

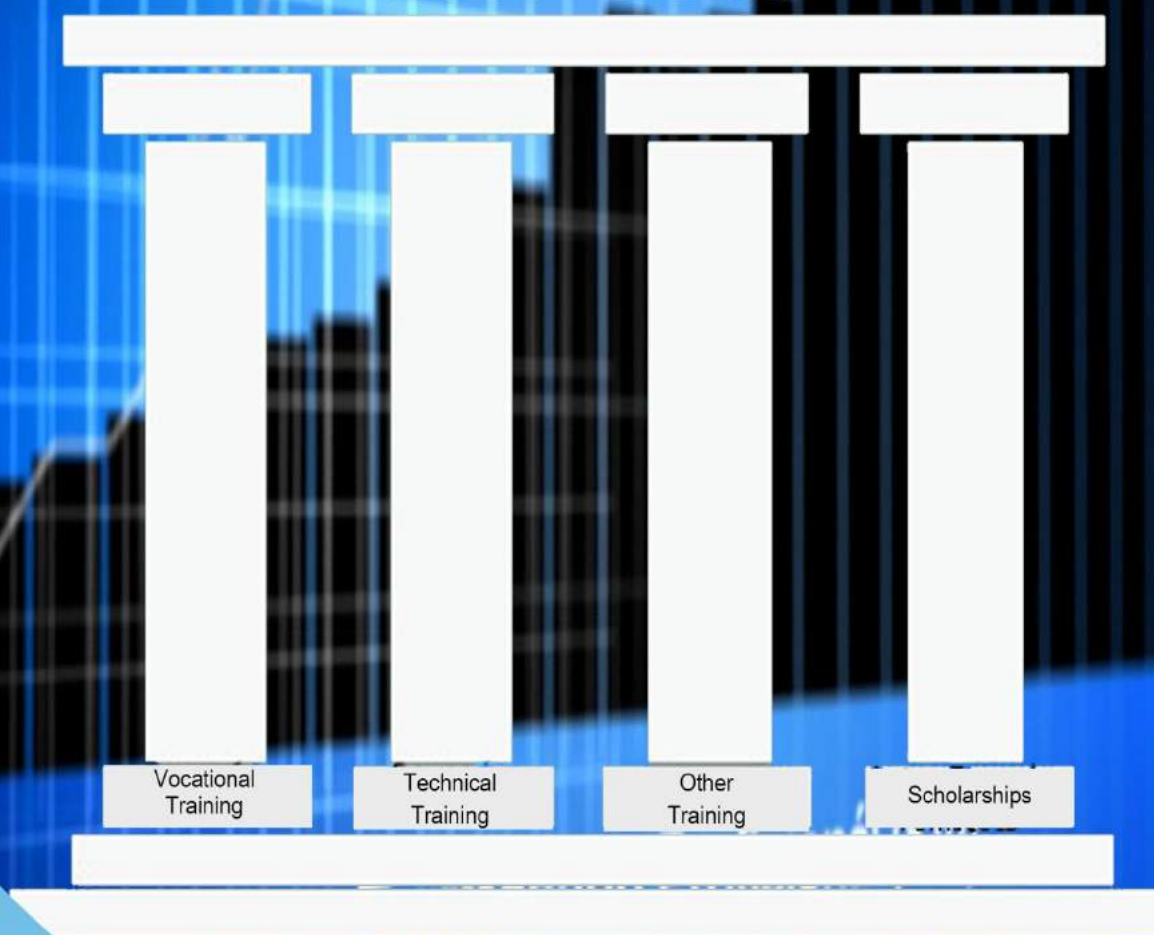


MINISTÉRIO DO PLANEAMENTO E
INVESTIMENTO ESTRATÉGICO (MPIE)



FUNDO DE DESENVOLVIMENTO
DO CAPITAL HUMANO (FDCH)

EVALUATION OF FDCH PROGRAM RESULTS 2011 - 2014



FDCH



VI GOVERNO CONSTITUCIONAL
MINISTÉRIO DO PLANEAMENTO
E INVESTIMENTO ESTRATÉGICO



Secretariado Técnico do
Fundo de Desenvolvimento do
Capital Humano

Evaluation of FDCH Program Result 2011 – 2014 (FINAL)

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Message from the Minister of MPIE and President of CA - FDCH

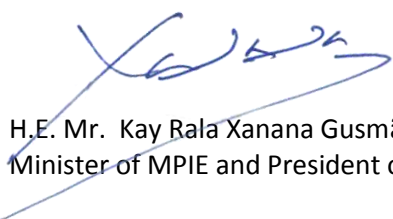


Due to its nature, the Human Capital Development Fund (FDCH) is essential as an instrument that pools expertise to determine, finance and implement the government policy on the qualification of Timor-Leste's human capital. Its implementation helps us pave the way towards qualification and will continue to look at our reality, while understanding it, identify its needs, assess which way to go and build a future landmark. We can sum it up in a simple way: we need to look both back and forward in order to identify our needs, so that we can choose the right policy for the implementation of all programmes. We are investing in, improving and raising the capacity of the Timorese human resources to achieve the welfare of our people and improve the country's economy, in line with what has already been outlined in the NSDP (National Strategic Development Plan) 2011-2030.

But before getting there, we need to examine whether the programmes already implemented have reached the desired results. For that purpose, I chaired the Council Administration meeting of the FDCH (CA-FDCH) where it was decided to instruct the FDCH Secretariat to carry out both a general and specific evaluation of all the FDCH programmes implemented for 4 consecutive years from 2011 to 2014. The purpose of this evaluation was to have a foresight of the impact of these programmes in order to define what they brought in, and identify their benefits and actual results. The evaluation also focuses on identifying the number of beneficiaries, in this case the Timorese people, in general, and the civil servants, in particular.

My hope is that this evaluation report will reflect our ideas and help to improve the political and technical decision-making process in what comes to implementing the programmes of each government institution. Moreover, I hope that this report will give us accurate information on the work carried out by the FDCH and ensure the promotion of transparency and accountability in the conduction of programmes and projects financed by this institution. This document was also submitted to the Council of Ministers (CoM) on the 23rd of August 2016 and finally approved on that same date.

Finally, I would like to thank you for your attention and call for your support in the hope that we can work together to develop the human resources of our beloved land, Timor-Leste.



H.E. Mr. Kay Rala Xanana Gusmão
Minister of MPIE and President of the CA-FDCH

Introduction by the Executive Secretary to the FDCH – MPIE



The Council Administration of the Human Capital Development Fund (CA-FDCH), pursuant to Article 3(2) of Decree-law of the FDCH 11/2015, of 3 June, which determines that the President of the CA-FDCH is the Minister of the MPIE - H.E. Mr. Kay Rala Xanana Gusmão, and its five permanent Members, namely the Minister of Finance– H.E. Ms. Santana J. F. Cardoso, the Minister of Education– H.E. Mr. Antonio da Conceição, the Minister of Justice – H.E. Mr. Ivo Valente, the Minister for Petroleum and Mineral Resources – H.E. Mr. Alfredo Pires, and the Secretary of State for Vocational Training and Employment Policy (SEPFOPÉ) – H.E. Mr. Ilídio Ximenes da Costa, have instructed the Technical Secretariat to assess the results of the FDCH programmes and their impact.

Based on the guidelines received, the Secretary of the FDCH - MPIE conducted a study that covered all the beneficiaries involved in the activities of the 4 programmes, namely: 1) Vocational Training Programme, 2) Technical Training Programme for civil servants, 3) Scholarship programme for the general public and civil servants, and 4) Other Types of Specialised Training.

The four programmes covered a total of 31,802 people over a 4-year period, from 2011 to 2014, and had an overall budget of USD 137,448 million and a total expenditure of USD 119,9591.38 million over that period, with an implementation rate of 87 %.

The evaluation consisted in a combined approach using the quantitative and qualitative primary data collected directly from the beneficiaries and participating institutions, in addition to literature review. The data were collected as follows:

1. Beneficiary-related survey through questionnaire applied to a representative sample of 915 beneficiaries of scholarships and trained beneficiaries;
2. Institution-related survey through questionnaire applied to the focal points of 27 institutions, accredited between 2011 and 2014;
3. A set of semi-structured interviews (*face-to-face*) with an intentional sample of 40 beneficiaries, selected after a preliminary analysis of the survey data on the beneficiaries; and
4. A set of semi-structured interviews (*face-to-face*) with the focal points and human resources directors of 10 institutions selected deliberately.

I hope that the information obtained from the evaluation study on the results of the FDCH programmes between 2011 and 2014 can be useful to everyone.

We also take this opportunity to thank all the people who have contributed in making this evaluation study report possible.

We acknowledge our indebtedness that the guidance, orientation and trust from our President of the FDCH Council Administration and all the members, was the foundation for us to successfully accomplish our first FDCH Evaluation study.

Our sincere appreciations to all the Line Ministries and other government institutions for their support in providing the team with data from all beneficiaries during the period of 2011 to 2014. Despite the challenges faced in collecting and analyzing the available data, with the constant support and hard work from each and every focal point of each Line Ministry (technical committee), this report was finally produced.

We would like to express our gratefulness to The Australian Government through The Palladium Group for providing us with the technical experts Mr. Russell McKay, Mr. Laurent de Schoutheete and Mr. John Voss and also equipment and facilities from the very beginning through out the entire process of this evaluation study.

In the same way, we appreciate the dedication of our FDCH team:

Paul Miguel V. dos Santos, Alcina Madeira, Henrique do Rosario, Eva Amido da Costa, Ana Paula dos Santos, Leila Carceres Lay dos Santos, Filomeno Lay, Lucrecia dos Santos and the entire FDCH team including the 10 field researchers that remained loyal and hardworking throughout the entire process of this study.

Last but not least, our thanks also extended to all the respondents of this study who have taken the time to answer questions in the questionnaire and helped us carry out the study on their inputs.

We continue to ask for all your support as we are in the process of improving every single year and will conduct this study for the second round in 2019, covering the period of 2015 – 2018.



Mr. Ismenio Martins da Silva
Secretary of FDCH

Executive Summary

This report presents the results of an evaluation study that assesses the outputs and outcomes of the Timor-Leste FDCH ('Fundo de Desenvolvimento de Capital Humano') for the first four years of its implementation (2011 – 2014). Based on a mixed-method approach that combines quantitative and qualitative data collected directly from beneficiaries and participating institutions, the study answers the question: 'Is the FDCH improving the quality of Timorese human resources in strategic sectors?' To do so, it considers training and courses that have been funded and completed by the end of 2014 so that benefits can be accrued and observed in 2015.

Based on an analysis of the data collected, the study draws conclusions around the relevance, results and management of FDCH activities in 2011-14.

- From a relevance standpoint, the study finds that the FDCH has lacked a strategic and consistent approach to aligning its human capital investments with institutions' needs and goals of the national Strategic Development Plan (SDP) 2011 - 2030, which in turn has limited its capacity to support the realisation of the SDP. This is largely due to the fact that participating institutions do not have systematic processes to align funding proposals to FDCH with relevant SDP priorities and/or their own human resource needs, and lack a robust oversight mechanism that ensures appropriate targeting of training/courses. In addition, in the context of a private sector in need of expansion nationwide, the FDCH has overwhelmingly benefitted the public sector (by design), and its impact on labour mobility and private sector development has been limited.
- From a results standpoint, the study finds that FDCH activities have improved the professional skills, confidence and motivation of beneficiaries, and that these skills have been utilised in the workplace - helping beneficiaries to perform well in their job - as well as in other non-professional contexts. However, the FDCH's limited influence on the creation of work opportunities has constrained the impact of skills and motivation gained by beneficiaries on human capital development. Its over-reliance on the capacity of institutions to leverage the new skills gained and offer opportunity to apply them, has limited the impact of the FDCH in terms of tangible improvements in career promotion, mobility and development.
- From a management standpoint, the study finds that the decentralised model of FDCH implementation has constrained its potential to improve the Timorese workforce. The variable but generally limited capacity of participating institutions to ensure critical management functions (such as the planning, selection, monitoring of skills needed and how new skills are deployed), the weak basis of data and evidence on which decisions can be made, and the lack of strong and effective oversight of these functions, are limiting the impact of the FDCH on the development of the Timorese workforce.

Based on these conclusions, the report suggests a set of recommendations to improve FDCH operations and maximise its impact on the quality of Timorese human resources in strategic sectors. These recommendations are:

1. Reaffirm FDCH's contribution to the realisation of the SDP via the identification of a strategic set of SDP Goals and the systematic alignment of activity proposals with these goals
2. Clarify a role and strategy for the FDCH in supporting private sector development and ensure that activities are funded on the basis of that strategy
3. Ensure that skills gained via training/courses are utilised effectively and translated into career advancement opportunities, so that institutions maximize the impact of their investment in beneficiaries
4. Ensure the systematic collection of data on beneficiaries and activities, and the development and utilisation of a centralized information management system
5. Consider re-centralisation of critical management functions, including the planning of skills needed and the reintegration of beneficiaries into the workforce, and the monitoring of their career development.
6. Develop and resource effective oversight mechanisms within the Secretariat for the planning of needed skills, the reintegration of beneficiaries into the workforce and the monitoring of the FDCH impact on Timorese workforce.
7. Develop a FDCH monitoring, evaluation and learning (MEL) strategy

Finally, the report suggests a set further studies to improve the understanding of the FDCH impact and increase the basis of evidence for decision-making. These studies include:

- A second round of FDCH evaluation study in 2019 that covers the period 2015-2018
- A tracer study of career path for a small sample of specific types of beneficiaries
- An intensive learning-by-doing exercise with 2-3 institutions to develop and document a good practice model for needs identification and development of training proposals
- A qualitative study to identify the constraints that FDCH beneficiaries face in entering the private sector
- A mapping of current human resources in Timor-Leste

1. Introduction

1.1 The FDCH

The Timor-Leste Fundo de Desenvolvimento de Capital Humano (FDCH of ‘the Fund’) is a special GoTL fund that identifies and finances training and capacity development activities for public servants and general public of Timor Leste. The FDCH Administrative Council (‘the Council’) is responsible for the management and administration of the Fund and is supported by a Technical Secretariat (‘the Secretariat’) that works in close coordination with all accredited government institutions¹ (‘the institutions’). The Fund commands an annual budget of approximately USD 30 million on average, divided into four programs (‘the programs’), as outlined in the table below.

Table 1 – The FDCH programs

Programs	Description
Vocational Training	Training for public servants and the public in general in the following areas: criminal lawyers, auditors, judges, notaries, private lawyers, translators and inspectors. It also supports the training of manpower to work abroad, particularly in construction, provides training for trainers in Tibar Centre and other centers, and supports the basic training in languages and other trainings.
Technical training	Professional development programs for public servants that includes training activities for public administration staff and technical training on higher education and polytechnics.
‘Other’ Training	Training programs for young teachers in higher education and polytechnic education, in health, formation of National Police officers and training officers of the F-FDTL and others.
Scholarships	Bursaries for studies for the general public, public servants, children of veterans and Veterans, funded on a merit-based system

The diagram presented in Annex 1 illustrates the architecture of FDCH objectives. It outlines the causal relationship between different levels of expected results, from outputs to outcomes, end-of-program outcomes and finally impact. The FDCH goal is to improve Timor-Leste human resource in strategic areas with a view to achieve the vision of the national Strategic Development Plan (SDP) 2011 - 2030, i.e. to transition Timor-Leste into middle-income country status. The end-of-program outcome is the “improved quality of Timorese human resources in strategic sectors”. The underlying logic within the FDCH implies that all four FDCH programs collectively contribute to the articulated end-of-program outcome by improving vocational skills of Timorese, improving the technical capacity of public servants and increasing the pool of qualified professionals in Timor-Leste. These results are in turn directly affected by the ability of training beneficiaries to apply the new skills and knowledge that they have acquired through FDCH funded training.

¹ By the end of 2014, there were 27 accredited institutions that have received funding from the FDCH (see Annex 3 for a list of all institutions).

1.2 The evaluation

After four years of operation, the Council has requested the Secretariat to carry out an evaluation to assess the outputs and outcomes of the FDCH programs for the period 2011 – 2014. The evaluation study ('the study') is intended to provide a robust understanding of the impact of the FDCH by answering the following evaluation question: 'Is the FDCH improving the quality of Timorese human resources in strategic sectors?'

To answer this question, the study has considered training and courses that have been funded and completed by the end of 2014, so that benefits could have been accrued and observed in 2015. It has employed a mixed-method approach that combines quantitative and qualitative primary data collected directly from beneficiaries and participating institutions. In addition to a documentary review, data has been collected through:

5. A questionnaire-based beneficiary survey covering a representative sample of 915 scholarship and training beneficiaries.
6. A questionnaire-based institution survey of focal points from all 27 accredited institutions.
7. A set of semi-structured face-to-face interviews with a purposive sample of 40 beneficiaries, selected after preliminary analysis of beneficiary survey data.
8. A set of semi-structured face-to-face interviews with the focal point and Human Resource (HR) directors of 10 purposively selected institutions.

The findings presented in Section 2 are based on statistical analysis of survey data and qualitative analysis of interview results. More information about the evaluation methodology is presented in Annex 2.

1.3 The report

This report summarises and synthesises the evaluation results. It is intentionally concise and focuses on the most relevant messages. Details about the evaluation methodology, evaluation process, and data collected can be found in the annexes, or are available on request. The report contains the following sections:

- Section 2 presents the evaluation findings presented by themes linked to the nature, impact and process of FDCH activities.
- Section 3 outlines three broad sets conclusion, around the relevance, results and management of FDCH activities.
- Section 4 suggests recommendations to follow up on this report. The first set of recommendations addresses directly some of the issues highlighted in the evaluation findings and conclusions and suggests ways in which FDCH operations can be improved. The second set of recommendations focuses on the next analytical steps and suggest a set further studies to improve the understanding of the FDCH impact and increase the basis of evidence for decision-making.

2. Findings

2.1 Description of FDCH activities

The FDCH budget has increased slightly over the first four years of operation (see Table 2). The Scholarship program is the largest recipient of the budget, and the Technical Training program the smallest.

Table 2 - FDCH budget per year and program (USD)

Programs	2011	2012	2013	2014	Total
Vocational Training	4,810,000	10,033,000	4,843,000	10,006,000	29,692,000
Technical Training	3,371,000	1,033,000	3,100,000	4,510,000	12,014,000
“Other” Training	3,867,000	7,060,000	1,1245,000	2,883,000	25,055,000
Scholarships	12,952,000	11,874,000	23,260,000	22,601,000	70,687,000
Total	25,000,000	30,000,000	42,448,000	40,000,000	137,448,000

The FDCH has benefited approximately 32,000 Timorese over the period 2011-14 (see Table 3). The Technical Training program has covered the most beneficiaries², i.e. about 44% of them. Though it receives about half of the budget, the Scholarship program covers only 4% of the beneficiaries. This is explained by the high cost of each scholarship that often covers expensive study abroad compare to other trainings.

Table 3 - FDCH budget and beneficiaries per program (2011 – 2014)

Programs	Budget		Beneficiaries	
	USD	%	#	%
Vocational Training	29,692,000	22%	10,331	33%
Technical Training	12,014,000	9%	14,002	44%
“Other” Training	25,055,000	18%	6,123	19%
Scholarships	70,687,000	51%	1,346	4%
Total	137,448,000	100%	31,802	100%

In terms of expenditures, the FDCH has a high average rate of budget execution (87%) for the period 2011-14, with some variation across programs (see Table 4).

² All counts of beneficiaries in this evaluation study are based on units of training. This has the advantage of accounting for beneficiaries that receive multi-year support as one unit, and for those who receive several training/scholarship as multiple units. The total number of beneficiaries (31,802) represents the data available and provided by line ministries for the period of 2011 – 2014. Due to the incomplete availability of data, it is likely that the real number of beneficiaries is higher.

Table 4 - FDCH budget and expenditures per program (2011 – 2014)

Programs	Budget (USD)	Expenditures (USD)	Execution (%)
Vocational Training	29,692,000	26,133,135	88%
Technical Training	12,014,000	8,524,203	71%
“Other” Training	25,055,000	15,924,800	64%
Scholarships	70,687,000	69,377,000	98%
Total	137,448,000	119,959,138	87%

In terms of institutions, the largest recipients from the FDCH are ME, MS, SEPFOPE MF, MPRM, MJ and INAP (see Table 5). With the exception of MF, all of these institutions have higher budget execution rate than the FDCH average (Annex 3 provides details for all 27 institutions).

Table 5 - FDCH budget and expenditures per institution (2011 – 2014)

#	Institutions	Budget (USD)	Expenditures (USD)	Execution (%)
1	ME (Office of Scholarships)	46,584,780	38,074,648	82%
2	MS (Ministry of Health)	14,647,655	15,103,764	103% ³
3	SEPFOPE (State Secretary for Policy and Professional Training)	13,036,604	12,530,738	96%
4	MF (Ministry of Finance - Dir. General of Corporative Service)	12,925,750	9,759,477	76%
5	MPRM (Ministry of Petroleum & Mineral Resources)	11,256,044	11,084,450	99%
6	MJ (Ministry of Justice)	10,227,833	8,989,400	88%
7	INAP – CFP (Public Service Commission)	9,318,833	8,076,095	87%
8	Others	19,450,501	16,340,567	84%
Total		137,448,000	119,959,138	87%

In terms of beneficiaries, the FDCH has benefited more men (59%) than women (41%) overall (see Table 6). This contrast is more marked for some programs (Vocational Training – 69% male) than others (Other Training – 32% male). The scholarship program beneficiaries are 55% male and 45% female.

³ The overspend is due to inefficient budgetary planning and control processes.

Table 6 - Number of beneficiaries (2011 - 2014) per program and gender

FDCH Programs	Male	Female	Total
Vocational Training	7,098	3,233	10,331
Technical Training	8,870	5,132	14,002
Other Training	1,950	4,173	6,123
Scholarships	736	610	1,346
Total	18,654	13,148	31,802

As illustrated in Table 7, the institutions that sponsor the largest number of beneficiaries are: SEPFOPE, INFORDEPE, INAP, ME and MPRPM (Annex 3 provides details for all 27 institutions).

Table 7 – Number of beneficiaries (2011 - 2014) per institution and program

#	Institutions	Vocational Training	Technical Training	Other Training	Scholarships	Total
1	SEPFOPE	8,386				8,386
2	INFORDEPE		6,244			6,244
3	INAP/CFP		3,274	170	225	3,669
4	ME - GBE			2,795	262	3,057
5	MPRM/SERN	17	2,318		76	2,411
6	Others	1,928	2,166	3,158	783	8,035
Total		10,331	14,002	6,123	1,346	31,802

The overwhelming majority of FDCH-funded training/courses have taken place in Timor-Leste (91%), followed by Indonesia (5%), Portugal (1%) and India (1%) (see Table 8). The Scholarship program has funded courses in Timor-Leste (43%), Indonesia (23%), Cuba (11%), Portugal (10%) and Philippines (8%) (Annex 3 provides details for all programs and destinations).

Table 8 - Number of beneficiaries (2011 - 2014) per country of destination

#	Destinations	Vocational Training	Technical Training	Other Training	Scholarships	Total
1	Timor-Leste	9,124	13,196	6,049	576	28,945
2	Indonesia	928	371	53	314	1,666
3	Portugal	138	14	6	129	287
4	India		240		6	246
5	Cuba				152	152
6	Australia	37	64	1	27	129
7	Philippines	16			104	120
8	Others	88	117	14	37	256
Total		10,331	14,002	6,123	1,346	31,802

2.2 Alignment of FDCH activities

Participating institutions report a strong alignment of FDCH funded activities with SDP Goals despite limited systematic oversight of the process. Interviews with institutions have demonstrated a limited understanding of the importance of the SDP Goals for the FDCH. This is partially due to the limited awareness of the goals themselves, but it is also driven by the impression that they are too broad and all-encompassing. The analysis of the evaluation sample (915 beneficiaries) shows that the majority of FDCH funded training/courses (84%) fall under the SDP Goals areas. In the absence of targeting strategies, this can be explained by the broad nature of the SDP and of the HR needs in Timor-Leste.

“I chose to study cardiology because in Timor-Leste there is no specialist in Cardiology yet.” (Extract of an interview with a beneficiary from MS)

A more in-depth examination⁴ shows there is an uneven coverage of the SDP Goals: 52% of the sampled training/courses are concentrated in the SDP goal areas of Education, Health,

⁴ Given that the SDP Goals are broad and the training/ course areas are specific, the categorisation of the sample of FDCH activities against the SDP Goals has employed the following technique: 1) 24 areas of training were identified based on the 18 SD goals (including ‘Non Classifiable’, ‘Language Courses’ and ‘Other’ areas); 2) each of the 915 sampled activities was assigned to one area based on a matching of the training/ course title with the area title; and 3) the number of activities per area was summed up, and simple and cumulative percentages were calculated. The latter measure provides an insight on the level of concentration of FDCH activities under a subset of SDP goal areas.

and Management/ Administration/ Leadership (see Table 9). Annex 4 presents the list of all areas of SDP Goals and the distribution of the sample of FDCH activities per area. While this concentration may be an effective strategy to maximise the impact of the FDCH contribution to the achievement of SDP Goals, there is no evidence of an explicit strategy in this regard.

Table 9 – FDCH activities per area of SDP Goals (sample based)

#	Areas of SDP Goals	Units of training/course		
		#	%	Cumulative ⁵
1	Educational areas	204	22%	22%
2	Health areas	140	15%	38%
3	Management, administration and leadership	130	14%	52%
4	Language Courses ⁶	88	10%	61%
5	Vocational Training & employment Policy-making Areas	67	7%	69%
6	Macroeconomics, tax and non-tax revenues, public accounting, public finance	38	4%	73%
7	Non Classifiable ⁷	36	4%	77%
8	Police & National security	33	3%	80%
7	Others	179	20%	100%
Total		915	100%	

As illustrated in Annex 4, institutions do not focus proposals on respective areas of expertise identified in the SDP. The majority of institutions have received funding for training and courses in several other areas than their respective priority area. For instance, only 15% of ME beneficiaries have attended training/courses in educational areas, whereas by contrast 100% of MS beneficiaries have attended training/courses in health areas (see Table 10). Language course and management and leadership are two recurrent areas of training/course across institutions, sometimes accounting for the majority of their funding. This demonstrates the institutions' suboptimal awareness and focus on their respective SDP Goals, which in turns limits the effectiveness of the potential FDCH contribution to the SDP achievement.

⁵ All percentage figures are rounded to the unit

⁶ The high number of training/courses targeting the learning of a language across institutions has warranted a specific category of 'Language Courses'.

⁷ Training/ courses that are out of the scope of the SDP Goals or not identifiable.

Table 10 – ME and MS beneficiaries per institution and area of SDP Goals (sample based)

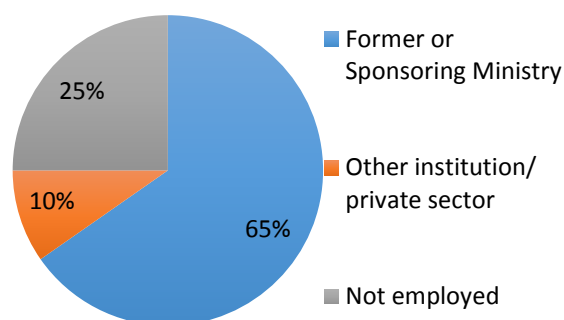
Areas of SDP Goals	Beneficiaries	
	#	%
ME	113	
Educational Areas	16	15%
Justice, land and property, law and human rights.	6	5%
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	14	12%
Agriculture & Fisheries Areas	10	9%
Energy policy & management and Exploration of mineral resources (Includes Oil & Gas) courses.	12	11%
Engineering or Technical Training & Development in Areas of infrastructure.	5	4%
Engineering or Technical Training & Development in Areas of transportation & Communication.	3	3%
Environment, Food Security, Food Quality Control & Commerce Areas	1	1%
Health Areas	4	4%
Industry & Environmental Sustainability Areas	1	1%
Language Courses	4	4%
Management, Administration and Leadership.	32	28%
Non Classifiable (NC)	1	1%
Tourism, Arts and Culture Areas	4	4%
MS	129	
Health Areas	129	100%

Institutions are expected to align activity proposal on their human resource (HR) needs. However, based on interviews with a sample of HR directors, there is no evidence of a common system for and global oversight of such alignment: each institution utilises a different selection process and set of criteria, and no stakeholder provides systematic oversight of the alignment of training/courses with institutions' needs and HR strategy. When there is clear alignment, it is often dictated by a specific mandate and/or a regulation that frames the activities of the respective institution (e.g. teachers training for INFORDEPE). The lack of systematic alignment of proposals with HR needs limits the potential impact of new skills gained on the improvement of institutional capacity.

2.3 Employment and labour mobility

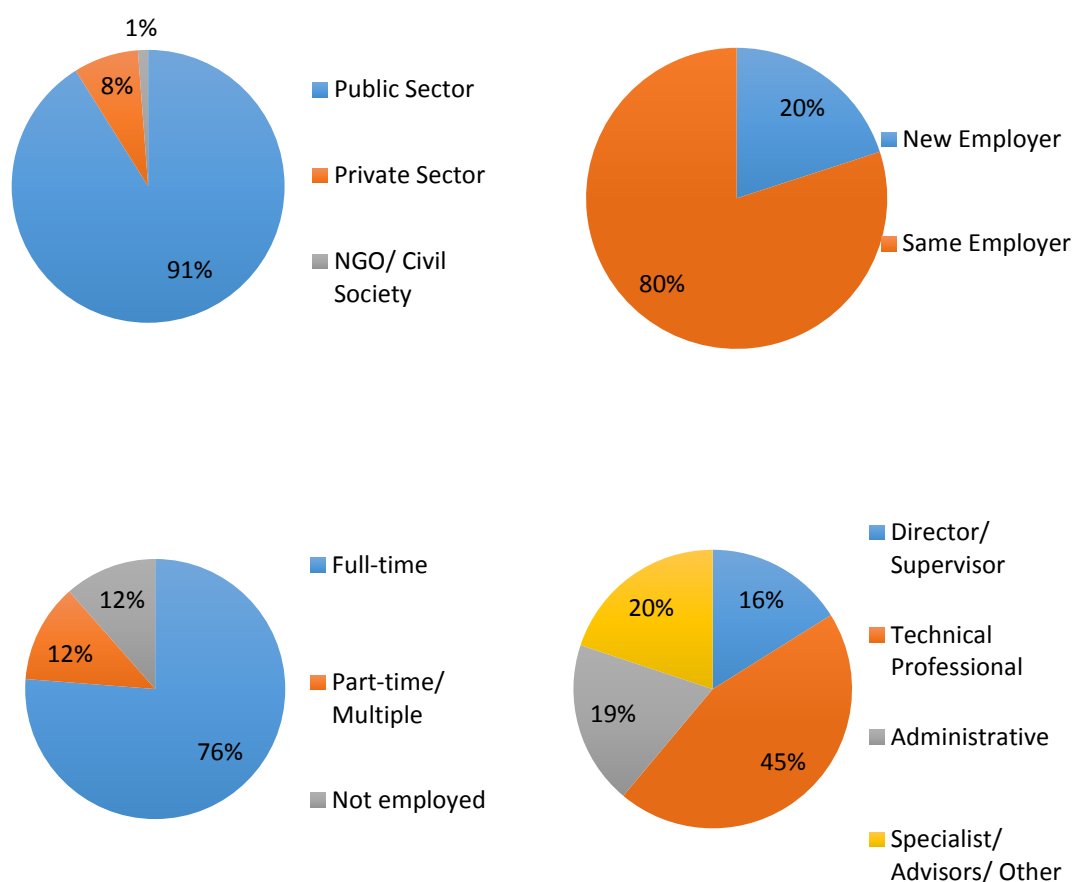
The majority of FDCH beneficiaries (65%) have returned to their former work or sponsoring ministry, after completion of their training/course (see Graph 1). A quarter of beneficiaries have not been employed directly after their training/course; these are partially scholarship recipients who (re)-enter the job market after study completion.

Graph 1 - Employment status after study (% beneficiaries)



Results for the beneficiary survey show that FDCH beneficiaries have generally had a stable professional life after their training/study. The vast majority come from and returned to the public sector and are still employed there (91%), mostly for the same organisation (80%) (see Graph 2). Three quarters of them are currently employed full-time, and almost half of them occupy technical professional positions.

Graph 2 – Current employment status (% of beneficiaries)



Results on employment status and labour mobility present a noticeable difference across programs and gender.

- Beneficiaries from the Technical Training program are more likely to be employed after training and at the present time, and to stay with the same employer (see Table 11). Beneficiaries from the Scholarship and Vocational/Other programs are more likely to be unemployed (after training and at the present time), to change employers after training/course completion and to be employed outside the public sector. This reflects their more diverse origin, including from outside the public sector.

Table 11 – Program difference on employment status and labour mobility (% of beneficiaries)

Programs	Employed After training/course	Employed at present time	Continued with same employer	Employed in public sector
Vocational/ "Other" Training	63%	70%	87%	87%
Technical Training	96%	97%	96%	97%
Scholarships	60%	62%	78%	84%

- Both upon completion of training/course and at the present time, women demonstrate higher rates of unemployment (see Table 12). For those who are employed, women showed higher rates of labour mobility as they are 7 percentage points less likely to remain with the same employer between study/training completion and the present time. Women are also slightly less likely to be in supervisory positions, 12% of female respondents, in contrast to 18% of male respondents.

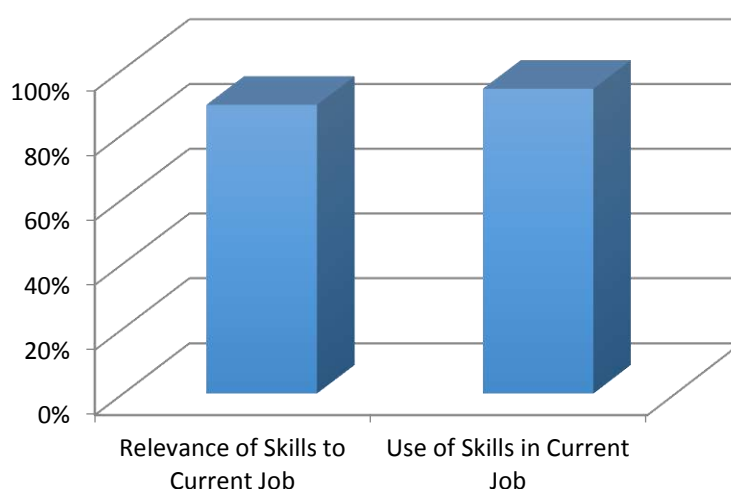
Table 12 – Gender difference on employment status and labour mobility (% of beneficiaries)

Gender	Employed after training/course	Employed at the present time	Continued with same employer
Male	78%	92%	83%
Female	69%	82%	75%

2.4 Professional skills

Results from the beneficiary survey and interviews show that FDCH investments equip beneficiaries with relevant skills. The vast majority of FDCH beneficiaries generally believe the skills they have gained through their training/course is relevant to their job (89%) and they can use these skills in their current position (94%) (see Graph 3).

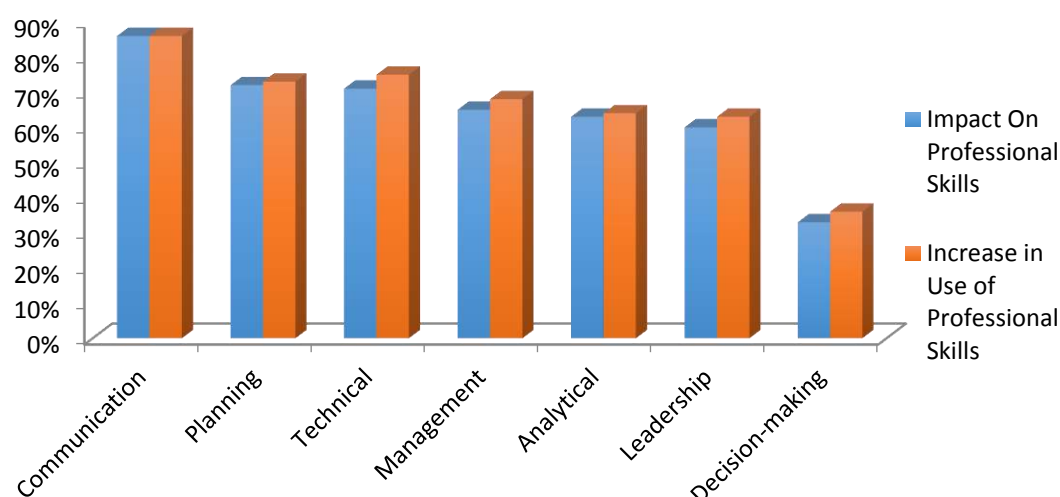
Graph 3 – Relevance and use of skills gained in study / course (% of beneficiaries indicating significant or high relevance and use)



The same results show that the FDCH-funded training/courses have had different impact on different professional skills and capacity. The highest impact is on technical, communication and planning skills (>70% beneficiaries report a significant or high impact). Moderate impact (50-70% of beneficiaries) is reported for analytical, management and leadership skills, and a lower impact (<50% of beneficiaries) is reported for more complex skills such as decision-making skills. Noticeably, there is no significant difference of impact between job position (administration, supervisor, technical professional, specialist/other).

Results on the use of skills acquired in respective professional environment follow a similar pattern (see Graph 4): the use of technical, communication and planning skills is higher (>70% of beneficiaries report significant or high impact), and the use of decision-making and leadership skills is lower. Similarly, there is no significant difference in use of skills across job position (administration, supervisor, technical professional, specialist/other).

Graph 4 – Impact and Increase in use of Professional Skills (% of beneficiaries indicating significant or high impact and increase in use)



Reported constraints for the use of skills acquired include: lack of equipment / tools, language barriers, and bureaucratic processes. Another explanatory factor may be the general lack of systematic processes and career pathways within institutions to leverage professional skills gained by individuals. Further some of the training provided and quality of this training did not meet the needs of either the recipients of the institutions, as the quotes below demonstrate.

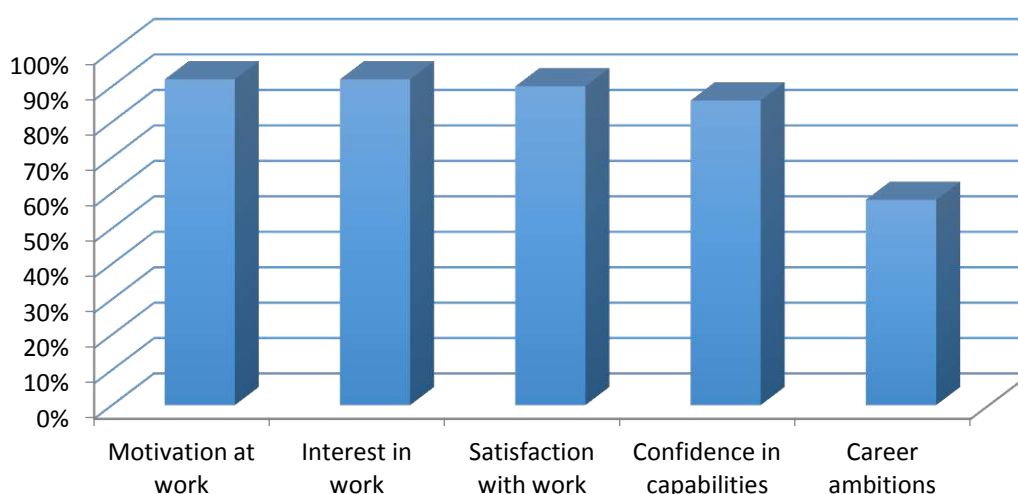
“I attended a technical training because my institution requested but, the training was not updated. In the training I learned about Microsoft 2003 but at my workplace, we use Microsoft 2007.” (Extract from interview with beneficiary from INAP)

“I have not been able to make good use of my skills in my workplace because the training that I received (English language) was very basic and I can only use it for basic conversations with my colleagues but it is not enough to use it in my work needs.” (Extract from interview with beneficiary from MI/SES). My challenge is that I attended my training with Indonesian language but when I return to my workplace I had to use Tetum & Portuguese. (Extract from interview with beneficiary from MI/SES)

2.5 Career Development

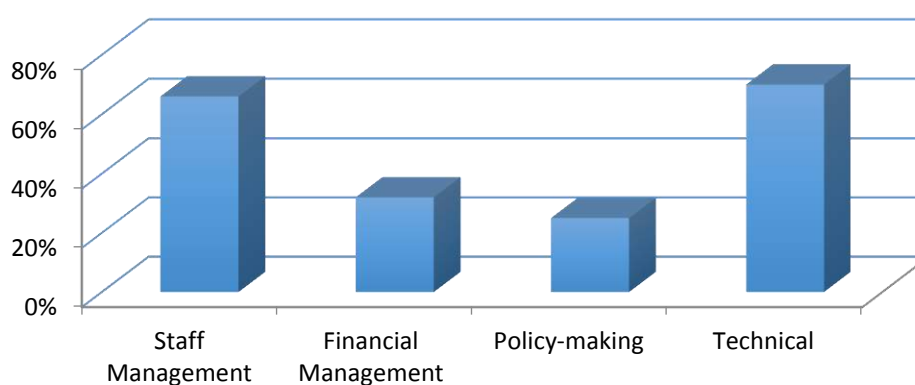
The FDCH activities have reportedly had an overwhelmingly positive impact of study on personal drivers of beneficiaries, such as confidence, interest, satisfaction, and career ambitions (see Graph 5). This demonstrates a strong motivating role for the FDCH with respect to the Timorese workforce.

Graph 5 - Impact of training/courses on personal drivers (% of beneficiaries indicating significant or high impact)



The impact of the FDCH activities on professional responsibilities is mixed and consistent with the results on the skills acquisition (see Section 2.4): beneficiaries report a high impact on technical and staff management responsibilities (approx. 70% of beneficiaries report a significant or high impact) and a lower impact on policy-making (25%) and financial management (32%) (see Graph 6).

Graph 6 - Impact of training/courses on professional responsibilities (% of beneficiaries indicating significant or high impact)



In contrast with the impact on personal drivers, beneficiaries have reported a low impact of FDCH training/courses on critical aspects of upward professional mobility such as promotion and salary satisfaction (see Graph 7). A minority of respondents have reported promotion (47%) and change in salary satisfaction (43%) since the completion of their training/course, and the numbers drop even lower when they represent the impact of the skills gained through the training/course on these variables.

Graph 7 - Impact of training/courses on the upward mobility within an organisation (% of beneficiaries indicating significant or high impact)

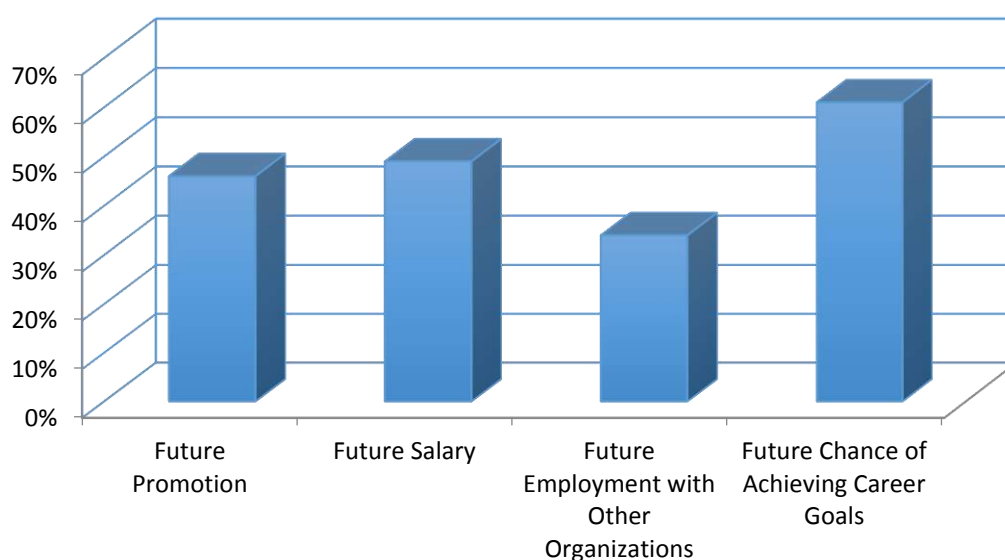


Reasons given for low promotion rate are linked to political choices (promotion based on trust and politics), the limited number of vacancies, and the bureaucratic/regulatory framework (positions subject to Public Administration Law which requires employees to sit a public admission tests).

“I have not received a promotion because the vacancies available are very limited. In my workplace, there were 3 vacancies but 20 staff applied for it so it makes it very difficult to get a spot.” (Extract from interview with beneficiary from INAP)

In terms of perception of future career development, beneficiaries’ expectations are in line with their current and past experience: they have low expectations for the impact of their training/course on job promotion (46% of beneficiaries report a significant or high), salary increase (49%), and professional mobility (34%), and higher expectations for achieving their career goals (see Graph 8).

Graph 8 - Impact of training/courses on prospect for future career advancement (% of beneficiaries indicating significant or high impact)



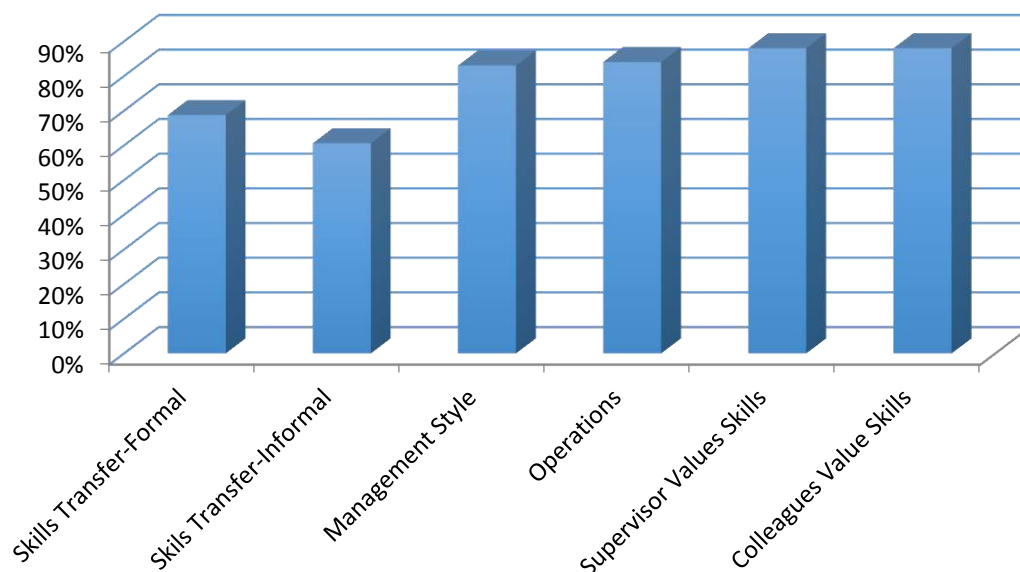
As a noticeable difference, beneficiaries from the scholarship program have shared a more positive perception of their future career path, compared to other beneficiaries. With respect to salary, they are 13-15 percentage points more likely to be satisfied with their salary as result of their training/course, and 5-10 percentage points more likely to state that their training/course will positively influence their future income potential. In addition, scholarship beneficiaries were 15 percentage points more likely to state that their study had a very strong impact on achieving their career goals. Scholarship beneficiaries also demonstrated higher rates of skills transfer to colleagues in formal settings.

These general results on career development can be explained by an enabling environment that often lacks capacity to transform skills and motivations gained by individuals into tangible career opportunities. Based on interviews with HR directors, it appears that each institution has indeed its own system to select, support and re-integrate beneficiaries, and most of them do not have clear processes and systems to align skills gained with career paths.

2.6 Professional and social environment

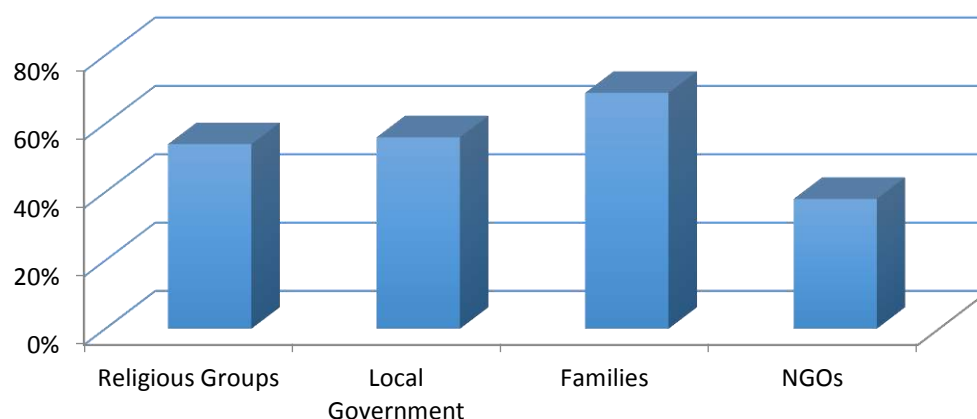
The FDCH investments have had strong positive impacts on individual attitudes and practices, which in turn have benefited respective professional environments. Beneficiaries report a robust formal and informal transfer of skills within their workplace. This is reinforced by their strong perception of the positive value that their colleagues and supervisors have for their new skills (88% of beneficiaries perceive their colleagues and supervisors as valuing and supporting their knowledge and skills). Similarly, the majority of beneficiaries believe their new skills gained have had a significant impact on bringing positive changes in their work environment, in particular on their management style and operations (see Graph 9).

Graph 9 - Skills transfer and impact on the work environment (% of beneficiaries indicating significant or high impact of skills gained on work environment)



Skills gained through training/course have also been applied and utilised in non-professional environment, mostly in family settings (where 69% of beneficiaries report a significant or high use of skills acquired through training/course). Other social environments include local government (56%), churches (54%) and NGOs (38%) (see Graph 10). This reinforces the role of the FDCH as a nation building investment.

Graph 10 - Use and relevance of skills in social environments (% of beneficiaries indicating significant or high use in community organisations)



"I am a teacher and I teach Portuguese to my students in school. I have also used my Portuguese skills by teaching doctrine and prayers in Portuguese in my church." (Extract from interview with beneficiary from INFORDEPE)

2.7 Secretariat systems and processes

The FDCH operates mostly as a decentralised management system, relying on participating institutions to fulfil a large number of management functions. Table 13 below details the responsibilities of FDCH stakeholders for a range of management functions, distinguishing where appropriate the preparation (P), verification (V) and approval (A) of these functions. The oversight of all these responsibilities lies with the FDCH Council. The level of Secretariat's resource during the period of 2011 – 2014 has constrained its ability to support effectively this role. The Secretariat's mandate is mostly centred around financial management functions and include other functions such as the compilation and review of documents/proposals/plans and an important coordination role with institutions. It has limited responsibilities for critical functions such as the identification of skills needed, the selection of beneficiaries, the reintegration of beneficiaries in workplace and monitoring the utilisation of skills. The FDCH relies on individual institutions to perform these functions, most of whom have limited ability to do so systematically and consistently.

Table 13 - Responsibilities of FDCH stakeholders

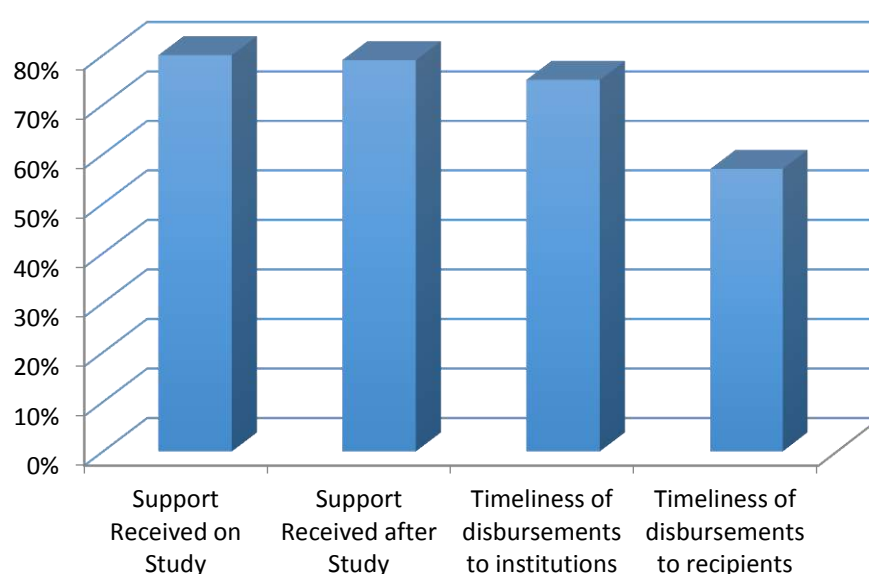
Functions	Institu- tions	Secre- tariat	FDCH Council	MF	Council of Ministers
Approval of FDCH budget envelope				P	A
Approval of institutions budget envelope	P	V	A		
Identification of skills needed	P		A		
Development of training proposals/ plans	P	V	A		
Identification/ selection of beneficiaries	P + A				
Allocation of budget	P + A	V			
Management and monitoring of budget	P	A			
Preparation and mobilisation of beneficiaries	P + A	V			
Support to beneficiaries during training/course	P + A	V			
Payment and disbursement for training/course	P	A			
Reporting on the implementation of activities	P	A			
Reporting on completion of activities	P	A			
Reintegration of beneficiaries	P + A				
Monitoring of utilisation of new skills	P + A				
Assessment of the impact of training/courses	P + A				

There is no centralised information management system for data on FDCH inputs, beneficiaries and activities. Each institution collects and store its own data. The Secretariat collects and stores sufficient information on financial inputs, but does not systematically collect data on beneficiaries and training/courses, and relies on institutions to do so. The evaluation process – and in particular the establishment of the sample - has demonstrated that the availability, quality and reliability of the information produced is variable but generally low. This limits considerably the FDCH ability to rigorously and consistently plan its activities and understand their results, and more generally to utilise evidence in operational and strategic decision-making.

2.8 Secretariat services

The satisfaction of Secretariat services is explored through survey and interview questions that provided insight into beneficiaries and institutions' perception on the areas of strength and weakness of Secretariat support. Beneficiaries report overall high satisfaction with support received during and after study, and lower satisfaction with timeliness of payment and disbursements to recipients (see Graph 11).

Graph 11 – Satisfaction of beneficiaries with Secretariat services (% of beneficiaries indicating significant or high satisfaction)



Institutions report higher satisfaction rates with variables related to Secretariat's technical (development of training proposal or HR plan) and logistical (e.g. identification and preparation of beneficiaries) services (see Table 14). They report lower rate of satisfaction with services that relate to financial support and management (budget allocation, payment approval and disbursement). The lowest score given to the support for beneficiaries' mobilisation probably reflects the limited amount of Secretariat involvement with that service.

Table 14 – Percentage of institutions indicating high satisfaction with Secretariat services (weighed per number of beneficiaries⁸)

Secretariat services	High satisfaction
Effectiveness of support in developing training proposals/plans for funding	92%
Timeliness of communication at each stage of application process (prior to approval of training/study package)	88%
Transparency of communication at each stage of application process (prior to approval of training/study package)	73%
Support for the preparation of the beneficiaries prior the training/study	68%
Support for the identification and selection of beneficiaries	66%
Quality, transparency and timeliness of reports and communications	65%
Support for establishing institutions HR plan	62%
Management of budget allocations against approved training/ study	57%
Payments/ disbursements made to institutions	56%
Efficient verification and approval of payment requests from institutions	42%
Efficient payments/ disbursements to training/study recipients	41%
Efficiency of payments/ disbursements to participating institutions/service providers	36%
Support for the mobilisation of the beneficiaries	34%

When asked to describe both the ways in which the Secretariat provides its support and areas that need improvement, representatives from institutions associate areas of weakness with aspects of financial management, including management of budget allocations, approval and disbursement of payments, procurement (in particular the purchasing of air tickets and other support expenditures needed for mobilization of beneficiaries) and slow response time when dealing with payment and disbursement issues.

“Customer service to institutions (can be improved), especially for the payment and procurement process” (Extract from institution survey)

“If possible FDCH should create an integrated database system for all beneficiaries that received FDCH support. We ask the payment section to pay better attention to confirm names, vendor code, bank account before creating CPV and prevent mistakes in transparency.” (Extract from institution survey)

⁸ Respondents (institution focal points) rated their impression across four ratings: low, medium-low, medium-high, and high. The results were weighted by the number of beneficiaries supported by each ministry, ensuring greater representation from those ministries with a greater number of beneficiaries. Results were then collapsed into two categories - high and low - by combining respectively the first and second, and third and fourth ratings. Variables were then grouped into three categories:

1. High satisfaction > 80% (in green)
2. Medium satisfaction 60-80% (in white)
3. Low satisfaction < 60% (in red)

Areas of strength are associated with support in planning and communication with respect to the application process. Secretariat support for identification and preparation of beneficiaries and transparency of communications for the application process received both favourable impressions from respondents. Although not as unanimous as the areas of improvement, comments on what the Secretariat is doing most effectively tend to reflect planning and communication functions.

“FDCH has provided good support to institution through communication channel and by prioritising our plan” (Extract from institution survey)

“Very friendly communication channel with transparency, positive work coordination and very good customer service in all parts of FDCH Secretariat” (Extract from institution survey)

3. Conclusions

3.1 Relevance of FDCH activities

Conclusion #1: The capacity of FDCH activities to support the realisation of SDP Goals has been limited

Participating institutions do not have a systematic process to align activity proposals with HR needs and respective areas of SDP Goals. As a result, over the period of the evaluation, FDCH investments have primarily focused on a narrow set of areas related to the SDP Goals: 52% of all sampled activities cover the education, health and management/admin/leadership areas (see Section 2.2). While targeting a subset of SDP Goals might be an effective way for FDCH to maximize its impact, there is no evidence of a considered and strategic approach in determining which SDP Goals would benefit most from FDCH investments.

Conclusion #2: In the context of a private sector in need of expansion, the FDCH has overwhelmingly benefitted the public sector and its impact on private sector development and labour mobility has been limited

The SDP is clear: the growth of Timor-Leste's economy necessitates the development of a diversified private sector nationwide. In this context, the FDCH has predominantly been a tool to strengthen the public sector workforce. There is no evidence that the current labour market is strong enough to absorb skills beyond sponsoring institutions. The vast majority of FDCH beneficiaries come from and/or return to the public sector (see Section 2.3). In addition, labour mobility is limited: most beneficiaries return to their previous employer or to their sponsoring ministry after study and stay with them.

3.2 Results of FDCH activities

Conclusion #3: FDCH activities have improved the professional skills and motivation of beneficiaries and these skills have been utilised in the workplace as well other non-professional contexts

FDCH activities have improved technical, communication and planning skills of beneficiaries across the board (see Section 2.4). They have also had a substantial positive impact on aspirational aspects of career development such as personal drivers and career objectives (see Section 2.5). These skills and motivation have been transferred to and valued by colleagues demonstrating positive changes within the work environment. In addition, the skills gained have been applied in other social contexts such as family, local government and religious organisations (see Section 2.6), furthering the role of FDCH as a national program for skills development.

Conclusion #4: FDCH reliance on institutions to leverage the impact of skills and motivation gained has limited the growth of human capital development

Improvements in labour force productivity and behaviour can be understood as resulting from changes in capacity, motivation, and opportunity. The FDCH has had limited influence on the third factor: institutions have offered limited opportunities to translate aspirational aspects of beneficiaries' career development into tangible ones such as salary, promotion

and responsibilities (see Section 2.5). This has reduced the impact of the skills and motivation gained through study/training programs on human capital development.

3.3 Management of FDCH activities

Conclusion #5: The decentralised model of FDCH implementation has limited the potential for an improved Timorese workforce

In the current FDCH model, sponsoring institutions are responsible for most management functions (see section 2.7). In this context, the FDCH impact on workforce development is constrained by the variable but generally limited capacity of institutions to ensure critical management functions (including planning, selection and monitoring of skills needed). In addition, the assessment of FDCH performance is obscured by the absence of systematic collection of data on beneficiaries and activities, and of a centralized data management system.

Conclusion #6: The satisfaction of institutions and beneficiaries with Secretariat services is at odds with the insufficient oversight mechanisms in place

Feedback received from participating institutions and beneficiaries perceives the FDCH Secretariat's technical and logistical management role as adequate, and its financial management and disbursement functions as in need of improvement (see Section 2.8). In the period 2011 – 2014, the FDCH Secretariat has primarily endorsed a transactional role of financial management of FDCH activities. The level of FDCH Secretariat's responsibilities and limited resource have constrained its capacity to fulfil its coordination role and provide and/or support an effective oversight function.

4. Recommendations

4.1 Improving FDCH operations

Recommendation #1: Reaffirm FDCH's contribution to the realisation of the SDP via the identification of a strategic set of SDP Goals and the systematic alignment of activity proposals with these goals

The FDCH should develop a strategic approach to maximise its contribution to the achievement of the SDP Goals (see Conclusion #1). A key component of the approach should be the identification of a subset of SDP Goals where FDCH contribution has a comparative advantage and for which the impact of skills gained on reintegration and career path is potentially high. It should also identify a process to ensure that all training/course proposals including donor investments are systematically aligned with the identified goals.

Recommendation #2: Clarify a role and strategy for the FDCH in supporting private sector development and ensure that activities are funded on the basis of that strategy

Currently the FDCH funds primarily public servants who return to the public sector upon completion of their training/course (see Conclusion #2). As highlighted in the SDP, given the importance of the private sector for the future of Timor-Leste's economy, the FDCH should delineate its role in supporting private sector development. If deemed important, it should identify the skills needed for that objective and prioritise the development of these skills by ensuring proposals respond to these needs and encouraging (and monitoring) the reintegration of beneficiaries in the private sector after their training/course.

Recommendation #3: Ensure that skills gained via training/courses are utilised effectively and translated into career advancement opportunities so that institutions maximize the impact of their investment in beneficiaries

A large majority of FDCH beneficiaries do not expect nor receive promotions or increased leadership/management responsibilities after the completion of their training/course. This is partly due to a lack of clear career development pathways within institutions (see Conclusion #4). The FDCH should require participating institutions to develop re-integration strategies for beneficiaries, including professional development plans and career advancement opportunities, so that these institutions more fully realize the return on the skills acquired.

Recommendation #4: Ensure the systematic collection of data on beneficiaries and activities, and the development and utilisation of a centralized information management system

A critical element of a strategic approach to aligning human capital investments to institutions' needs and SDP Goals is a comprehensive, detailed and thorough understanding of the entire process based on data and evidence. Data covering all aspects of the FDCH activity cycle should be systematically collected and stored in a centralized Management Information System (MIS) (see Conclusion #5). The system should include information on needs identification, proposals for training/study courses proposals, beneficiaries' identity and experience during study/training, reintegration processes and career paths. Different levels of data disaggregation (e.g. sex, institution, program, country) and simple analytical

functions should be included in the MIS design. The information should be accessible by the Secretariat and participating institutions and properly maintained to provide an efficient and transparent information base for the purpose of analysis and reporting.

Recommendation #5: Consider re-centralisation of critical management functions, including the planning of skills needed and the reintegration of beneficiaries into the workforce, and the monitoring of their career development.

The variation of institutional capacity to conduct critical management functions constrains a strategic approach to aligning human capital investments to institutions' needs and SDP Goals (see Conclusion #5). Ensuring capacity across the full set of agencies would require a substantial investment, far beyond the mandate and capacity of the FDCH and with no guarantee of success. Recentralizing some key management functions would have multiple advantages, including 1) focusing the capacity building needs within a single organisation; 2) applying consistent standards and procedures to those management functions; and 3) developing a necessary oversight on how the FDCH investments collectively assist in achieving SDP Goals and the need of a growing private sector.

Recommendation #6: Develop and resource effective oversight mechanisms within the Secretariat for the planning of needed skills, the reintegration of beneficiaries into the workforce and the monitoring of the FDCH impact on Timorese workforce.

With or without the recentralisation of management functions (see Recommendation #5), the FDCH should consider tasking the Secretariat with the oversight of three functions currently performed by institutions (see Conclusion #6). First, the review and approval of decisions around the skills needed to ensure appropriate coverage and complementary across the entire Fund. Secondly, the review and approval of beneficiary reintegration plans to ensure skills gained are leverage at an institutional level. Thirdly, the monitoring of beneficiaries' career development and the impact it has on the Timorese workforce at an aggregated level. This oversight mandate should be accompanied by appropriate resource and be based on the use of evidence provided by the centralised MIS. It might necessitate the Secretariat to develop a capacity building component at the start with ongoing follow up training, to ensure institutions have the capability to execute the required functions.

Recommendation #7: Develop a FDCH monitoring, evaluation and learning (MEL) strategy

Given the size of the investment and its strategic importance for the development of Timor-Leste workforce and economy, the FDCH should equip itself with a robust and well-resourced monitoring, evaluation and learning (MEL) strategy that would increase the basis of evidence for decision-making. Such strategy should consider a program of work to analyse and understand the context and the performance of the funds against its objectives, and it should include clear methods, products, timelines and budget to carry it out. Examples of possible studies are included in recommendations #8 – 12.

4.2 Future studies

Recommendation #8: Conduct the second round of FDCH evaluation study in 2019 that covers the period 2015-2018

The FDCH should plan and commit to conduct the second round of this evaluation study to cover the period 2015-2018 and be carried out in 2019. The next iteration of the study will be able to build on the lessons and experience gained through this first study. It could also re-utilise the data collection tools developed so far, with some modifications to account for changes in Timor-Leste development context and FDCH implementation.

Recommendation #9: Conduct a tracer study of career path for small sample of specific types of beneficiaries

A qualitative study looking at the career path and impact of skills acquired for a small set of beneficiaries should be conducted to understand the following:

1. Factors influencing the career development process
2. How and in what context skills gained through training are most used/relevant
3. What are the constraints to further leveraging skills gained

The study will also inform the FDCH strategy for recommendation # 1, by determining the relative impact of different skill sets acquired on achieving SDP Goals.

Recommendation #10: Conduct an intensive learning-by-doing exercise with 2-3 institutions to develop and document a good practice model for needs identification and development of training proposals.

Focusing on a small set of institutions that present different profiles, the FDCH should conduct a situational analysis that identifies the existing levels of capacity to properly determine skill needs and develop training proposals that are aligned with those needs and SDP Goals. The analysis should also assess the strength of the beneficiary selection process and of the planning for their reintegration and utilisation of skills. The analysis should then seek to develop and disseminate a good practice guide/model to improve current practices in participating institutions.

Recommendation #11: Conduct a qualitative study to identify the constraints that FDCH beneficiaries face in entering the private sector

Focusing on a sample of beneficiaries The FDCH should conduct a study that identifies the opportunities and constraints that beneficiaries face in entering the private sector. It should further support the implementation of recommendation #2 in delineating a role of the Fund in promoting private sector development and a strategy to fulfil that role.

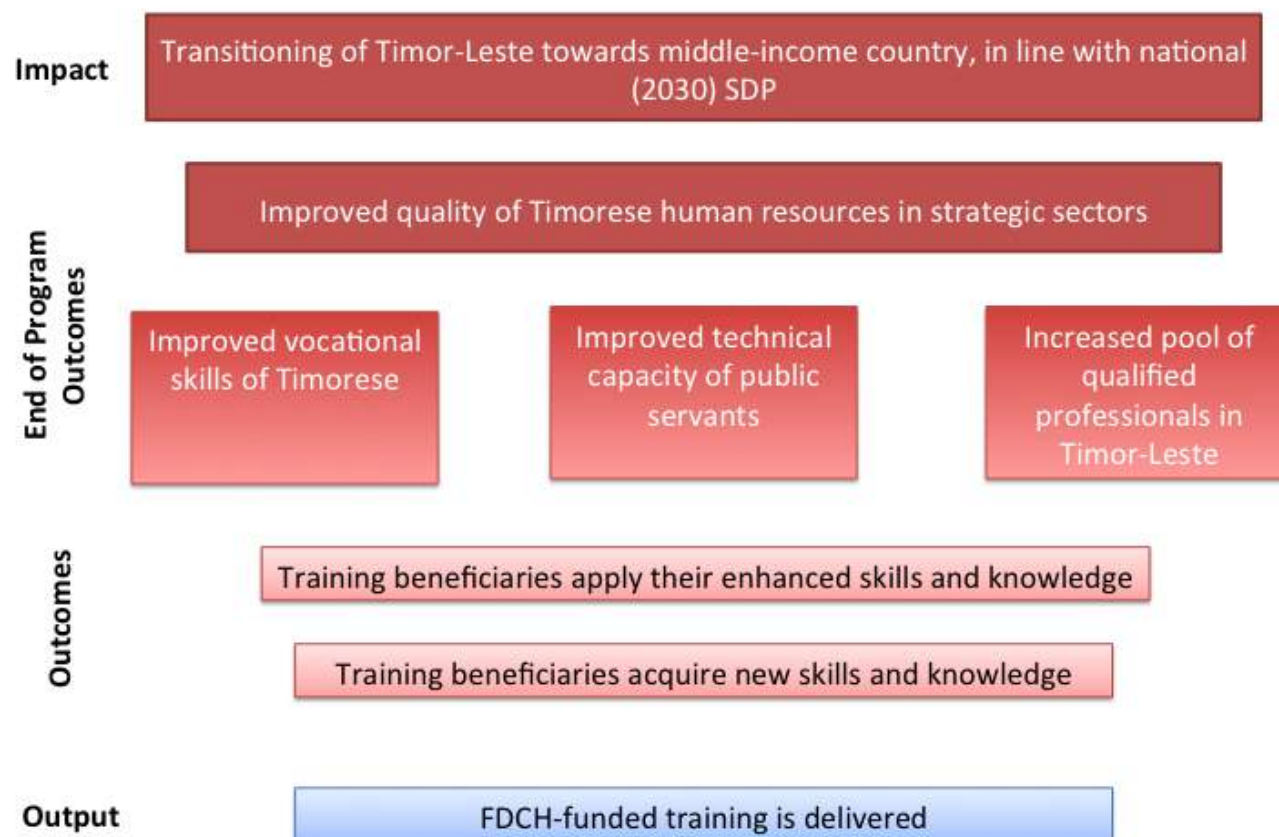
Recommendation #12: Conduct a mapping of current human resource in Timor-Leste

In order to identify the HR needs of Timor-Leste workforce and plan the FDCH contribution to fulfil them, an accurate assessment of the current HR levels is necessary. Focusing on the sectors highlighted in the SDP as critical for the growth of Timor-Leste's economy, the FDCH should map out the current level of human resource in both the public and private sectors. In particular, the systematic collection and storage of data around these HR levels and needs - facilitated by a central FDCH MIS - would refine and strengthen the basis of decisions about the strategic directions of the Fund investments.

Annexes

Annex 1 - FDCH Program Logic

FDCH Program Logic



Annex 2 - Evaluation methodology

Evaluation questions

The evaluation study answers the overall question: '**Is the FDCH improving the quality of Timorese human resources in strategic sectors?**' To answer this question, the evaluation has considered the following sub-questions:

- Are funded activities aligned with SDP Goals?
- Are beneficiaries applying their new skills and knowledge?
- Are beneficiaries working in their field of training at appropriate level?
- Is the FDCH secretariat operational support satisfactory?

Data collection tools

Four data collection tools have been utilised to collect relevant evaluation data:

- A **beneficiary survey (BS)**: a questionnaire-based survey of a representative sample of scholarship and training beneficiaries (vocational, technical and other training courses). The purpose of this survey is to assess respondent's perception of the relevance, use and impact of skills acquired on employment, labour mobility, career advancement, responsibilities, and extension of skills in professional and non-professional contexts. The survey has also included a brief section on perception of the quality of Secretariat support.
- An **institution survey (IS)**: a questionnaire-based survey of focal points from all participating institutions. The purpose of the survey is to collect information about the perception of these institutions on the strengths and weaknesses of the FDCH, and in particular on the Secretariat services.
- A **beneficiary interview (BI)**: a set of semi-structured face-to-face interviews with a purposive sample of beneficiaries, selected after preliminary analysis of initial beneficiary survey data.
- An **institution interview (II)**: a set of semi-structured face-to-face interviews with the focal points and HR directors of a purposive sample of participating institutions. Both the BI and II have been used to assess key factors driving the quantitative results from the IS and BS, as well as provide vignette illustrative of overall findings.

The table below show the relevance of each instrument in providing information to answer the evaluation questions.

Evaluation questions	BS	IS	BI	II
1. Are funded activities aligned with SDP Goals?	✓	✓		✓
2. Are beneficiaries applying their new skills and knowledge?	✓		✓	✓
3. Are beneficiaries working in their field of training at appropriate level?	✓		✓	✓
4. Is the FDCH secretariat operational support satisfactory	✓	✓		✓

Data collection

Beneficiary Survey

The beneficiary survey was conducted between July and November 2015. A team of 10 field researchers, carefully selected for their experience and skills (with recommendations from National Directorate of Statistics and the National Scientific Investigation Centre) conducted the data collection, under the coordination and leadership of the FDCH Secretariat staff. The survey process started with a 5-day training sessions. The ten researchers were then divided into 5 teams of 2, each one responsible for a sub-selection of the sample. The survey was administered with the help of technical committee members whose role was to assist the field researchers locating, contacting and facilitating arrangements with respondents. Respondents were grouped by sponsoring institutions and provided with a paper-based self-administered questionnaire and the opportunity to ask questions to the research teams if survey questions were unclear. Answers to the survey/questionnaire were then transcribed electronically. During the data collection process, there were beneficiaries that had to be replaced due to illness, unreachable phone number, death or for being overseas. The selection process for the new beneficiaries followed the same (randomly selected from the population) methodology. Out of a sample of 1433 beneficiaries, the evaluation team received answers from 915 respondents.

Institution Survey

The survey was conducted in October-November 2015 and all 27 accredited institutions were surveyed by the evaluation team. Respondents were FDCH focal points in each ministry. They were asked to rate their impression of the Secretariat support across different functions such as the planning; selection, preparation and mobilization of beneficiaries; communication and transparency; and the efficiency of payment approval and disbursements. The survey was administered in person, answers were recorded on paper-based questionnaire, and then transcribed electronically. Due to the change of governments, some ministries/institutions were merged resulting in only one focal point, therefore the final total respondents was reduced to 26 focal points.

Beneficiary Interviews

Beneficiary interviews were conducted in January-February 2016. The total sample of respondents was 40 beneficiaries, distributed as following:

Ministries	Vocational /Others	Technical	Scholarship	Total
INAP	-	4	2	6
INFORDEPE	-	4	-	4
SEPFOPE	4	-	-	4
MPRM	-	-	2	2
MS	-	-	4	4
ME	-	-	6	6
Others	8	4	2	14
Total	10	14	16	40

The team was composed by 6 interviewers and divided into 3 groups of 2. Interviews were conducted in person and recorded with a tablet. The average time per interview was 20 to 30 minutes. Some beneficiaries were interviewed at their office and others at the FDCH office by choice. Most beneficiaries were interviewed in a private office/their own office but others had to share a room with other working colleagues.

Institution Interviews

Institution interviews were conducted in February-March 2016. The ten institutions with the largest number of beneficiaries were selected for the sample: INAP, INFORDEPE, SEPFOPE, MPRM, MS, ME, PNTL, SES, UNTL, and IGE. For each institution, the focal point and the human resource director or the person in charge of the institution's planning were interviewed separately. The total respondents were 19 (for MoE, 1 person represented both respondents). All interviews were conducted in the ministries' offices with the average duration of 20 to 30 minutes per interview.

Sampling Strategy

Initial Approach

To address the evaluation questions effectively, the sampling design sought to ensure that trends within each of the four FDCH funding programs could be examined independently, necessitating a representative sample size for each of the four program types. The proportional number of beneficiaries across these funding mechanisms is not representative to the level of spend across each program (e.g. approximately 10% of all beneficiaries have received scholarship support which represent approximately 40% of funding allocations over the 2011-14 period). For this reason, beneficiaries from each of the four FDCH programs were treated as separate populations under a probability sampling technique so that inferences about each of these populations could be made.

Sample Selection

The total population of beneficiary under study was categorised into 4 sampling frames as follows:

Type	# Units of training
Vocational Training	10,331
Technical Training	14,002
Scholarships	1,346
Other types of Training	6,123
Total	31,802

For each population, stratification was applied by institution⁹ and a random sample¹⁰ of respondents were selected so that the sample size for each program type is representative of the total population. The samples size was then determined with a 95% level of significance ($Z = 1.96$) and 5 % confidence interval:

Type	# Units of training
Vocational Training	370
Technical Training	374
Scholarships	299
Other types of Training	362
Total	1,405

For each population, stratification was applied by institution to ensure that the random sample of respondents selected is representative of the total population distribution. A percentage for each program type was assigned to each Institution based on the percentage of beneficiaries sponsored by each Institution within that program type population. This percentage was then applied to the sample size calculated for the relevant program. This technique required the rounding up of numbers to ensure representative participation, resulting in an adjustment to each sample size as follows:

⁹ While it will also be useful to examine the distribution of support provided to those people residing in Dili against those from other areas, this will be examined within the data analysis on order to maintain a manageable number of strata.

¹⁰ Stratified random sampling allows for statistical conclusions from the data collected considered to be valid. This form of selection is superior to a simple random sample since it improves the potential for respondents to be more evenly spread over the population, and provides greater precision.

Type	# Units of training
Vocational Training	379
Technical Training	382
Scholarships	303
Other types of Training	369
Total	1,433

Adjustments

As noted above, the Beneficiaries Survey intended to cover a total of 1433 respondents. Due to problems with locating respondents and the availability of respondents, the survey was only able to collect responses from 915 individual participants, even with random replacement. As a result, the standard for statistical significance was reduced to the 90% level in order to accommodate the actual number of surveys conducted. The results of the data collection are shown below:

Programs	Population	Sample Size Required at 90% Level of Significance	Actual Surveys completed
Vocational	10331	264	151
Technical	14,002	266	354
Scholarships	1,346	226	258
Other	6,123	260	152
Total	31,802	1,016	915

Column three shows the number of surveys needed to obtain a representative sample at the 90% confidence level for each type of training. While sufficient surveys were completed to meet the 90% level for 'Technical' and 'Scholarships' programs, not enough surveys were completed for 'Other' and 'Vocational' programs. Results from these two categories have been combined for the analysis to ensure a sufficient sample that meets the 90% confidence level requirement.

Final Sample

The final sample of respondents for the four instruments were as follows:

Data collection tools	Respondents
Beneficiary survey	915 beneficiaries
Institution survey	26 focal points
Beneficiary interview	40 beneficiaries
Institution interview	10 focal points 9 HR directors

Data Analysis

The table below describes the general analytical methods and data sources used to answer each evaluation question.

Questions	Analysis	Data source
1. Are funded activities aligned with SDP Goals?	<ul style="list-style-type: none">• Comparison of funded training/courses with actual SDP Goals per institution (sample based)• Institution perception of planning process in addressing appropriate SDP Goals and HR needs	<ul style="list-style-type: none">• SDP• Institution strategic and HR plans• FDCH activity database
2. Are training beneficiaries applying their skills and knowledge?	Synthesis of evidence of changed motivation, capacity and opportunity among beneficiaries and their employers	<ul style="list-style-type: none">• Beneficiary survey• Institution interviews• Beneficiary interviews
3. Are training beneficiaries working in their field of training at appropriate level?	Comparison of nature and level of employment post-training	<ul style="list-style-type: none">• Beneficiary survey• Beneficiary interviews
4. Is the FDCH secretariat operational support satisfactory?	Assessment of beneficiary and institutions perception of support provided by the FDCH	<ul style="list-style-type: none">• Beneficiary survey• Institution survey• Institution interviews

The survey data was analysed primarily using descriptive statistics: response frequencies were presented on a percentage basis. In cases where response frequencies were categorized by gender and program, a cross-tabulation approach was used with significance determined by chi-square tests.

Bias and Limitations

The aim of the sampling strategy and analytical methods is to reduce the potential for human bias in the selection of the survey respondents. However, bias may be present due to several factors and missing data due to large numbers of non-responses to certain questions create limitations in terms of available analytical approaches:

- While the stratified random sample is representative of the population being studied, a key assumption is no missing data. In this case, only 915 of the planned 1433 interviews were conducted for the beneficiary survey. The large amount of missing data can lead to biased results in the case where factors influencing reasons for non-response are correlated with survey question responses
- There is limited information on to the actual location (Dili vs. Non-Dili) of beneficiaries and therefore this was not factored into the stratification strategy. As such, this may result in an over or under-representation of respondents outside of Dili.
- Data from 2011 and 2012 beneficiaries has not been consistently classified against funding programs. This is particularly the case for Technical Training, Vocational Training and Other types of Training (scholarships have been supported separately since 2012). This necessitated the reclassification of each funding activity (unit) in 2011 and 2012 prior to confirming population parameters reported above. There is a chance that some bias has occurred in the allocation of total amount of support provided under each program (although this is not deemed to be significant.)
- Similarly, beneficiary data has been reported separately each year which makes the identification of multi-year support less obvious (for example a scholarship over 3 years would have been reported each year and counted 3 times for the same unit of study). The data has been examined to identify the actual incidence of training, that is those recipients (name and birthday) studying identical courses over consecutive years have assumed to be in continuous training/study. This has led to a revision of population estimates, although there is a small chance of sampling bias that can occur by combining training incidence that were not common (less likely) or through not identifying all common training incidence.
- Analytical methods using techniques such as regression analysis could not be utilized because sufficient information concerning factors with the potential to impact responses (age, pre-training/study employment status, location, socio-economic status, household characteristics) was not available. Although some of this information was intended to be collected via the beneficiary surveys, the quality of information was poor, with large numbers of missing responses and thus could not be utilised as control variables in more sophisticated analytical approaches.

Annex 3 - FDCH budget and units of training

Table 1 - FDCH budget and expenditures per institution (2011 – 2014)

#	Institutions	Budget (USD)	Expenditures (USD)	Execution (%)
1	ME (Office of Scholarships)	46,584,780	38,074,648	81.7%
2	MS (Ministry of Health)	14,647,655	15,103,764	103.1%
3	SEPFOPE (State Secretary for Policy and Professional Training)	13,036,604	12,530,738	96.1%
4	MF (Ministry of Finance - Dir. General of Corporative Service)	12,925,750	9,759,477	75.5%
5	MPRM (Ministry of Petroleum & Mineral Resources)	11,256,044	11,084,450	98.5%
6	MJ (Ministry of Justice)	10,227,833	8,989,400	87.9%
7	INAP – CFP (Public Service Commission)	9,318,833	8,076,095	86.7%
8	INFORDEPE (National Institute for Training of Teachers and Education Professionals)	4,054,000	3,980,000	98.2%
9	UNTL (National University of Timor-Leste)	3,109,500	2,684,000	86.3%
10	IGE (State General Inspection)	2,473,000	2,314,379	93.6%
11	F-FDTL (Falintil-Timor-Leste Defence Force)	1,638,000	1,196,837	73.1%
12	SEJD (State Secretary for Youth and Sports)	1,394,000	1,181,453	84.8%
13	MOP (Ministry of Public Works)	1,235,000	791,000	64.0%
14	PNTL (Timor-Leste National Police)	1,087,000	1,038,824	95.6%
15	MAP (Ministry of Agriculture and Fisheries)	850,000	449,000	52.8%
16	MTC (Ministry of Transport and Communications)	850,000	677,000	79.6%
17	MNEC (Ministry of Foreign Affairs and Cooperation)	450,000	334,000	74.2%
18	SES (State Secretary of Security)	434,000	409,000	94.2%
19	GPR (Office of the Presidency)	394,000	284,508	72.2%
20	MCIA (Ministry of Commerce, Industry and Environment)	300,000	142,000	47.3%
21	SEPI (State Secretary of Promotion of Equality)	286,000	297,000	103.8%
22	GPM (Office of Prime Minister)	195,500	29,000	14.8%
23	PGR (General Prosecutor Office)	175,000	195,566	111.8%
24	CAC (Anti-Corruption Commission)	150,501	70,000	46.5%
25	SED (State Secretary of Defence)	150,000	81,000	54.0%

26	SECOMS (State Secretary of Social Communication)	125,000	79,000	63.2%
27	MT (Ministry of Tourism)	100,000	107,000	107.0%
Total		137,448,000	119,959,138	87.3%

Table 2 - Number of beneficiaries (2011 - 2014) per institution and program

#	Institutions	Vocational Training	Technical Training	Other Training	Scholarship	Total
1	SEPFOPE	8,386				8,386
2	INFORDEPE		6,244			6,244
3	INAP/CFP		3,274	170	225	3,669
4	ME - GBE			2,795	262	3,057
5	MPRM/SERN	17	2,318		76	2,411
6	UNTL	14		1,487	16	1,517
7	PNTL	102	547	865		1,514
8	SES	409	625			1,034
9	SEJD	73	19	664	5	761
10	MS				692	692
11	MF		305	69	57	431
12	MOP	114	307			421
13	IGE	360				360
14	MJ	337			4	341
15	GPM	142		20		162
16	MTC	52	83			135
17	GPR	104	12		7	123
18	F-FDTL		109			109
19	PGR	30	9	44		83
20	SEPI	68		2	2	72
21	MAP		71			71
22	MNEC	57	3			60
23	SED	23	30	7		60
24	MT		30			30
25	SECOMS	25				25
26	CAC	18				18

27	MCIA		16			16
Total		10,331	14,002	6,123	1,346	31,802

Table 3 - Number of beneficiaries (2011 - 2014) per country of destination

#	Destinations	Vocational Training	Technical Training	Other Training	Scholarship	Total
1	Timor-Leste	9,124	13,196	6,049	576	28,945
2	Indonesia	928	371	53	314	1,666
3	Portugal	138	14	6	129	287
4	India		240		6	246
5	Cuba				152	152
6	Australia	37	64	1	27	129
7	Philippines	16			104	120
8	China	20	13	6		39
9	Cabo Verde	33				33
10	USA		32		1	33
11	Thailand		2	5	24	31
12	New Zealand	3	23			26
13	Japan	1	18			19
14	Malaysia	14	2	1		17
15	Brazil	4			10	14
16	Singapore	2	12			14
17	South Korea	2	4	2		8
18	Macau	6				6
19	Mozambique	3	3			6
20	Argentina		3			3
21	Brunei		3			3
22	England				3	3
23	Vietnam		2			2
Total		10,331	14,002	6,123	1,346	31,802

Annex 4 – FDCH activities and SDP Goals

Table 4 - FDCH activities per area of SDP Goals (sample based)

#	Areas of SDP Goals	Units of training / course		
		#	%	Cumulative
1	Educational Areas	204	22.3%	22%
2	Health Areas	140	15.3%	38%
3	Management, Administration and Leadership	130	14.2%	52%
4	Language Courses	88	9.6%	61%
5	Vocational Training & employment Policy-making Areas	67	7.3%	69%
6	Macroeconomics, tax and non-tax revenues, public accounting, public finance	38	4.2%	73%
7	Non Classifiable'	36	3.9%	77%
8	Police & National security	33	3.6%	80%
9	Energy policy & management and Exploration of mineral resources	27	3.0%	83%
10	Justice, land and property, law and human rights.	25	2.7%	86%
11	Engineering, infrastructure, transportation & Communication.	23	2.5%	89%
12	Internal security, migration and border control, the civil protection	23	2.5%	91%
13	Audit, fraud identification, money laundry, Corruption & and Good Governance	22	2.4%	94%
14	Agriculture & Fisheries Areas	20	2.2%	96%
15	Sports Areas & youth Programs	17	1.9%	98%
16	Military and defence strategy areas	6	0.7%	98%
17	Tourism, Arts and Culture Areas	4	0.4%	99%
18	Environment, Food Security, Food Quality Control & Commerce Areas	3	0.3%	99%
19	International diplomacy and cooperation, consular tasks	2	0.2%	99%
20	Media policy & regulation, the press, Radio and Television.	2	0.2%	99%
21	Others	2	0.2%	100%
22	Government policy making, external relation, defence and security	1	0.1%	100%
23	Industry & Environmental Sustainability Areas	1	0.1%	100%
24	Promotion, Equality and rights of women and Gender	1	0.1%	100%
Total		915	100%	

Table 5 - FDCH activities per institution and are of SDP Goals (sample based)

Note: SDP Goals that have been allocated to respective institution by the SDP are highlighted in bold.

SDP Goals & FDCH Activities	Beneficiaries	
	#	%
CAC	1	
Audit, fraud identification, money laundry, Corruption & and Good Governance	1	100%
FDTL	5	
Military and defence strategy areas	4	80%
Management, Administration and Leadership.	1	20%
GPM	5	
Government policy making for internal governments and external relations with international community, policy of the Government concerning defence and security and national intelligence; policy of the Government concerning financial management	0	0%
Audit, inspections, investigations and Good Governance.	1	20%
Language Courses	2	40%
Non Classifiable (NC)	2	40%
GPR	5	
Justice, land and property, law and human rights.	1	20%
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	1	20%
Audit, inspections, investigations and Good Governance.	1	20%
Management, Administration and Leadership.	2	40%
IGE	13	
Audit, inspections, investigations and Good Governance.	13	100%
INAP	100	
Educational Areas	3	3%
Justice, land and property, law and human rights.	1	1%
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	8	8%
Agriculture & Fisheries Areas	2	2%
Audit, fraud identification, money laundry, Corruption & and Good Governance	1	1%
Audit, inspections, investigations and Good Governance.	1	1%
Environment, Food Security, Food Quality Control & Commerce Areas	1	1%
Government policy making, external relation, defence and security and financial Planning.	1	1%
Health Areas	3	3%
Language Courses	12	12%
Management, Administration and Leadership.	63	63%
Non Classifiable (NC)	4	4%
INFORDEPE	168	
Educational Areas	166	99%
Management, Administration and Leadership.	1	1%
Others	1	1%

MAP	2	
Agriculture & Fisheries Areas	1	50%
Management, Administration and Leadership.	1	50%
MCIA	1	
Environment, Food Security, Food Quality Control & Commerce Areas	1	100%
ME	113	
Educational Areas	16	15%
Justice, land and property, law and human rights.	6	5%
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	14	12%
Agriculture & Fisheries Areas	10	9%
Energy policy & management and Exploration of mineral resources (Includes Oil & Gas) courses.	12	11%
Engineering or Technical Training & Development in Areas of infrastructure.	5	4%
Engineering or Technical Training & Development in Areas of transportation & Communication.	3	3%
Environment, Food Security, Food Quality Control & Commerce Areas	1	1%
Health Areas	4	4%
Industry & Environmental Sustainability Areas	1	1%
Language Courses	4	4%
Management, Administration and Leadership.	32	28%
Non Classifiable (NC)	1	1%
Tourism, Arts and Culture Areas	4	4%
MF	24	
Justice, land and property, law and human rights.	1	4%
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	8	33%
Educational Areas	2	8%
Language Courses	3	13%
Management, Administration and Leadership.	5	21%
Non Classifiable (NC)	4	17%
Others	1	4%
MI/SES	32	
Internal security, of migration and border control, the civil protection and police cooperation.	23	72%
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	4	13%
Audit, inspections, investigations and Good Governance.	1	3%
Language Courses	4	13%
MJ	18	
Justice, land and property, law and human rights.	12	67%
Language Courses	4	22%
Management, Administration and Leadership.	2	11%
MNEC	5	
International diplomacy and cooperation, consular tasks	1	20%
Management, Administration and Leadership.	2	40%
Media policy & regulation, the press, Radio and Television.	1	20%

Non Classifiable (NC)	1	20%
MOPTC	22	
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	1	5%
Engineering , infrastructure, transportation & Communication.	14	64%
Language Courses	2	9%
Management, Administration and Leadership.	5	23%
MPRM	51	
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	1	2%
Educational Areas	1	2%
Energy policy & management and Exploration of mineral resources (Includes Oil & Gas) courses.	11	22%
Engineering or Technical Training & Development in Areas of transportation & Communication.	1	2%
Language Courses	31	61%
Management, Administration and Leadership.	2	4%
Non Classifiable (NC)	4	8%
MS	129	
Health Areas	129	100%
MT	1	
Tourism, Arts and Culture Areas	0	0%
Management, Administration and Leadership.	1	100%
PGR	5	
Judicial Sector, criminal investigations, laws & Regulation.	1	20%
Language Courses	2	40%
Management, Administration and Leadership.	2	40%
PNTL	42	
Macroeconomics, tax and non-tax revenues, public accounting, public finance, audit, public debt Management	1	2%
Non Classifiable (NC)	8	19%
Police & National security Courses	33	79%
SECOMS	1	
Media policy & regulation, the press, Radio and Television.	1	100%
SED	5	
Audit, inspections, investigations and Good Governance.	1	20%
Management, Administration and Leadership.	2	40%
National defence and military cooperation.	2	40%
SEJD	22	
Audit, inspections, investigations and Good Governance.	1	5%
Management, Administration and Leadership.	4	18%
Sports Areas & youth Programs	17	77%
SEPFOPE	86	
Language Courses	19	22%
Vocational Training & employment Policy-making Areas	67	78%
SEPI/SEM	6	
Audit, inspections, investigations and Good Governance.	1	17%
Language Courses	2	33%

Management, Administration and Leadership.	2	33%
Promotion, Equality and rights of women and Gender.	1	17%
UNTL	53	
Justice, land and property, law and human rights.	3	6%
Agriculture & Fisheries Areas	7	13%
Educational Areas	16	30%
Energy policy & management and Exploration of mineral resources (Includes Oil & Gas) courses.	4	8%
Health Areas	4	8%
International diplomacy and cooperation, consular tasks	1	2%
Language Courses	3	6%
Management, Administration and Leadership.	3	6%
Non Classifiable (NC)	12	23%
Grand Total	915	

Annex 5 – Questionnaires



REPÚBLICA DEMOCRÁTICA DE TIMOR-LESTE
Ministério do Planeamento e Investimento Estratégico (MPIE)

Secretariado Técnico
Fundo de Desenvolvimento do Capital Humano (FDCH)
Edifício, Hudia Laran - Fatuhada, Dili - Timor Leste. N.º Telefone: 3310289/3310624
(Ext. 113)

FDCH Evaluation Study – Beneficiary Survey

Introduction

This is an evaluation study of the Timor-Leste Fundo de Desenvolvimento de Capital Humano³ (FDCH). As requested by the FCDH Administrative Council, this evaluation is carried out by the Secretariat of the FCDH ('the Secretariat') and focuses on the achievement of the FDCH outcomes, over the four years period 2011-2014.

The purpose of the evaluation is to assess the outputs & outcomes of the FDCH programs for the period 2011 – 2014, as well as to find out the results of all programs against the budget execution.

Personal data from this study will remain confidential. The FDCH Secretariat will pool all information and then to conduct statistical analysis based on the responses. A follow-up qualitative interview may be conducted where more specific individual opinions and impressions will be sought.

- Do you consent to share information from this study for anonymous use?
☐ YES ☐ NO
- Do you consent to be cited as the source of this information?
☐ YES ☐ NO
- Do you agree that we may contact you to invite you to participate in further research?
☐ YES ☐ NO

³ Human Capital Development Fund (HCDF)

1. Respondent personal characteristics

1.1	Family name:	
1.2	Given name:	
1.3	Gender:	<input type="checkbox"/> M <input type="checkbox"/> F
1.4	Date of birth (DD/MM/YYYY):	
1.5	District of residence:	
1.6	District where you are from:	
1.7	Home address:	
1.8	Email address:	
1.9	Office phone number:	
1.10	Mobile phone number:	
1.11	Current employer:	
1.12	Current supervisor:	
1.13	Supervisor contact details (mobile, email):	

2. Qualification funded by FDCH

2.1	Name of qualification (e.g. Masters of Business)	
2.2	Area of study (e.g. Finance and Banking)	
2.3	Level of qualification	
2.4	Name of educational institution	
2.5	Date you began your study	
2.6	Date you finish your study	
2.7	Did you obtain the qualification you originally enrolled for	
2.8	If NO, can you provide more details about why not	

3. Other qualification (with and without FDCH support)

Please detail each type of additional qualification you have completed:

Qualification 1		
3.1	Name of qualification (e.g. Masters of Business)	
3.2	Area of study (e.g. Finance and Banking)	
3.3	Level of qualification	
3.4	Name of educational institution	
3.5	Date you began your study	
3.6	Date you finish your study	
3.7	Did you obtain the qualification you originally enrolled for	
3.8	If NO, can you provide more details about why not	
3.9	Did you receive support from FCDH for this qualification?	

Qualification 2		
3.11	Name of qualification (e.g. Masters of Business)	
3.12	Area of study (e.g. Finance and Banking)	
3.13	Level of qualification	
3.14	Name of educational institution	
3.15	Date you began your study	
3.16	Date you finish your study	
3.17	Did you obtain the qualification you originally enrolled for	
3.18	If NO, can you provide more details about why not	
3.19	Did you receive support from FCDH for this qualification?	
Qualification 3		
3.21	Name of qualification (e.g. Masters of Business)	
3.22	Area of study (e.g. Finance and Banking)	
3.23	Level of qualification	
3.24	Name of educational institution	
3.25	Date you began your study	
3.26	Date you finish your study	
3.27	Did you obtain the qualification you originally enrolled for	
3.28	If NO, can you provide more details about why not	
3.29	Did you receive support from FCDH for this qualification?	

PLEASE NOTE: All questions below relate specifically to the scholarship/training funded by the FDCH detailed in section 2. Answers should be considered separately from any other alternative support received.

4. Employment and Labour mobility

4.1	Please identify your employment directly after returning from your study	<input type="checkbox"/> A	Returned to former workplace
		<input type="checkbox"/> B	Commenced a position within a supporting Ministry to fulfil training/ scholarship obligations
		<input type="checkbox"/> C	Commenced a job that you found on return
		<input type="checkbox"/> D	No employment
4.2	If A, B or C, please specify how long it took you to commence working once you had returned/completed your qualification?	Years ... Months ... Weeks ...	
4.3	Are you still working with that same	If YES, how long have you been working there	

	employer?	after returning from your studies?	
		If NO, why?	
4.4	Please state your level of employment position after completing your study	<input type="checkbox"/> A The position was the same rank as before study <input type="checkbox"/> B The position was a higher rank than before study <input type="checkbox"/> C The position was a lower rank than before study <input type="checkbox"/> D Not previously employed	
4.5	Which of the following best describe your current working activities	<input type="checkbox"/> A Working full-time <input type="checkbox"/> B Working part-time <input type="checkbox"/> C Working more than one job <input type="checkbox"/> D Not working but looking for work <input type="checkbox"/> E Not working but not looking for work (e.g. raising children, illness) <input type="checkbox"/> F Enrolled in further academic studies	
4.6	Which of the following best describes your current employer	<input type="checkbox"/> A Public sector organisation <input type="checkbox"/> B Private company <input type="checkbox"/> C Civil society organisation or NGO <input type="checkbox"/> D Self-employed	
4.7	If public sector, which ministry do you work in?		
4.8	Which of the following describes your main role at the moment	<input type="checkbox"/> A Technical Superior /Directors <input type="checkbox"/> B Technical Professional/Managers <input type="checkbox"/> C Technical Administration <input type="checkbox"/> D Assistant <input type="checkbox"/> E Specialist/Advisers/Consultant <input type="checkbox"/> F Other	
4.9	If other, please specify		
4.10	After your study, in your current job...	Have you been promoted?	<input type="checkbox"/> Y <input type="checkbox"/> N
4.11		If yes, how many times?	
4.12		Are you more satisfied with your salary?	<input type="checkbox"/> Y <input type="checkbox"/> N
4.13		Are you supervising more staff?	<input type="checkbox"/> Y <input type="checkbox"/> N
4.14		Do you have more financial responsibilities?	<input type="checkbox"/> Y <input type="checkbox"/> N
4.15		Do you have a greater role in policy-making?	<input type="checkbox"/> Y <input type="checkbox"/> N
4.16		Do you have greater technical or operational responsibilities?	<input type="checkbox"/> Y <input type="checkbox"/> N
4.17	On a scale from 1 to 4, to what extent do you consider the following change was due to the skills and knowledge you gained from your	Promotion / change to higher ranking position	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.18		Increased satisfaction in salary	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.19		Increased people management responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

4.20	study (1 = not at all, 2 = a little, 3 = quite a lot, 4 = a lot)	Increased financial responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.21		Increased role in policy-making	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.22		Increased technical/operational responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.23	On a scale from 1 to 4, how much do you think your study will continue to affect your future in the following ways? (1 = not at all, 2 = a little, 3 = quite a lot, 4 = a lot/absolutely)	Future chance of obtaining promotions with my current employer	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.24		Future chance of employment with other organisations	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.25		Future chance of achieving my career goals	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.26		Future chance of opportunities for employment overseas	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.27		Future chance of increased salary or personal income	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
4.28	Describe any other ways you think that your study has already changed or will change your future		

5. Application of motivation, skills and knowledge

5.1	On a scale from 1 to 4, how much do you believe your study has affected the following work skills (1 = not at all, 2 = a little, 3 = quite a lot, 4 = a lot)	Technical skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.2		Analytical and critical skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.3		Management skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.4		Leadership skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.5		Communication skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.6		Decision-making skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.7		Planning skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.8	In your current job, how often do you use the following knowledge / skills you obtained from your study? (1 = never, 2 = not much, 3 = sometimes, 4 = very often)	Technical skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.9		Analytical and critical skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.10		Management skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.11		Leadership skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.12		Communication skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.13		Decision-making skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.14		Planning skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.15	In your current job, have you produced/contributed to an output that is related to the new knowledge / skills you obtained from your study	<input type="checkbox"/> Yes	<input type="checkbox"/> 1 report <input type="checkbox"/> 2 memo <input type="checkbox"/> 3 presentation <input type="checkbox"/> 4 other work
		<input type="checkbox"/> No	
5.16	In your current job, to what extent are you	Through FORMAL teaching/courses	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

5.17	passing on the skills and knowledge you gained from your study (1 = not at all, 2 = a little, 3 = quite a lot, 4 = a lot)	Through INFORMAL means or on-the-job training	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.18	How relevant do you think the content, knowledge and skills you gained from your study are to your current job?		<input type="checkbox"/> 1 Not at all relevant <input type="checkbox"/> 2 Very little relevance <input type="checkbox"/> 3 Some relevance <input type="checkbox"/> 4 Highly relevant
5.19	On a scale from 1 to 4, how relevant are the skills / knowledge you gained from your study to the following Timor-Leste's SDP priority areas? (1 = not at all, 2 = a little, 3 = quite a lot, 4 = a lot)	Health	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.20		Education	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.21		Infrastructure	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.22		Agriculture	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.23	To what extent have you used the skills / knowledge you gained from your study in the following types of community involvement (1 = not at all, 2 = a little, 3 = quite a lot, 4 = a lot)	Religious organisation	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.24		Community-based organisation/NGO	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.25		Local government / Succo	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.26		Family matters	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.27		Other (specify)	
5.28	How much do you believe that your study has affected the following personal aspects? (1 = not at all, 2 = a little, 3 = quite a lot, 4 = a lot)	My motivation to work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.29		Confidence in my abilities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.30		Ambitions for my career	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.31		Interest in my work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.32		Satisfaction with my work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.33	Please rate the following assertion (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)	The content, knowledge and skills I gained from my study are well-matched to my current job	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.34		I have utilised the knowledge and skills I gained from my study in my current job	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.35		My current supervisor is supportive of me using the knowledge and skills I gained from my study	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.36		My current colleagues are supportive of me using the knowledge and skills I gained from my study	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
5.37		I have made changes in my management style partly or	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

		entirely as a result of my study	
5.38		I have made changes in operations in my workplace partly or entirely as a result of my study	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

6. Satisfaction on FDCH operational support

6.1	Which FDCH program was your study under	<input type="checkbox"/> 1 Vocational <input type="checkbox"/> 2 Technical <input type="checkbox"/> 3 Scholarship <input type="checkbox"/> 4 Other (Specify)	
6.2	What ministry/institution did you apply through?		
6.3	Date you applied for your study (approximately if known)		
6.4	Date you were selected for your study (approximately if known)		
6.5	Please rate your impression of follow up support received by the FDCH whilst you were on study (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	
6.6	Please rate your impression of follow up support received by the FDCH once you had completed your study (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	
6.7	Please rate your impression of the timeliness of payment disbursements (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	To your study institution	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
		To you (for subsistence and other payments)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

6.8 Do you have any recommendation for the HDCF (please write it down)



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(Ext. 113)

FDCH Evaluation Study – Line Ministries Survey

Introduction

This is an evaluation study of the Timor-Leste Fundo de Desenvolvimento de Capital Humano⁴ (FDCH). As requested by the FDCH Administrative Council, this evaluation is carried out by the Secretariat of the FDCH ('the Secretariat') and focuses on the achievement of the FDCH outcomes, over the four years period 2011-2014.

The purpose of the evaluation is to assess the outputs & outcomes of the FDCH programs for the period 2011 – 2014, as well as to find out the results of all programs against the budget execution.

Personal data from this study will remain confidential. The FDCH Secretariat intention is to pool all information and then to conduct numerical analysis based on the responses.

Additional interviews will be organised with some beneficiaries and their line managers where more specific individual opinions and impressions will be sought.

Do you consent to share information from this study for anonymous use?

☐ YES ☐ NO

Do you consent to be cited as the source of this information?

☐ YES ☐ NO

1. Line Ministry characteristics

- Name of Institution:
- Name of Focal Point:
- Position of Focal Point:
- Mailing address:
- Email address:
- Office phone number:
- Mobile phone number:

2. Support received

2.1	Number of FDCH scholarship / bursary received since 2011	
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⁴ Human Capital Development Fund (HCDF)

2.2	Main areas of training/study	
2.3	Main level of qualification	
2.4	FDCH budget allocated to your institution since 2011	
2.5	Since when does your institution benefit from FDCH support?	

3. General Satisfaction on FDCH operational support

3.1	Please indicate your level of interaction with the FDCH Secretariat in Dili Times per week Times per month Times per year
3.2	Please rate the level of involvement of FDCH in establishing your line ministry Human Resources Development Plan (1 = low, 2= medium low, 3 = medium high, 4 = high)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.3	Please rate the effectiveness of FDCH support in developing training proposals/plans for funding (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.4	Please rate your impression of the length of time taken to verify and approve payment requests for your line ministry under FDCH (1 = very long, 2 = long, 3 = fast, 4 = very fast)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.5	Please rate your impression of timeliness of communication at each stage during your line ministry's application to FDCH (prior to approval of training/study package) (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.6	Please rate your impression of transparency of communication at each stage during your line ministry's application to FDCH (prior to approval of training/study package) (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.7	Please rate the support by the FDCH Secretariat to your line ministry for (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	The identification and selection of beneficiaries <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.8		The preparation of the beneficiaries prior the training/study <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.9		The mobilization of the beneficiaries <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.10	Please rate the quality, transparency and timeliness of reports and communications delivered by the FDCH Secretariat (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.11	Please rate the efficiency of the FDCH in managing budget allocations against approved training/study (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.12	Please rate the efficiency of payments/ To your line ministry directly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

3.13	disbursements made by the FDCH (1 = bad, 2 = could be better, 3 = good, 4 = excellent)	To participating institutions/service providers	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
3.14		To training/study recipients	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

3.15 Please comment on your overall impression of the effectiveness of the management of the FDCH

- a. Please comment on what area you feel FDCH does very well in supporting your line ministry?
- b. Please comment on what area you feel FDCH need the most improvement on the support your line ministry?
- c. Please comment on your overall perception on the actual value that the FDCH has on Timor-Leste



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FDCH Evaluation Study – Beneficiary Interview

Introduction

Thank you for making time to meet with us today.

We've come to interview you, as part of the evaluation of the Timor-Leste Fundo de Desenvolvimento de Capital Humano⁵ (FDCH). This evaluation is carried out by the Secretariat of the FCDH ('the Secretariat') and it focuses on the achievement of the FDCH outcomes, over the first four years period 2011-2014. Your views will help to inform our evaluation of the FDCH.

Do you agree to be interviewed? ☐ YES ☐ NO

Altogether we will interview about 50 beneficiaries. Personal data from this study will remain confidential. However, we would really like to record our interview on tape/tablet. This will help to ensure that we don't miss or forget any information that you give us. If we have your permission to record we will only use a code number to identify your interview – not your name. We will transcribe your interview onto computer, again without using your name and then the record will be blanked. This way your interview will become anonymous with the other interviews.

Do you consent to have this interview recorded?

☐ YES ☐ NO

PLEASE NOTE: All questions relate specifically to the following training/study funded by the FDCH. Answers should be considered separately from any other alternative training/support received.

- Name of qualification (e.g. Masters of Business)
- Area of study (e.g. Finance and Banking)
- Level of qualification
- Name of educational institution

⁵ Human Capital Development Fund (HCDF)

- Date you began your study?
- Date you finish your study?
- Did you obtain the qualification you originally enrolled for?
- If NO, can you provide more details about why not?

1. Respondent personal characteristics

1.1	Family name:	
1.2	Given name:	
1.3	Gender:	<input type="checkbox"/> M <input type="checkbox"/> F
1.4	Date of birth (DD/MM/YYYY):	
1.5	District of residence:	
1.6	District where you are from:	
1.7	Home address:	
1.8	Email address:	
1.9	Office phone number:	
1.10	Mobile phone number:	
1.11	Current employer:	
1.12	Current supervisor:	
1.13	Supervisor contact details:	

2. Employment and Labour mobility

- 2.1 Could you tell me about the impact of your training/study on you personally and on your career?
- 2.2 In what way do you think that the training/study has contributed to your professional growth?
- 2.3 Can you give one example that demonstrates this contribution and growth?
- 2.4 What opportunities have come your way since you completed your training/study, that otherwise might not have?
- 2.5 After you study/training, were their jobs available in Timor-Leste in your area of study?
- 2.6 What challenges did you face in getting a job?
- 2.7 Describe how were you able to overcome any barriers that you may have faced?
- 2.8 Describe how you think your job is relevant to the training/study you undertook?

2.9 To what extent do you feel your training/qualification is aligned to labour market needs in Timor Leste? (Please explain)

2.10 How relevant do you feel your training/qualification is to the development needs of Timor Leste? (Please explain)

3. Application of skills and knowledge

3.1 To what extent do you think you use the skills and knowledge gained through your training/study in the workplace?

3.1 What has made things easy or difficult at work since you completed your studies?

3.1 What is the most significant change that has happened to you as a result of your training/study? How do you know this change results from your training/study?

3.1 What is the most important change in your institution - if any - that happened because of your training/study? How do you know this change results from your training/study?

3.1 Do you currently have the support you need to do your job? What other support do you think is needed?

4. Satisfaction on FDCH operational support

4.1 Could you tell me about the support you received from the FDCH?

Please describe and elaborate on your impression of:

4.2 Application process	
4.3 Preparation	
4.4 Mobilisation and demobilisation	

4.5 Looking back, how do you think the FDCH Secretariat could have improved their support?



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FDCH Evaluation Study – Employers / Line Managers Interview

Introduction

Thank you for making time to meet with us today.

We've come to interview you, as part of the evaluation of the Timor-Leste Fundo de Desenvolvimento de Capital Humano⁶ (FDCH). This evaluation is carried out by the Secretariat of the FDCH ('the Secretariat') and it focuses on the achievement of the FDCH outcomes, over the four years period 2011-2014.

We would like to collect your views regarding the following FDCH beneficiary. This will help to inform our evaluation of the FDCH.

- Name of beneficiary
- Position
- Name of training/study received
- Date of training
- When did he/she start working for your organisation
- Was it before or after he/she attended the training/study

Do you agree to be interviewed?

☐ YES ☐ NO

Altogether we will interview about 50 employers. Personal data from this study will remain confidential. However, we would really like to record our interview on tape. This will help to ensure that we don't miss or forget any information that you give us. If we have your permission to record we will only use a code number to identify your interview – not your name. We will transcribe your interview onto computer, again without using your name and then the record will be blanked. This way your interview will become anonymous with the other interviews.

⁶ Human Capital Development Fund (HCDF)

Do you consent to have this interview recorded?

☐ YES

☐ NO

1. Organisation Profile

1.1	Organisation name	
1.2	Organisation Type	
1.3	Primary Sector/Industry of Operations	
1.4	Geographical Location	
1.5	Major skills shortages of organisation	
1.6	# of employees that have received support from FDCH from 2011 -14	
1.7	Name of Representative / supervisor	
1.8	Position of Representative / supervisor	
1.9	Telephone number of Representative / supervisor	
1.10	Mobile number Representative / supervisor	
1.11	Email of Representative / supervisor	

2. Application of his/her skills and knowledge

2.1 Thinking about your staff XXX, what impact do you think the FDCH raining/study has had on him/her?

2.2 Do you think the training/study brings him/her opportunities he/she would not otherwise have?

2.3 Has he/she been promoted or given greater responsibilities?

2.4 What new skills or knowledge does he/she bring back from their training/study?

2.5 What difference does he/she make to how effectively you can operate? Has that changed since his/her training/study?

Have any of the following changed after he/she returned from training /study

2.6	He/She demonstrates the ability to perform to the expectations of your	
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	workplace	
2.7	He/She is able to use relevant skills and technology in workplace tasks	
2.8	He/She demonstrates a working knowledge of the industry	
2.9	He/She demonstrated improved decision-making skills	
2.10	He/She works effectively with minimal supervision	
2.11	He/She is able to take on increased responsibility	
2.12	He/She communicates effectively with supervisor, co-workers and clients/customers	
2.13	He/She is motivated and shows initiative	
2.14	He/She displays an appropriate attitude and aptitude to work, is reliable and professional.	
2.15	He/She has helped improve work standards/productivity of other workers	

3. Engagement on Training/Study Selection

3.1 How involved have you been in the selection of training/study opportunities that are supported by the FDCH? (Please explain)

3.2 How much consultation has there been in nominating FDCH beneficiaries?

3.3 What level of support/facilitation is provided to the returning employee once training/study is complete? (Please comment)

Once an employee has received training/study support from FDCH and returned to the workplace, what is their obligation

3.4	to the employing organisation	
3.5	to the FDCH	
3.6	to the community at large	

3.7 Is there anything else you would like to add?

