	Assessment ongoing	Initiated

C) RECOMMENDATIONS FOR EFFECTIVENESS

Evaluation Recommendation 5. Learn from the project and prepare back-up systems and alternative plans for project implementation, which consider the deviations caused by local contexts or crisis situations.

Management response:

Besides the scaling up efforts of MoYES the Special Administrative region of Oecusse has committed to continue the Project activities as defined in the Project. The Regional administration of RAEOA- has allocated the necessary resources to ensure the continuation of the learning activities and maintenance of the ICT infrastructure.

Based on the latest global developments on the COVID-19 pandemic and natural disasters occurred, the regional government has capitalized the lessons learned and put in place a back-up system to respond to crises situation and avoid disruption on the activities.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
The new project proposal to include back-up system and alternative plan which will help address disruptions caused by crisis -such as COVID 19- Natural hazards, etc.	December 2022	Economic Development and Prosperity Unit	Proposals being developed	Initiated

RAEOA government has designed a back up plan to ensure the continuation of the activities in a context of crisis- such a floods or pandemic.				
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D) RECOMMENDATIONS FOR EFFICIENCY

Evaluation Recommendation 6. Plan early on the procurement for the trainings to start as planned in similar education projects.

Management response:

In line with recommendation 1.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
The new ICT project proposal to include early plan on the procurement to avoid delays on the training activities.	September 2022	Economic Development and Prosperity Unit	Proposals being developed	Initiated

Evaluation Recommendation 7. When planning education projects to note the academic school year and calendar with school holidays.

Management response:

In line with recommendation 1

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
The new Project proposal will plan the training activities in line with the academic school and calendar with school holidays.	September 2022	Economic Development and Prosperity Unit	Proposals being developed	Initiated

Evaluation Recommendation 8. Plan alternative training methods and modules which can be flexibly implemented, e.g. remotely and independently by learners.

Management response:

Recommendation is noted. When the full-size project is designed under the iSKY-TL project, the feasibility of including alternative training methods and modules will be considered.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
No further action required.				

E) RECOMMENDATIONS FOR IMPACT

Evaluation Recommendation 9. Continue supporting the impact of the project's results in education across Timor Leste. The project will serve as an example and resource to draw lessons learnt for the Government to continue the activities in the region and scale up the project to other regions.

Management response:

This is in line with Recommendation 1- No need for Key actions.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 10. Government will ensure the National curricula and adoption of ICT trainings in education as a subject at all levels of education.

Management response:

The VIII Constitutional Government of Timor Leste, under the MOEYS, set the priorities to improve the quality of education through infrastructure facilities and curriculum development by reviewing the National Curriculum of Technical-Vocational and General Secondary Education. The UNDP and MoYES partnership will contribute to advocate for ICT education.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)

N/A				
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Evaluation Recommendation 11. Use the manuals developed at different levels of education.

Management response:
 The Leveraging ICT to improve Education and skill in Timor Leste Project has developed the manuals for primary and education and vocational education. If other levels of education will be targeted in the future, the manual should be adjusted as per National curriculum.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
ISKY project will review the manuals and make any adjustment needed when it is used for secondary and vocational schools.	December 2022	Economic Development and Prosperity Unit		

Evaluation Recommendation 12. Continue the teacher trainings on ICT in education in the regions. The next phase should make the teacher training a priority, including the training of head teachers on ICT, noting especially teacher trainings for remote areas.

Management response:
 This is in line with the Recommendation 1 and 5. – No further Key actions.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 13. Review the curricula of pre-service and in-service teacher trainings based on the project.

Management response:				
This in line with recommendations 1, 8 and 10 – No further key actions needed				
Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

F) RECOMMENDATIONS FOR SUSTAINABILITY

Evaluation Recommendation 14. Sustain the project’s achievements and continue expanding to other regions in education in Timor Leste. The developed results, e.g. capacities built of the government staff, skills acquired by teachers and students, training materials developed, methodologies developed, e.g. boot camp all can serve as examples to exploit and further develop in similar future projects.

Management response:

In line with recommendation 1 - No key actions at this stage.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 15. Ensure the sustainability of ICT in education with the Government budget reservations, including maintenance.

Management response:

In line with recommendation 1 and 4. – No further key actions needed

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 16. Sustain the teacher trainings as requested by the project participants of teachers, also more widely in-service and pre-service teacher training curricula and provision.

Management response:				
In line with recommendation 1 – No further key actions are needed.				
Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 17. Sustain the project activities through ToT trainings as planned in the project.				
Management response:				
In line with recommendation 1- The new Project proposal plans to conduct basic computer application training program for teachers and young students (50% girls) using ICT education manuals developed by UNDP. Develop additional training program for teachers, school personnel, and students (50% female) on the use and maintenance of the online education portal training program as well as the interactive educational games.				
Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 18. Sustain the students' peer-to-peer support as planned in the project.				
Management response:				
The regional Secretary of Education has designed a number of activities student centred to promote the learning exchange among peers.				
Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 19. Continue and maintain different multi-media teaching and learning provision through the radio, TV and podcasts specially to remote regions.				
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Management response:				
In line with recommendation 4 and 5. The New proposal for a full project will assess the feasibility of continuing the multi-media teaching and learning provision through the radio, TV and podcasts specially to remote regions.				
Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

Evaluation Recommendation 20. Government and regional education to take into account the electricity power interruption and low-quality internet connection as was reported from the schools in the Oé-Cusse region regarding the continued ICT trainings in the region and in designing future similar projects and trainings.				
Management response:				
Recommendation is noted for future project design.				
Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
N/A				

G) RECOMMENDATIONS FOR HUMAN RIGHTS & GENDER EQUALITY

Evaluation Recommendation 21. Continue future projects with similar human rights and gender equality approach. It is recommended to include gender as a Key Performance Indicator to monitor the projects and report accordingly with disaggregated data. The policy should ensure the equal representation of females/girls and males/boys in all targeted groups.				
Management response:				
Recommendation is noted for future project development. However, the actual number of teachers and students is beyond the control of any project.				
Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)

N/A				
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Evaluation Recommendation 22. Apply special incentives (non-material) to engage equal numbers of boys and girls; males and females in project activities and trainings.

Management response:

The Project has engaged 53% girls in the project activities. Recommendation is noted for future projects as well.

Key action(s)	Completion Date	Responsible unit(s)	Tracking	
			Comments	Status (Initiated, complete or no due date)
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