

# HATUTAN

## EDUCATION & NUTRITION PROGRAM



HATUTAN is a five-year program in Timor-Leste, with \$US26 million of funding support by the US Department of Agriculture (USDA) under the McGovern-Dole Food for Education initiative. The goal of the program is to build a partnership between schools and their communities to improve literacy, learning, health and nutrition for children and adults in the municipalities of Ainaro, Ermera, Liquica and Manatuto. HATUTAN partners with the Ministry of Education, Youth and Sports (MEYS) in collaboration with the Ministry of Health (MOH), Ministry of State Administration (MSA) and Ministry of Agriculture and Fisheries (MAF) to achieve this goal.

### TIMEFRAME



October 2018 to September 2023.

### LOCATION



440 schools (primary and preschools) in Ainaro, Ermera, Liquica and Manatuto with additional support to 219 of these schools, considered the more rural and remote schools.

### OBJECTIVES



1. Improved literacy outcomes for primary school children
2. Increased use of improved health, nutrition and dietary practices in 440 schools and surrounding communities in Ainaro, Ermera, Liquica and Manatuto.

### DIRECT BENEFICIARIES



90,000 children in pre/primary schools  
3,096 teachers  
502 School Administrators  
6,400 farmers  
7,600 pregnant and lactating women

### PARTNERS



HATUTAN works in partnership with the Ministry of Education, Youth and Sports in collaboration with the Ministries of Health, State Administration, Agriculture & Fisheries and with municipal administrations.

CARE International in Timor-Leste leads implementation, together with Mercy Corps and Water Aid.

### PROGRAM HIGHLIGHTS

- ✓ School meals reached over 87,000 students at the start of the school year in January 2020, improving attendance by 8% and increasing student attentiveness in class.
- ✓ Mini-libraries have been established in 161 schools.
- ✓ Parents have improved school facilities through 209 reinvigorated parent-teacher associations (PTA).
- ✓ School hygiene has improved with an increase in student handwashing and a cleaner school environment
- ✓ Families have started more than 550 perma-gardens, increasing their fresh vegetable production and consumption.



HATUTAN helped Siamodo Primary School in Liquica to reinvigorate its PTA from one active member to many. Their first project was building a new kitchen with food storage, and motivated by their progress, they soon built this covered eating space for students, a fence to keep out animals, and connected the school to the community water system. Next, they plan to construct a reading space for students to use after school. Photo © CARE 2020



United States  
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MERCY  
CORPS



WaterAid

# LITERACY AND SCHOOL MANAGEMENT

HATUTAN Program identifies three factors that contribute to improved literacy of school-age children: quality of instruction, student attentiveness, and student attendance.

## IMPROVING QUALITY OF INSTRUCTION

### Boosting teacher attendance

Our baseline study showed less than one in fourth of schools (22.2%) had at least 80 percent of teachers present on the day of data collection and the day before. Parents noted that teacher absenteeism and lateness are common issues. HATUTAN is mentoring school administrators in how to reduce teacher absence and encouraging PTAs to monitor teacher attendance.

### Increasing students' access to books and learning materials

Reading is a skill that needs practice but many households do not have books at home and most schools do not lend students books to read at home. HATUTAN is supplying school libraries with storybooks, setting up mini-libraries and establishing book lending in schools, providing 1st and 2nd grade students with alphabet workbooks establish book lending at schools, and adding pages in the LAFAEK magazine for extra reading practice.

### Improving literacy instruction materials

Teachers can make learning come alive with hands-on learning materials in the classrooms. HATUTAN shares ideas across teachers on how to make creative learning materials using recyclable items.

### Growing the skills and knowledge of teachers

The revised curriculum uses student-centred pedagogical approaches. Teachers need to learn these and practice these new approaches, breaking away from the traditional teaching practices they grew up with. HATUTAN works through the school cluster Teacher Working Groups, a peer to peer learning forum, to strengthen skills for teaching basic literacy and to practice positive discipline to avoid violence or humiliation as disciplinary measures. Teachers exchange ideas and practices for remedial reading lessons and fun extracurricular activities that allow students to learn through play.

### Enhancing the skills and knowledge of school administrators

Good school management and accountability are fundamental for a positive, happy and healthy learning environment for students, teachers and the wider community. HATUTAN mentors school administrators to develop school action plans and accurate reporting, and involve parents and community leaders to jointly resolve issues such as water, sanitation, other infrastructure problems, absenteeism and poor hygiene practices.



Reading corners in classrooms: Beadi Central School in Manauto has improved its classroom reading corner with HATUTAN's assistance, making it more attractive for students to read. HATUTAN has helped 161 schools improve or create reading corners. The next step is for all schools to lend their library books to students so they can practice reading at home. *Photo © CARE 2020*



Make-your-own teaching materials: Teaching materials made from recycled boxes, bottle caps and even tree leaves can be used in games to make learning fun. HATUTAN helps teacher share their ideas for teaching materials through the Teacher Working Groups and brochures, highlighting teachers' creativity. *Photo © CARE 2020*



New approaches to education: A Teachers Working Group in Maubara learned an energizer song as part of peer to peer learning on student-centred pedagogical approaches. School Administrators have taken part on training on gender, reflecting on what is traditionally considered "normal" behaviour – that boys play aggressively, hitting and teasing others, while girls are expected to stay quiet and passively accept the boys' behaviour. Participants considered what gender equality means in the classroom, school and community, and what influence their own attitudes might have on student behavior and students' future choices. *Photo © CARE 2020*

# SCHOOL FEEDING & NUTRITION

## IMPROVING STUDENT ATTENDANCE & ATTENTIVENESS

Hungry children do not learn well. Data from school feeding programs across the world have shown that providing a daily nutritious meal to children strengthens the vital areas of education, gender equality, health, social protection, local economies and agriculture. School feeding is increasingly recognized as a major investment in human capital and local economies. Child nutrition remains a challenge in Timor-Leste, with the HATUTAN baseline finding that most households are nutrient deficient and living on a carbohydrate-based diet. 13% of students reported not eating anything before school.

### Improving the School Feeding Program

1. Assisting Ministry of Education (MEYS) and Municipal Administration officials to strengthen reporting, oversight and monitoring mechanisms
2. Contributing to revision of the School Feeding Program Manual
3. Conducting studies of the School Feeding Program (jointly with Social Action Department of MEYS) and Cost of Diet nutrition market research (under the Ministry of Health, National Health Institute (INS))
4. Mobilizing and training PTA members on monitoring the School Feeding Program
5. Training 363 school cooks on nutrition and preparing balanced meals using fresh local products and avoiding processed products such as masako
6. Strengthening school management to apply water, sanitation and hygiene (WASH) standards and boost the School Health program .



Preschool students in Liquica receive a nutritious meal.  
Photo © CARE 2020



Students at Hatuhei Central school in Ermera line up for their meal of vitamin and iron fortified rice, pinto beans and vegetable oil. Parents contribute vegetables and firewood. Photo © CARE 2020

## SCHOOL FEEDING PROGRAM BENEFITS

- ✓ **Expanded market for local farmers:** Purchasing local fresh produce on a regular basis from the communities around schools benefits the local economies and increases demand for diversified local food production.
- ✓ **Improved agriculture techniques:** School gardens used in the curriculum promotes the value of agriculture for nutrition and as a livelihood.
- ✓ **Improved nutrition:** School feeding improves child nutrition by targeting nutrients that are known to be sub-optimal in the diets of Timorese namely protein, Vitamin A and iron.
- ✓ **Hygiene and nutrition:** The program serves as a platform to share essential hygiene and nutrition information with students and parents. Parents highly value the school feeding program and it offers a way for parents to participate in school activities.
- ✓ **Recovery:** Meals at school will attract students to return to school after the threat of COVID-19 and reduce dropout. It benefits vulnerable households by reducing their expenditure on food.
- ✓ **Improved learning:** School feeding improves student attendance at school and attentiveness in the classroom.



Food supplies arrive. As an interim measure, HATUTAN provides school feeding for the first three months of school (January, February and March) in four municipalities when the government program lacks access to the state budget but also when vulnerable families need the food the most. Photo © CARE 2020

## HYGIENE

Good water, sanitation and hygiene (WASH) is essential to prevent and control malnutrition and disease. Poor WASH infrastructure and water supplies and a lack of good hygiene practices in schools contributes to poor sanitary conditions, absenteeism and malnutrition. COVID-19 prevention measures have focused worldwide attention on handwashing with soap as an effective means of disease prevention. HATUTAN promotes hygiene at school and households, including the use of “tippy-taps” where water resources are limited.



Students at Baboe Craik Primary School in Ermera show off their handwashing tippy tap. Photo © CARE 2020

## FARMING & CREDIT

Through improved agricultural techniques and savings and loans groups, HATUTAN is improving families’ access to nutritious food, which in turn boosts children’s health and wellbeing, as well as their school attendance and attentiveness.



Minguel Soares and his wife, Mariana do Rosario, harvest leafy greens from their keyhole garden in Cairui, Manatuto. The keyhole design allows them to use small spaces near the kitchen to grow vegetables with minimal water, often using waste water from cooking and washing. About 50% of the target households have adopted perma-garden techniques, building a total 274 key-hole gardens and 279 other perma-gardens. Minguel used a loan from his Village Savings and Loans Association group to buy the first seeds. He is now selling vegetables and using them in his family’s meals. Photo © Davis Costa, Mercy Corps

## GENDER

Violence at home, at school or in the wider community creates emotional and mental stress for children that hurts their health, happiness and ability to learn.

Domestic violence is a public crime and corporal punishment is prohibited in Timorese schools, yet baseline data shows it still happens in homes and in schools. HATUTAN’s Gender Power Analysis found a high level of social acceptance of violence, with violence often used to discipline and control children. Further, gender division of work in the home shows girls perform significantly more chores than boys and have less leisure and study time. Women’s heavy workload can also impact on their children’s health and on the quality of childcare.

HATUTAN provides training on violence prevention and facilitates discussion groups to explore and challenge participants’ social norms, beliefs and practices. So far, 225 School Administrators (31% women, 69% men) have been trained on gender awareness and prevention of gender-based violence. School Administrators in turn have trained teachers. HATUTAN will also provide training for community leaders and PTA members.

## ACCOUNTABILITY

School management needs to be accountable to parents and other stakeholders to provide a quality service for the community. HATUTAN strengthens the skills of school personnel and PTA members through tailored training and a social audit mechanism called the Community Score Card (CSC). The CSC identifies successes and problems at the school and brings together school personnel, parents and community leaders to develop a joint action plan to address the issues. HATUTAN municipal officials will also conduct a school specific audit in 435 schools to evaluate the School Feeding Program. School administrators are accountable for managing the in-kind resources, encouraging regular monitoring from parents.



Mothers at Caicavae Primary School at the CSC meeting raise their concern about the lack of a toilet specifically for girls. The CSC process gives space for mothers to raise their concerns as equal participants. Photo © CARE 2020