



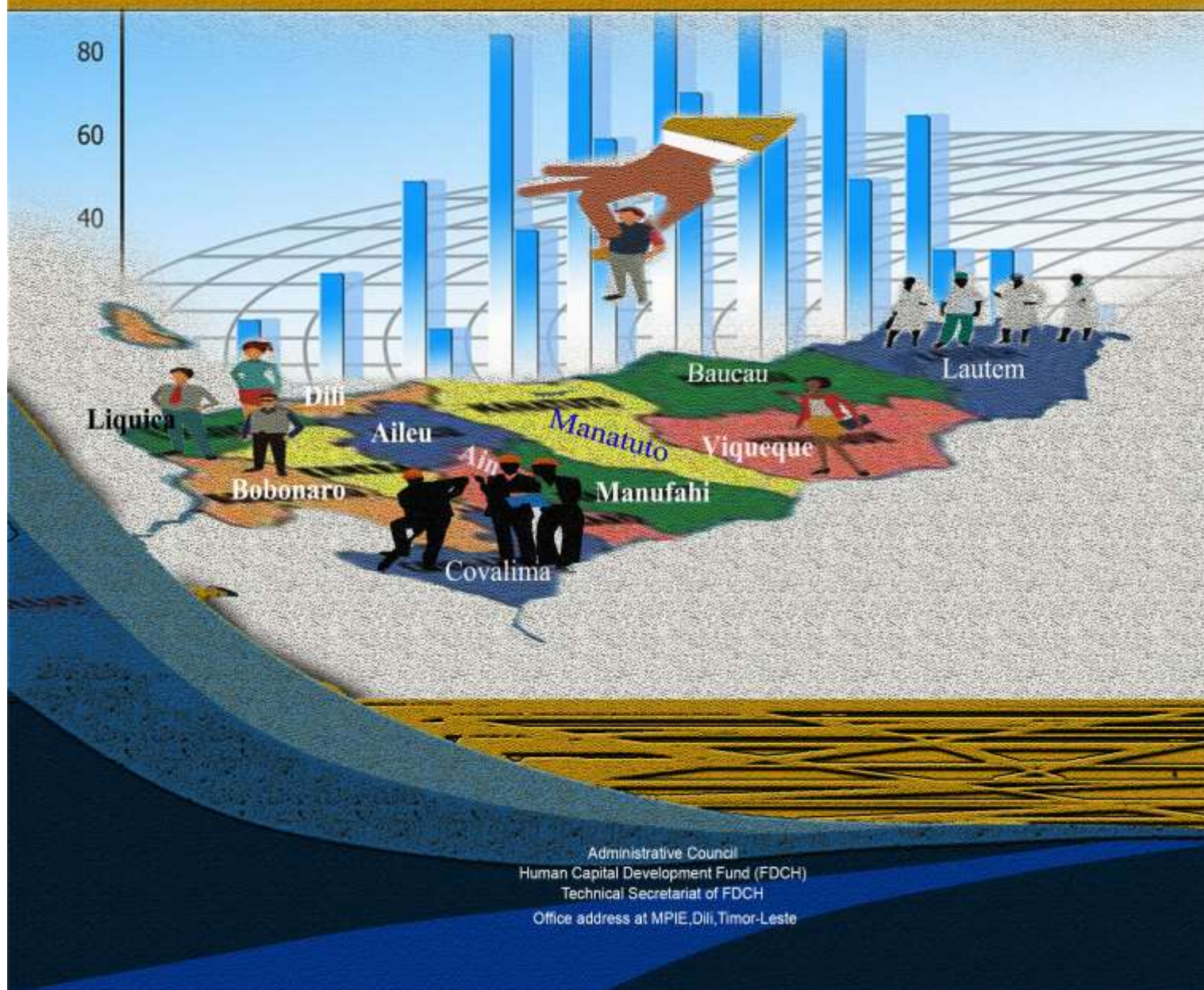
MINISTÉRIO DO PLANEAMENTO E
INVESTIMENTO ESTRATÉGICO (MPIE)



FUNDO DE DESENVOLVIMENTO
DO CAPITAL HUMANO (FDCH)

FDCH

HUMAN RESOURCE DATA ANALYSIS AND MAPPING FOR PUBLIC SECTOR IN TIMOR-LESTE 2016



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MESSAGE FROM THE MINISTER OF THE MPIE AND PRESIDENT OF THE CA – FDCH



The qualification of a nation's human capital – the skills and abilities of people put to productive uses and the establishment of targets for their development – is now more important than ever and is a crucial factor for its economic success over time, more than almost any other resource. So we should invest in and efficiently promote this resource so that people can live up to their full potential and generate returns – both for the institutions, the people involved, and the economy as a whole.

In this connection, the National Strategic Development Plan (NSDP) 2011-2030, approved in 2011, emphasised the support given to the development of human resource qualification and considered it as the national priority for the socioeconomic development in the short term (2011-2015), strengthening it in the medium term (2016-2020) to ensure the collective future of our country. According to the Plan, the emphasis in the long term (2021-2030) is concentrated more on eradicating poverty, creating a strong private sector, and achieving a diversified economy that does not rely on oil and gas.

Human resource development over the past 5 years outpaces other aspects as it offers a competitive advantage especially to the government, challenged by globalisation and technological breakthroughs. The government has enlarged its support and encouragement to increase human resource training in several areas, by strengthening this important sector from as early as our independence, with a greater focus on initiatives and activities geared to human capital development.

Although this has been largely confirmed by some studies, very few address the human resource management and training plan at each Ministry/Institution, the effect of the State's investment in human resource development, and the possible impact on their ensuing performance.


Given this shortcoming, the purpose of this work is to answer the following questions: what is the advantage of investing in human resource development? How does this affect the performance of employees and the service they provide to the State?

The analysis report and human resource mapping of Timor-Leste's public sector presented covers the training plan of government institutions, identifies the priority areas for training and the number of people in need of training in the priority areas to be funded in the near future (2016-2018), in the medium term (2019-2021) and in the long term (2022-2030). Moreover, it promotes the even distribution of competences between the various ministries and public institutions in order to achieve a stable growth.

The Government is proud to have invested in human resource training through the Human Capital Development Fund (FDCH), accompanying its growth and participating in its progress by implementing activities and creating conditions/instruments to meet the needs and demands of government institutions and population in general. Nevertheless, we know that a great deal still needs to be done and in order to do it, the general population, the productive sector and the State institutions need to continue working closely and in collaboration. **We know that our true wealth is our human resources and not oil; therefore, investing in human capital development is, in fact, investing in our future.**

I believe that his report fills a significant gap in the area of Human Resource Development (HRD), and has become a vital instrument (guideline) for decision-makers and for all those that have made Human Resource management their foremost concern and a preferred focus of action. It is important to note that this document was presented and discussed at the Council of Ministers' meeting (CdM) on 23 August 2016. I expect your full cooperation in the implementation of all priority areas of the public-sector training as presented in this report.

Dili, December 2016


Kay Rala Xanana Gusmão
Minister of the MPIE and President of the Council Administration of the FDCH

INTRODUCTION BY THE SECRETARY OF THE FDCH – MPIE



Aware of the importance of human resource development in Timor-Leste, the government created the Human Capital (resources) Development Fund – FDCH through Law 1 (approved in the 2011 State Budget and regulated by Decree-law 12/2011, of 23 March), amended and republished in Decree-law 11/2015, of 03 June, along with Ministerial Diploma 09/2011 of 13 April, to support the development of human capital in several areas, and improve programme planning, management and implementation.

The FDCH ensures that the funds are given in a transparent way and allocated/directed to the priority areas.

Therefore, the Council of Administration (CA) of the FDCH was created, with the Minister of Planning and Strategic Investment (MPIE) S.E. Mr. Kay Rala Xanana Gusmão as the President, and formed by the permanent members, the Minister of Finance, Minister of Education, the Minister of Petroleum and Mineral Resources, the Minister of Justice, and the Secretary of State for Vocational Training and Employment Policy (SEPFOPE). The role of this CA is to approve and authorise all the FDCH's programmes and activities. At one of the many meetings held, nearly in 2015, the CA- FDCH called on the Executive Secretary of the FDCH to carry out a study on the **"Human resources data analysis and mapping for public sector in Timor-Leste"**. The study involved nearly all ministries, state departments and independent institutions covered by the FDCH at national level, given that nearly all programmes implemented in the municipalities are part of the national plan.

This study was an enormous and complex challenge, in particular due to the nature of its objectives and results. The lack of data provided by some of the ministries affects the presentation of the results, i.e., data is not entirely reliable.

It should be noted that the results **in this report are still preliminary and focus mainly on the public sector**. A number of programmes have been implemented by the ministries, however, there are still limitations in the access to appropriate professional credentials, and there are many gaps both in terms of more general competences and specialised ones. The institutions should therefore continue to identify the core competences, that is, map these competences to ensure the efficiency and effectiveness of their processes and to verify if the human resources lack them, so that they can remedy this gap in the shortest time possible without disrupting their main activity.

Nevertheless, this study is a starting point for creating a list of priority skills at national level and of the individual profiles needed at the ministries, state departments and independent institutions. It also serves as the basis for decision-making in the preparation and improvement of the actual programmes of each institution, and as a guideline for the FDCH, in collaboration with the government institutions, for the development of the plans and programmes to be implemented.

The preparation of the **Human resources data analysis and mapping for public sector in Timor-Leste's** was possible only because the various entities supported it and were committed to it, and for that we must be grateful.

First of all, we would like to highlight the decisive support of the President of Council Administration of FDCH and its permanent members.

We would also like to emphasise the support received from the Ministries/State Departments, General Directors and National Directors, companies, and the direct support of those who were involved in the completion of questionnaires, through focal points, and also the Australian Government for the technical support given by the consultant and expert Mrs. Radhika Mahajan.

We also wish to thank the administration of the FDCH Secretariat, Advisor DR. Afonso de Almeida, the directors of the FDCH Secretariat, namely Mr. Paulo Miguel V. dos Santos, Mrs. Eva Amido da Costa, Mrs. Alcina Madeira, Mr. Henrique do Rosário and Mrs. Leila Cárceres Lay dos Santos, and all the FDCH – MPIE Secretariat members for their extensive dedication and availability, all of whom have made this work possible.

Finally, we believe that through training and by increasing the qualifications of human resources the behaviour of individuals/civil servants will change for the better, i.e., these efforts contribute significantly to the improvement of the quality of service provided.

We are especially grateful to the line ministries/institutions who have already contributed to making this work a success, and for their trust in the FDCH.

Dili, December 2016



Isménio Martins da Silva
Secretary of the FDCH – MPIE

1. INTRODUCTION AND BACKGROUND

Human capital is one of the most resilient, adaptive and valuable resources at a nation's disposal. It can be regarded as the nervous system of an economy. Several examples of economies and industries from around the world can be cited where a skilled workforce has transformed the operating landscape, shifting the economy onto a growth trajectory. Timor-Leste is fortunate to have a youthful population that provides great skilling potential to serve as the future human capital pipeline contributing to sustainable development. The labour force survey 2013 showed that the young population (15-24 years) constituted 17 per cent of the total population, slightly higher than the 16 per cent world average. Only 42.1 per cent, however, of the youth labour force had completed secondary education and the percentage of the youth labour force that had been through tertiary education was only 1.4 per cent. Timor-Leste needs to develop and implement human capital development strategies to train its population and build a skills base. More importantly, the country needs to consider targeted training aligned to specific development objectives that can enable effective implementation of programs and help achieve required outcomes. To this end the government has established a Human Capital Development Fund (HCDF) to support national development in various fields, improving the planning, management and implementation of programs.

The Strategic Development Plan (SDP) 2011-2030 has set the objective for Timor-Leste to transition from a low income to upper middle income country, with a healthy and well-educated population by 2030. The SDP has identified strategies and set priorities for various economic and social sectors to drive growth, and support the nation's development objectives. Programs are being implemented by governing ministries (and institutions); however the ministries face limitations in accessing appropriate skills, which poses challenges to the execution and management of these programs. As noted in this study, skills limitations are of generalist and specialist nature. Anecdotal evidence suggests that this may be because a large proportion of the public sector workforce is quite young or there are inherent issues in the skilling systems and policies. This highlights the need to train and equip public sector employees with appropriate skills-set to ensure effective delivery of programs.

A report¹ by Secretária do Estado Fortalecimento Institucional (SEFI) found that public sector institutions are not adequately contributing to the socio-economic development of the nation. Their structure and capacity remains weak which is impeding on their ability to perform and meet the ambitious targets set by the SDP 2011-2030. The SEFI report has identified issues related to high human resources costs relative to low productivity; this is consistent with another report by Asia Development Bank (ADB) where similar challenges were identified.

The report by ADB states that labour costs in Timor-Leste are high when viewed in relation to productivity, making it difficult for the country to establish the conditions necessary to be internationally competitive². A hallmark of every growing economy is the expansion of the private sector with the passage of time, and this will also be the case in Timor-Leste. The private sector is currently in its nascent stage, and while the Government of Timor-Leste and other relevant institutions develop policies, procedures and systems to lay the foundations for

¹Policy on Institutional Strengthening of Timor-Leste's Government Apparatus, Draft Version, 21st June 2015

²Growing Non-Oil Economy, A Private Sector Assessment doe Timor-Leste, Asia Development Bank

private sector development, it is critical to build a strong local workforce that can support the development of the nation. There is an immediate need to strengthen the skills of the public sector workforce to contribute to the current development efforts, and simultaneously prepare for the future to ensure availability of skills. The public sector will need to become more efficient in its operations in order to free up skilled human capital to work in the private sector as it grows. Efficiency and productivity in the public sector will be enhanced by investing in both general (core) and specialist training, and building competencies to provide knowledge and confidence to employees so that work can be undertaken safely and efficiently.

The mandate of the Human Capital Development Fund (HCDF) is to support the human resource development needs of the public sector. The fund provides support through vocational training programs, technical training programs, scholarship programs, technical assistance for judicial sector, technical assistance for tertiary education and other types of training for young teachers in higher education and polytechnic education in health, training of national police, officers and training officers of the F-FDTL, Anti-Corruption Investigators and others. Investing in the training of the public sector, the fund aims to build the human resource capacity of government institutions. This is to ensure that all program and projects are skillfully executed and reported on, while leading a coordinated approach to national skills development.

1.1. PURPOSE OF THE STUDY

The objective of this report is to support HCDF in identifying future funding priorities so that funds can be allocated to areas of critical need, where the greatest amount of skills limitations persist; and simultaneously be able to foster equitable distribution of skills among government ministries and institutions for a balanced growth. The objectives were as follows at the outset of the study:

- Conduct a Human Resource Mapping Activity to identify future funding priorities for the HCDF at the national and Municipal level for both public and private sector;
- Identify the number of people requiring training by HCDF in priorities areas per municipality/district; and
- Recommendations on ongoing data need to report the number of people to be trained.

1.2. RESEARCH METHODOLOGY

This study was divided into the following phases:

Literature review

The literature review focused on stating priorities based on the review of Strategic Development Plan (SDP) 2011-2030 for the four pillars of development and growth in Timor-Leste: social capital, infrastructure development, economic development and institutional framework. The review of information was based on the following approach:

- Re-stating the already identified priorities in the SDP 2011-2030;
- Identifying development needs which require skilled labour force for implementation; and
- Identifying related tasks and activities which may require additional skills.

Along with the review of the SDP, the national strategic plans of line ministries were reviewed, wherever available. In cases where the national strategic plans were not available, summarized information provided in the national annual plans 2015 (referred to as book 2) was reviewed. The additional information gathered from these sources informed the findings of the literature review. The literature review formed the base of targeted questionnaires for each line ministry and guided stakeholder consultations during questionnaire distribution.

An in-country visit was conducted during this stage from 6th July 2015 to 17th July 2015.

Questionnaire design and distribution

Based on the information collected during the literature review phase, semi-structured and customized questionnaires were designed for each line ministry and institution covered under the scope of this study (list of ministries and institutions given in annexure 1). The questionnaires were customized for each ministry to elicit responses aligned to strategic priorities for the respective ministry, and were kept semi structured to allow for a structured process of data collection that would eventually help develop national level analysis, whilst providing the ministries an opportunity to give detailed information. The structure and content was adjusted after receiving feedback from the HCDF consultant involved in this study. The HCDF consultant was consulted to ensure applicability and suitability to local context.

A second and final in-country visit was made from 20th September 2015 to 2nd October 2015 to support the distribution process of the questionnaires. A focal point meeting was held on 29th September 2015 where the process of analyzing and appropriately completing the questionnaire was outlined (presentation given in annexure 2). During this visit questionnaires were personally distributed, with the support of the HCDF consultant, to 19 ministries and institutions. The task of distributing remaining questionnaires was completed by the HCDF consultant. The questionnaires were due to be received by 30th October 2015, following which a two week extension was given for submission.

Data collection and clarifications:

The data collection and clarification process was managed by the HCDF consultant who followed up with the ministries and institutions to receive the data within a reasonable timeframe. The data collection process was completed approximately at the end of January 2016. The data was reviewed in SkillsDMC's head office in Sydney. The data required several clarifications across all questionnaires. This process was coordinated with the HCDF consultant electronically via skype and emails.

Report writing:

The process of collating and analyzing data commenced in February 2016. Several clarifications were required during this phase, which were primarily clarified via email exchange with the HCDF consultant. The final report was produced in March 2016.

1.3. STRUCTURE OF THE REPORT

This report is a compilation analysis of data collected from the ministries and institutions covered under the scope of study. This report includes the following sections:

- (i) Individual ministry profile for each ministry: This contains information on training areas, number of people to be trained and the type of training (delivery mechanism) for all ministries and institutions covered under the scope the study; and
- (ii) National level aggregation of data: The national level data is a summation of individual ministry data to inform national level training requirements.

Analysis methodology for individual ministry profiles: The raw data provided by ministries and institutions in the semi-structured questionnaire was organized and re-grouped under training areas classified by either the broad training areas/skill-sets required, or the skills required for planning, implementing and managing major strategic programs. The ministries and institutions were also required to provide information on how they would like training to be delivered. For this purpose the training requirements were to be classified under the following:

- (i) Training through vocational/technical education programs;
- (ii) Training through higher level education including bachelor's degree, master's degree and PHD; and
- (iii) Training through professional development programs including on-the-job training such as attending workshops, seminars, conferences and/or enrolling for short term targeted courses.
- (iv) Lastly, ministries that are engaged directly in developing and/or delivering skills development programs for general public and targeted groups were required to classify such information under 'community programs'

Further information has been collected to support HCDF in making decisions where encountered with competing priorities including, (I) issues related to skills development faced by the ministries and institutions. The purpose of this to provide broader contextual information that can optimize the investment of human capital investment fund by appropriately addressing issues and challenges; (II) identification of most critical skills needs as provided by each ministry; (III) support received by ministries and institutions from other international development/donor agencies.

1.4. LIMITATIONS

- a. The majority of the ministries and institutions were unable to provide data on district break up of training. In cases where this data was provided, the reliability was questionable. Due to this challenge, district /regional breakup of training could not be covered within the timeframe of this study.
- b. Analysis of skills requirement in the private sector could not be covered within the timeframe of this study. It was anticipated that the Chamber of Commerce and Industry (CCTL) would be able to provide some basic data that could be included in

this report and that based on this some preliminary analysis could be conducted. However CCTL was unable to provide such data. It is recommended that identification of skills requirement in the private sector should be an independent study.

- c. The study did not include any time for one-on-one consultation and feedback from ministries and institutions after the completed questionnaire was received. The study has been completed with the intention to identify broad training needs to support HCDF in prioritizing investment of funds. The lack of another consultation round has limited the qualitative analysis and explanation various trends identified in this report.
- d. This report is based on the needs identified by the ministries themselves and the numerical data provided by them in response to the customized semi-structured questionnaire distributed to each ministry. This report is a collection of data from each ministry and institution covered under the scope of work, and a national level aggregation of this data. The scope of this study did not include conducting individual training needs analysis for each ministry. This report is a high level reflection of training priorities perceived by the ministries and institutions.
- e. This report does not provide targeted information of specific training areas (courses and programs) as this entails conducting a training needs analysis specifically for each ministry which was beyond the scope this report.
- f. Data provided by some of the ministries was poorly organized and unformatted (including presentation of data, for example frequent usage of acronyms without providing full names). This consumed additional time that was unaccounted for in the original project plan.
- g. Data from some ministries has been excluded from the national level analysis due to reasons elaborated on in the national analysis section.

1.5. RECOMMENDATIONS AND NEXT STEPS

- a. Based on the findings of this report, it is recommended that investment is made proportionally in all training categories identified under the national level analysis. Investment in all areas will support balanced skills development for a range of required skills, including skill-sets required for conceiving, planning, implementing, managing, recording results, monitoring and evaluating programs (and operations) of ministries and institutions. Individual ministry profiles covered in this report indicate that skills development is required at all levels of the organization, from planning and developing strategies to, implementing, managing, and recording the outcomes of programs.
- b. On the basis of the number of training positions allocated by ministries and institutions, about 50 per cent of training requirements exist in three training categories, namely:
 - (i) policing, defense, security;
 - (ii) professional, research and knowledge development; and
 - (iii) developing language skills.

- c. Prioritization should ensure that the remaining training categories are not dismissed, as these are no less important. Many of them are required for supporting effective operations and management of the public-sector programs.
- d. While allocating funding, it is important to consider that, despite a potential low ranking on the priority list, some training categories may be critical for certain ministries due to the specialized nature of their work and operations.
- e. Investment into targeted training should be considered, not only in professional and technical areas but also in the development of general or core skills of the population in the areas outlined in the general skills development category of the national analysis.
- f. Proportional allocation of funds could be based on prioritization of training categories and prioritization of ministries and institutions within each training category, as provided in the national analysis section.
- g. In the process of making decisions for investment in human capital, careful consideration should be made on a case by case basis as to how funds should be allocated in different training categories, as outlined in the national analysis and suited to the requirements of different ministries according to their sector operation. The decision should also be based on the existing skills base and urgency/importance of requirements as outlined by the ministry in its human resource development plan submitted to HCDF.
- h. There is scope to consider delivery of consolidated training for some training areas through professional development programs, which includes short courses, workshops, seminars and workshops, at the following levels:
 - Within ministries (inter-department coordination and resource sharing): In some instances, ministries have indicated a need for the same training to take place across multiple departments. In these cases targeted and customized training programs can be developed.
 - Across ministries (central training): Some of the training categories, for example (i) general skills development which clusters and categorizes skills such as writing skills (correspondence, minutes of meeting, preparing agenda), ethics, protocol, Microsoft excel; (ii) information technology (website development, statistical software course); (iii) basic language courses; and (iv) others, can be delivered through bulk training programs in Timor-Leste. These programs can be structured as short term courses or workshops. As some ministries and institutions have indicated similar training requirements, economic efficiency could be achieved by nominating staff from several ministries to train under these bulk programs.
- i. Due to the limitations and timeframe within which this report was to be completed, the training needs presented in this report identify priority areas only. Further research can be conducted for deeper analysis to understand the specific training requirements in terms of the precise type of training course/degree aligned to each ministry's priority within each training category outlined under the national analysis.
- j. Each ministry needs to develop more targeted training programs for their staff which clearly articulates how they are planning to train staff as per the strategic priorities.

This information could be provided to HCDF when the ministries apply for allocation of training funds.

- k. This report is the starting point of developing a national skills priority list. The report has been able to identify priority training categories. There could be a second phase of research based on the results and insights provided in this report. This research would be more structured in its approach. The next round of research would build on the results of this report, i.e. identification of training categories included in national level analysis, and aim to collect data on more specific training requirements.
- l. Over time HCDF could develop an annual information survey system that will collect data according to pre-determined training categories (based on categories identified in this report) to track training. This could become the national skills priority list based on which ministries could apply for training.
- m. Civil Services Commission has provided data which outlines that they are conducting work in the areas of training needs analysis, job descriptions etc. in collaboration with National Institute of Public Administration (INAP) and Secretária do Estado Fortalecimento Institucional (SEFI). If a second phase of research is conducted after this report it recommended that it be developed and executed in coordination with the Civil Services Commission, National Institute of Public Administration (INAP) and Secretária do Estado Fortalecimento Institucional (SEFI).
- n. If a second phase of research is planned it should focus on one-on-one consultation with ministries and institutions to understand requirements in greater details. This approach could also be sector specific.
- o. It is recommended that when the ministries submit their human resource development (HRD) plans to HCDF the following information is included in the plans:
 - Ministries submit a business case for training; evidence to show how critical the requested training is and potential impacts of not having the required skill-sets within the organization; and how the resulting skills growth will benefit the ministry or particular projects/programs.
 - Ministries have informed that many employees who receive training are unable to implement what has been learnt in practical situations in their workplace. In other cases sometimes employees don't work in the same area in which they receive training. For this reason when the ministries submit their HRD plans to HCDF they should incorporate a 'return to work' plan. The 'return to work' plan will outline how the candidate will work in programs/projects directly related to their study area; and what internal systems have been set up to support them to best utilize their skills and knowledge.
- p. Anecdotal observation made during the course of this study strongly suggests that the ministries need to improve their human resource management systems, including the method of identifying training needs, recording data related to human resource management processes, tracking and measuring skills and knowledge development.
- q. It is recommended that a systematic process of identifying and evaluating workforce development needs be established. This could include the following process:
 - Review strategic priorities and work programs over a longer-term period and then conduct annual needs analysis;

- Conduct detailed training need analysis to collect data on some integral measures such as:
 - What are long term and short term productivity needs?
 - What are the gaps in technical knowledge and basic/core skills?
 - What skills will be most required for the future plans etc.?
- Understand the limitations and issues faced when implementing workforce development programs. Identify how limitations and issues can be managed to maximize outcomes and benefits of training;
- Implement systems that record data in a consistent manner across all ministries. In the initial period a preliminary list can be developed that can be used by the entire public sector until such time that more formal processes and systems are in place; and
- Annually evaluate and track performance and achievement by collecting data according to indicators collaboratively decided on by stakeholders.

2. NATIONAL LEVEL DATA AND ANALYSIS

To conduct national level analysis the data collected from all the ministries and institutions was categorized into broad training areas, or training categories, as outlined below. The training categories are based on the volume of training needs identified by the ministries and institutions in various disciplines. The list is reflective of overall areas in which skills development needs to be focused within the public sector of Timor-Leste. While collating and categorizing data at the national level an attempt was made to establish detailed training categories in order to guide the allocation of funding into priority areas. However due to limitations related to the manner and structure in which data was provided, some of the training areas have been combined under the same category. Data has been categorized at the national level only for the short term period 2016-2018. This is because some ministries have only provided data for this period. The training requirements have been broadly categorized as follows:

Finance, Budgeting, Accounting: Includes training to increase the knowledge and proficiency in recording, expending, tracking and managing finances. It also includes developing analytical skills to analyze budgets and exercise cost control. Ministries have indicated training requirements (professional development i.e. workshops, short courses; bachelors; masters) in accounting, management accounting, financial management, budget analysis and cost control.

Languages (English, Portuguese etc.): One of the biggest limitations facing the development of skills in Timor-Leste is the lack of reading, writing, speaking and comprehension skills in English and Portuguese. This restricts the opportunity for employees to study overseas and participate in international events, seminars, and workshops. It also impacts the interaction and exchange with international development agencies and partners operating in Timor-Leste.

Information Technology, Database, Website, Software and Electronic Archiving (recording): Includes all training related to developing and implementing network systems,

electronic data management systems and using electronic equipment. Specific training in this category includes developing electronic systems (database) to record and maintain information; installing and administering networks, servers, programming languages; developing and managing websites; training in using software for analytical work (especially statistical software), desktop printing and publishing; multimedia and graphics; using electronic equipment such as audio-visual systems, lighting, electronic conference facilities etc.

Management, Administration and Leadership: Includes training to improve knowledge and skills in planning, managing, policy process and development, strategy development, general management, administration (including public administration services), leadership skills and overall monitoring and evaluation of strategy/project implementation.

Auditing and Inspection: Includes increasing skills and knowledge to be able to inspect, investigate and audit processes, functions and products. It also includes auditing in the matters of finance and taxation.

Train the trainer (ToT): Comprises of training and knowledge development for teachers, professors and public sector staff in the education sector. It also includes train-the-trainer programs for staff in other sectors where the ministry is responsible for developing the skills of other staff within the ministry and/or human resources through community programs in areas that fall under the direct or indirect administration of the ministry.

Law and Justice: Comprises of training and knowledge development for staff in the Ministry of Justice and Court of Appeal. It also includes training and knowledge development in legal areas in other ministries to manage contracts and build capacity in interpreting and analyzing laws in different areas such as human rights, commercial and fiscal law, contract law etc.

Marketing, Communications, Journalism and Media: Includes training in all areas related to marketing and promotion activities for products and campaigns; messaging of content for communication and media and training in journalism.

Customer Service (customer service and standard development): Includes training for improving the interaction and service of ministries for the public of Timor-Leste. It includes the appropriate training to be able to develop standards of customer service; complaint management systems; and organizing events and exhibitions.

Procurement, Logistics and Assets Management: Includes training to improve the systems for procurement process, tender management, assets management and logistics.

Monitoring and Evaluation: Includes building capacity to monitor and evaluate the implantation of projects and programs.

Human Resources Management: Includes training in all areas related to human resources management for the human resources departments in the ministries. Examples of specific types of training in this area are building capacity to conduct job functional analysis,

establishing career paths, developing standard operations procedures for human resource management, developing job descriptions and staff profiles.

Police, Defense, Security (training of officers): Includes training law enforcement officials to effectively conduct their duties. Includes new and refresher training in police operations and tactics and training for officers in defense forces; and training to respond to emergency situations and natural disasters. This category also includes increasing knowledge by conducting comparative studies and exchange missions in matters related to strategy and international law for security.

Medicine and Health Professionals: The majority of training in this category comprises of scholarships to be provided by the Ministry of Health for the development of health professionals in Timor-Leste. Other training requirements are from the ministries that are involved in law enforcement in the country and social solidarity.

Project/Case Management: This includes building capacity to be able to implement and manage large cases/projects in various sectors of operations such as agriculture, education, finance, education, social services, police works and law enforcement.

Mediation Techniques, Conflict Analysis, Conciliation and Sensitive Cases: Training to develop capacity for mediation, preventing conflicts, industrial relations and arbitration process in labour disputes.

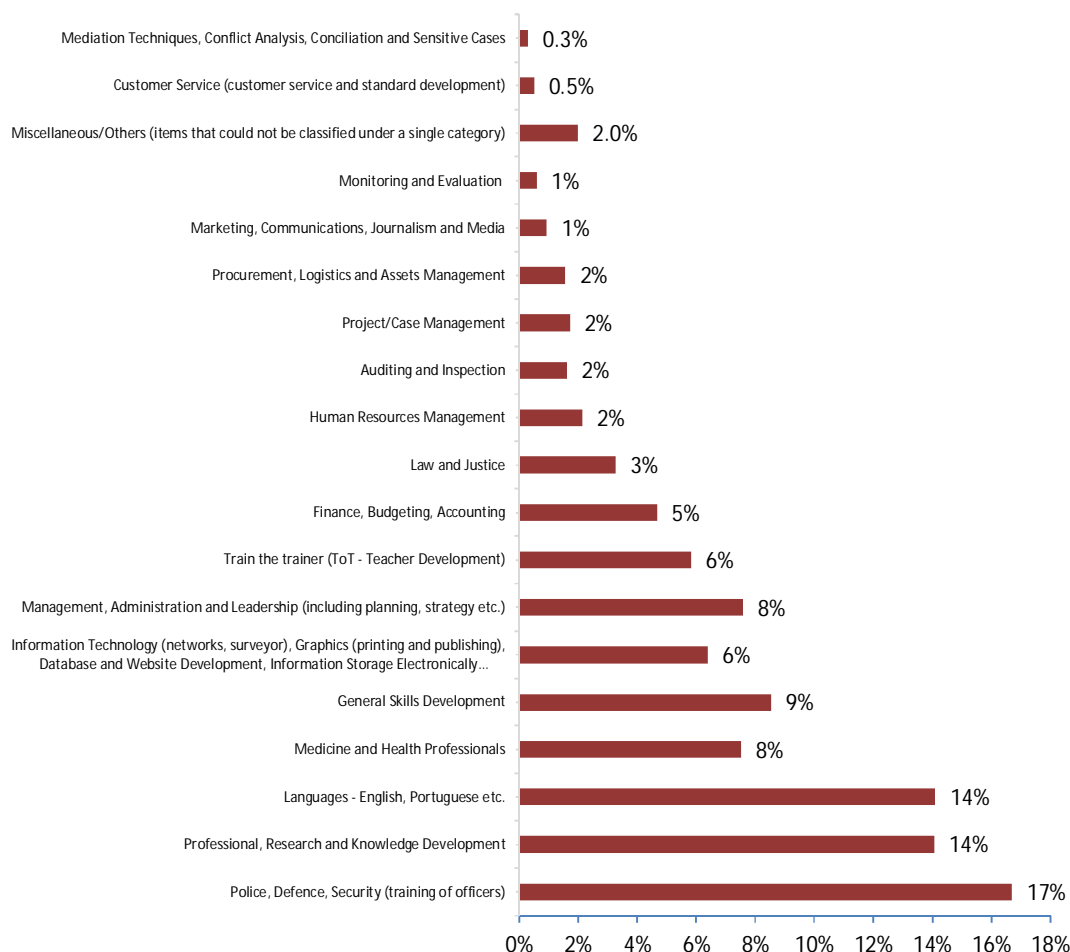
Professional, Research and Knowledge Development (specifically targeted areas according to sector of operation): This broad category of training needs relates to the development of knowledge in professional and technical areas in various sectors in which the ministries operate. All training requirement under this category include specialist skills and knowledge in respective areas. The table for this training category provides further details on the type of training required. Please note that of all the training categories this particular category is the broadest and informs the training requirement in a range of sectors.

General Skills Development: This includes developing the skills of staff in areas such as report writing, public speaking, correspondence, taking minutes of meeting, ethics, protocol etc. The table for this training category provides further details on the type of training required.

Miscellaneous/Others (items that could not be classified under a single category): This category includes all the data that could not be classified under any one training category or represents one-off training specifically required by a single ministry.

The following graph represents the priority areas in which training requirement have been identified by all ministries and institutions covered under the scope of this study (excluding the data detailed above).

Priority Training Areas (based on number of training positions) Short Term 2016-2018



The analysis of data provided by the ministries and institutions included within the national level analysis indicate that approximately 50 per cent of the training is in the categories including policing, defense, security; professional, research and knowledge development; and developing language skills. Policy, defense and security make up the greatest need as they relate to bulk training of officers in operational areas. This is because PNTL has indicated that a substantial number of candidates need to be trained in the police services including voluntary security training for youth, training in physical tactics, police operation techniques, re-training in using small arms, traffic management and specialized anti-terrorism training. Professional, research and knowledge development ranks second and is a broad training category requiring development of knowledge and skills in professional and technical areas such as civil engineering, international relations, qualifications related to the agriculture sector, economics etc. Details of this have been provided in the table on the following pages. Training in languages includes building reading, writing and speaking skills primarily in English and Portuguese to improve working proficiency and international interaction. Whilst circa 50 per cent of the training requirement is covered by these first three categories, training in other areas is

equally important to ensure the development of operational systems, develop skills for execution and management, enable quality implementation of programs and projects, maintaining records and information, and monitoring outputs. It is crucial to invest in all training categories, though proportionally based on the outlined requirements, to enable holistic skills development that can increase the overall knowledge and skills base in Timor-Leste. Investing proportionally in skills development is especially important as the nature of work and operations in each ministry is different. These factors may influence how critical training is in some areas as compared to other areas.

Three anecdotal observations were made during the course of this study:

Firstly, some of the ministries and institutions are more advanced in terms of identifying and clearly articulating their training needs.

Secondly, not all ministries and institutions are currently operating at the same level of knowledge and skills base, with some ministries and institutions having greater access to staff with the required skills and knowledge. One explanation for this could be that the support and international assistance received in some sectors is greater than in others, which has led to better identification of training needs and targeted skills development. However, even in these cases there are other limitations relating to attitude, motivation of staff and the ability to practically implement skills and knowledge gained from study into real world situations.

Lastly, the quality of data provided by the ministries and institutions indicates a need to develop a more sophisticated training needs analysis process.

Important points to note:

- The national level data is the summation of a number of training positions identified by each ministry/institution in different areas of training requirements. This categorization helps to explain the overall priority areas in which training is most important.

Final Training Categories	%	Sum
Police, Defence, Security (training of officers)	17%	8533
Professional, Research and Knowledge Development	14%	7188
Languages - English, Portuguese etc.	14%	7209
Medicine and Health Professionals	8%	3838
General Skills Development	9%	4362
Information Technology (networks, surveyor), Graphics (printing and publishing), Database and Website Development, Information Storage Electronically (archiving), Statistical Softwares for Research and other Electronic Equipment Usage	6%	3266
Management, Administration and Leadership (including planning, strategy etc.)	8%	3875
Train the trainer (ToT - Teacher Development)	6%	2975
Finance, Budgeting, Accounting	5%	2392
Law and Justice	3%	1671
Human Resources Management	2%	1091
Auditing and Inspection	2%	828
Project/Case Management	2%	876
Procurement, Logistics and Assets Management	2%	798
Marketing, Communications, Journalism and Media	1%	478
Monitoring and Evaluation	1%	306
Miscellaneous/Others (items that could not be classified under a single category)	2.0%	1012
Customer Service (customer service and standard development)	0.5%	253
Mediation Techniques, Conflict Analysis, Conciliation and Sensitive Cases	0.3%	147
Total	100%	51098

- As all ministries operate to serve different sectors, each training category is influenced and composed of the volume of skills/training required by each ministry. This helps to explain the composition of training requirement of different ministries within each training category.
- The data collected in this report outlines the number of training positions, which does not necessarily correlate to the number of employees within a ministry or the total public sector employees covered in this study. This implies that the number of training positions can exceed the total number of employees as one person can receive training in more than one area through various education and training mediums including short courses, workshops, degree qualifications over the short term period 2016-2018.
- The national level analysis of data and classification into different training categories includes all training types, that is, training delivered through all methods except community programs, and including professional development (workshops, seminars, short courses), technical and vocational education, bachelor's degree, master's degree, PHD. Community programs have been excluded in the national level analysis as in most cases this training has been indicated as required to build the skills of the general Timor-Leste public. Despite this, the data on community programs has been duly included in the individual profile of each ministry.
- The national level analysis represents the number of training positions required for developing the skills and knowledge of staff within the ministries. Some data has been excluded from the national analysis, however, has been included in the individual profile of each ministry outlined in this report. The following have been excluded from the national level analysis:
 - Training to be delivered by SEFOPE to reinforce the capacity of accredited training centre to provide national qualification for youth in Timor-Leste;
 - Training identified by the Ministry of Justice for vocational training for prisoners, training for prison guards and technical training in prison services;
 - Training identified by the Ministry of State Administration for building capacity of villages chiefs through community programs;
 - From the data provided by the Ministry of Health only the data for scholarships (under special regime) has been included in the national analysis. The other set of data for training for staff (under general regime) has been excluded, as it requires further consultation for clarification. However this data set has been included in the Individual profile of the Ministry of Health in this study;
 - All data from National Institute of Public Administration (INAP) has been excluded as this organization primarily focused on conducting training and developing skills of public sector employees;
 - Secretary State of Youth and Sports has provided their data divided into internal for staff and external training for developing capacity of sports and youth centres. The data related to external training has been excluded from national analysis;
 - Civil Services Commission and Chamber of Trade and Commerce Timor-Leste have been excluded from national analysis;

- Data provided by the Dili Institute of Technology (DIT) has been excluded as further consultation is required to seek clarifications for the data; and
- The Ministry of Education had provided data on institutions under indirect administration of the ministry. This data has been excluded from the national level analysis as it was not originally included under the scope of work.

Break-up analysis of training categories – Number of training positions 2016 – 2018 short term

TRAINING AREA - MINISTRIES AND INSTITUTIONS	TOTAL	PERCENTAGE (%)
Finance, Budgeting, Accounting	2586	100.0%
UNTL	550	21.3%
Ministry of State Administration + PNDS	601	23.2%
Ministry of Finance	204	7.9%
Institute of Business	165	6.4%
Ministry of Social Solidarity	103	4.0%
Dili University (UNDIL)	100	3.9%
Ministry of Public Works, Transport and Communications	100	3.9%
Ministry of Commerce, Industry, Environment	99	3.8%
Ministry of Education	92	3.6%
Radio and Television Timor-Leste	46	1.8%
Ministry of Interior	30	1.2%
Prime Minister Office	30	1.2%
Ministry of Agriculture and Fisheries	29	1.1%
Ministry of Petroleum and Natural Resources	24	0.9%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	18	0.7%
Ministry of Tourism	15	0.6%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	12	0.5%
Ministry of Foreign Affairs and Cooperation	12	0.5%
Presidency of Republic	10	0.4%
Provider of Human Rights and Justice	9	0.3%
National Institute of Canossa (National Institute of Canossa, IPDC)	39	1.5%
Ministry of Defense	8	0.3%
National Election Commission	6	0.2%
Peace University	3	0.1%
Instituto de Ciências Religiosas (ICR)	11	0.4%
Instituto Superior Cristal	270	10.4%
Languages - English, Portuguese etc.	7090	100.0%
UNTL	1395	19.7%
Ministry of Justice	694	9.8%

Ministry of Education	473	6.7%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	440	6.2%
PNTL	300	4.2%
Institute of Business	260	3.7%
Ministry of Foreign Affairs and Cooperation	255	3.6%
Courts	254	3.6%
Ministry of Agriculture and Fisheries	251	3.5%
Peace University	246	3.5%
Presidency of Republic	240	3.4%
Dili University	200	2.8%
Ministry of Interior	175	2.5%
Ministry of Commerce, Industry, Environment	120	1.7%
Ministry of Security and Prosecutor General/ Attorney General Republic	120	1.7%
Radio and Television Timor-Leste	120	1.7%
National Institute of Canossa (National Institute of Canossa, IPDC)	120	1.7%
Ministry of State Administration	254	3.6%
Ministry of Finance	100	1.4%
Ministry of Tourism	78	1.1%
Anti-Corruption Commission	60	0.8%
National Election Commission	60	0.8%
Ministry of Defense	53	0.7%
Provider of Human Rights and Justice	44	0.6%
Prime Minister Office	40	0.6%
Ministry of Petroleum and Natural Resources	27	0.4%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	24	0.3%
Secretary State of Youth and Sports	12	0.2%
Ministry of Public Works, Transport and Communications	145	2.0%
Instituto de Ciências Religiosas (ICR)	110	1.6%
Instituto Superior Cristal	420	5.9%
Information Technology	3255	100.0%
UNTL	748	23.0%
Institute of Business	305	9.4%
Dili University	290	8.9%
Ministry of State Administration	248	7.6%
Courts	202	6.2%
Peace University	160	4.9%
Ministry of Agriculture and Fishers	159	4.9%
Ministry of Public Works, Transport and Communications	129	4.0%

Ministry of Education	107	3.3%
National Institute of Canossa (National Institute of Canossa, IPDC)	99	3.0%
PNTL	78	2.4%
Ministry of Commerce, Industry, Environment	78	2.4%
Ministry of Social Solidarity	61	1.9%
Ministry of Finance	57	1.8%
Ministry of Tourism	56	1.7%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	56	1.7%
Ministry of Justice	52	1.6%
Ministry of Security	45	1.4%
Anti-Corruption Commission	27	0.8%
Provedor of Human Rights and Justice	21	0.6%
Ministry of Petroleum and Natural Resources	18	0.6%
Secretary State of Youth and Sports	16	0.5%
Presidency of Republic	16	0.5%
Prime Minister Office	8	0.2%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	6	0.2%
National Election Commission	6	0.2%
Ministry of Foreign Affairs and Cooperation	6	0.2%
Ministry of defense	4	0.1%
Instituto de Ciências Religiosas (ICR)	17	0.5%
Instituto Superior Cristal	180	5.5%
Management, Administration and Leadership (including planning, strategy etc.)	3875	100.0%
Ministry of State Administration	1439	37.1%
Ministry of Education	436	11.3%
Ministry of Finance	280	7.2%
Courts	242	6.2%
Ministry of Public Works, Transport and Communications	175	4.5%
Ministry of Security	165	4.3%
Ministry of Commerce, Industry, Environment	126	3.3%
UNTL	102	2.6%
Ministry of Justice	93	2.4%
Ministry of Foreign Affairs and Cooperation	90	2.3%
PNTL	81	2.1%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	54	1.4%
Peace University	54	1.4%
Ministry of Petroleum and Natural Resources	48	1.2%

Secretary of State for Vocational Training Policy and Employment (SEFOPE)	45	1.2%
Dili University	45	1.2%
Ministry of Tourism	42	1.1%
Ministry of Security and Prosecutor General/ Attorney General Republic	39	1.0%
Presidency of Republic	36	0.9%
Ministry of Agriculture and Fishers	30	0.8%
National Institute of Canossa (National Institute of Canossa, IPDC)	54	1.4%
Ministry of Defense	8	0.2%
Instituto de Ciências Religiosas (ICR)	11	0.3%
Instituto Superior Cristal	180	4.6%
Law and Justice	1671	100.0%
Ministry of Justice	938	56.1%
Courts	503	30.1%
Ministry of Security and Prosecutor General/ Attorney General Republic	45	2.7%
Anti-Corruption Commission	30	1.8%
Ministry of Commerce, Industry, Environment	18	1.1%
Ministry of Education	17	1.0%
Provedor of Human Rights and Justice	13	0.8%
Ministry of Finance	13	0.8%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	12	0.7%
Ministry of Interior	10	0.6%
Ministry of Social Solidarity	6	0.4%
Ministry of Foreign Affairs and Cooperation	6	0.4%
Ministry of Public Works , Transport and Communications	60	3.6%
Train the trainer (ToT)	2975	100.0%
UNTL (Pedagogy, masters, bachelors, PHD, laboratory services and analysis)	1034	34.8%
Peace University	313	10.5%
Ministry of Education (pedagogy, andragogy, general secondary education teachers)	254	8.5%
Dili University	126	4.2%
Institute of Business	102	3.4%
National Institute of Canossa (National Institute of Canossa, IPDC)	57	1.9%
PNTL	45	1.5%
Ministry of Agriculture and Fisheries	30	1.0%
Anti-Corruption Commission	21	0.7%

Ministry of Tourism	15	0.5%
Ministry of State Administration	14	0.5%
Ministry of Social Solidarity	6	0.2%
Instituto de Ciências Religiosas (ICR)	68	2.3%
Instituto Superior Cristal	890	29.9%
Customer Service (customer service and standard development)	254	100.0%
Secretary of State for Vocational Training Policy and Employment (SEFOPE) - counselling skills	100	39.4%
Provedor of Human Rights and Justice	15	5.9%
Prime Minister Office	12	4.7%
Ministry of Tourism	8	3.1%
Ministry of Finance	7	2.8%
Ministry of Commerce, Industry, Environment	6	2.4%
Ministry of Social Solidarity	6	2.4%
Ministry of Public Works , Transport and Communications	10	3.9%
Instituto Superior Cristal (ISC)	90	35.4%
Marketing, Communications, Journalism and Media	478	100.0%
Peace University (journal publication)	150	31.4%
Radio and Television Timor-Leste	149	31.2%
Ministry of Justice	18	3.8%
Ministry of Tourism	15	3.1%
Ministry of Social Solidarity	12	2.5%
Secretary State of Youth and Sports	8	1.7%
National Election Commission	6	1.3%
Ministry of Finance	6	1.3%
Anti-Corruption Commission	3	0.6%
Ministry of Public Works , Transport and Communications	21	4.4%
Ministry of State Administration + PNDS	84	17.6%
Prime Minister Office	6	1.3%
Auditing and Inspection	828	100.0%
Ministry of Finance	197	23.8%
Ministry of Justice	117	14.1%
Courts	100	12.1%
PNTL	75	9.1%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	60	7.2%
Anti-Corruption Commission	38	4.6%
Ministry of Petroleum and Natural Resources	33	4.0%
UNTL	30	3.6%
Ministry of Education	28	3.4%
Ministry of Social Solidarity	27	3.3%

Ministry of State Administration	20	2.4%
Provedor of Human Rights and Justice	18	2.2%
Ministry of Tourism	15	1.8%
Ministry of Commerce, Industry, Environment	12	1.4%
Presidency of Republic	8	1.0%
Ministry of Public Works , Transport and Communications	50	6.0%
Procurement, Logistics and Assets Management	477	100.0%
Prime Minister Office	62	13.0%
UNTL	51	10.7%
Ministry of Education	37	7.8%
Ministry of Tourism	30	6.3%
Ministry of Petroleum and Natural Resources	30	6.3%
Ministry of Interior	30	6.3%
Ministry of Finance	28	5.9%
Radio and Television Timor-Leste	24	5.0%
PNTL	23	4.8%
Ministry of Security and Prosecutor General/ Attorney General Republic	20	4.2%
Ministry of Foreign Affairs and Cooperation	18	3.8%
Presidency of Republic	15	3.1%
Provider of Human Rights and Justice	9	1.9%
Ministry of Agriculture and Fisheries	9	1.9%
National Election Commission	9	1.9%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	6	1.3%
Ministry of State Administration	4	0.8%
Ministry of Public Works , Transport and Communications	72	15.1%
Monitoring and Evaluation	233	100.0%
Ministry of State Administration	104	44.6%
Ministry of Education	79	33.9%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	30	12.9%
Provedor of Human Rights and Justice	8	3.4%
Ministry of Commerce, Industry, Environment	6	2.6%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	6	2.6%
Human Resources Management	1080	100.0%
Courts	409	37.9%
Ministry of State Administration	150	13.9%
UNTL	75	6.9%
Radio and Television Timor-Leste	62	5.7%
Prime Minister Office	37	3.4%

Ministry of Finance	36	3.3%
Ministry of Agriculture and Fisheries	35	3.2%
Ministry of Education	30	2.8%
Provider of Human Rights and Justice	21	1.9%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	12	1.1%
Ministry of Foreign Affairs and Cooperation	12	1.1%
Ministry of Commerce, Industry, Environment	6	0.6%
Ministry of Public Works , Transport and Communications	15	1.4%
Instituto Superior Cristal (ISC)	180	16.7%
Police, defense, Security (training of officers)	8533	100.0%
PNTL	7031	82.4%
Ministry of Interior	952	11.2%
FFDTL	550	6.4%
Medicine and Health Professionals	3830	100.0%
Ministry of Health	3711	96.9%
PNTL	27	0.7%
Ministry of Social Solidarity	10	0.3%
Instituto Superior Cristal (ISC)	90	2.3%
Project/Case Management	840	100.0%
PNTL	228	27.1%
Courts	207	24.6%
Ministry of Finance	90	10.7%
Ministry of Commerce, Industry, Environment	42	5.0%
Anti-Corruption Commission	27	3.2%
Ministry of Agriculture and Fisheries	21	2.5%
Ministry of Education	18	2.1%
Ministry of Social Solidarity	12	1.4%
Ministry of Public Works , Transport and Communications	105	12.5%
Instituto Superior Cristal (ISC)	90	10.7%
Mediation Techniques, Conflict Analysis, Conciliation and Sensitive Cases	147	100.0%
Ministry of Interior	87	59.2%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	48	32.7%
Provedor of Human Rights and Justice	12	8.2%

Research and Knowledge Development (specifically targeted areas according to sector of operation)	Areas of Study/Training	Number of Training Positions 2016-2018 Short term	
Total		7120	100%
Ministry of Public Works, Transport and Communications	Technical skills/knowledge development related to civil works, infrastructure, electrical, air traffic, road traffic, water resources, maritime, energy management etc.	1144	16%
Ministry of Agriculture and Fisheries	Agriculture related technical study, international relation	835	12%
UNTL	Knowledge sharing and updates (seminar, conference, international symposium), certification and accreditation, comparative studies, Law curriculum development	755	11%
Ministry of Finance	Economics, data analysis, customs, statistics, research skills, technical program/project proposal writing skills, Writing and dissemination of guidelines, regulations and standard operating procedures	728	10%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	Capacity building in business start ups and self employment, security, hygiene and health service, civil engineering, structure design analysis computer, asphalt testing , road design computer (land desktop) program, topography survey and laboratory, training in TVET system	498	7%
Radio and Television Timor-Leste	Production program (Radio and television programming), production information, technical support	442	6%
FFDTL	Specialized training such as mechanic engineering, civil engineering, mechanic, communication, drivers, electricians, plumbers, mason, carpenter, computing, weapon	405	6%

	divers, sailor, instructors of English and Portuguese language and first aid; Strategy study in defense and security; masters degree in defense and strategy and international security in Australia		
PNTL	Professional data analysis, automotive, mechanic course, various forensic disciplines, ship captain, engineers, electrician, navigator, ship brigadier, inspector brigadier, science management, police pilot, police in mechanic area	392	6%
Ministry of Commerce, Industry, Environment	Climate change management, training for product development, cooperative sector development, micro and small business development, strategies to implement fair price, product quality control, strategies to develop domestic market national product, export and Import management, small business and statistic analysis, AUTO-CAD design program, economics	327	5%
Ministry of Security	Research and analysis, migration services, managing natural disaster, knowledge on UN Security Resolution Council for Women Peace and Security	252	4%
Ministry of Social Solidarity	Training on small business, policy inclusion & rights promotion (community education programs), youth centres support, disaster emergency management & database, social services, rehabilitation and management, business and system analysis, domestic violence support centre training, geology science, elaboration and social security budget management	211	3%

Ministry of Education	Hospitality, agriculture, economy, art of graphics, electricity, civil construction, production mechanic, automobile mechanic, school material distribution, international relation, civil engineering, electricity engineering, moderation for exam marking standards, curriculum development, pre-school education, administrative law, international finance etc.	182	3%
PNTL	Comparative study, bachelors in forensic medicine, criminology, pathology and psychology	127	2%
Ministry of Tourism	Hospitality service, community tourism planning, games management area, tourism satellite account (TSA) , tourism information centre development, research methodology , national gastronomy areas	117	2%
Provider of Human Rights and Justice	Research methodology, data analysis and report writing, comparative study on human rights institution, governance concepts, comparative study on investigation system, degree in political civil and psychology area	105	1%
Anti-Corruption Commission	Research methodology and technical knowledge, certificate in corruption studies, International anti-corruption practitioners, anti-corruption management, analytical method and report writing	85	1%
Ministry of Justice	Survey Mapping area, Geodesy and Geography area, Geomatics or Geography area, Operational training for prison system area	80	1%
Ministry of Foreign Affairs and Cooperation	Consular affairs, capacity building in gender equality Issues	66	1%

Ministry of Defense	Civil engineering, mechanical engineering, architect, public management, public administration	54	1%
Institute of Business	Training in tourism and hospitality	40	1%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	Research methodology, violence prevention, economic analysis, training in gender equality area, electoral rights area	24	0%
Ministry of State Administration	Electoral management area	22	0%
Ministry of State Administration + PNDS	Vocational training in urban organization, Vocational training for hygiene and public order and Training on toponymy	104	1%
Instituto Superior Cristal (ISC)	Training on Library	90	1%
Prime Minister Office	Public Relations	10	0%
Secretary State of Youth and Sports	Arts and sports science, library management	8	0%
Peace University	Online library	6	0%
National Institute of Canossa (National Institute of Canossa, IPDC)	Library management	6	0%
National Election Commission	Electoral rights area	5	0%

Miscellaneous/Others (items that could not be classified under a single category)	Areas of Study/Training	Number of Training Positions 2016-2018 Short term	
Total		967	100%
Ministry of Justice	HR, finance, logistic, IT, procurement and planning area	73	8%
Ministry of Security and Prosecutor General/ Attorney General Republic	Administration; HR management training; customer service	35	4%

Ministry of Commerce, Industry, Environment	Law, economy, management, commerce, English and logistic area	30	3%
Ministry of Defence	Master in public procurement, master of public policy, budget implementation, master in strategic human resource management, master in strategic study, master in management, master in international relation, master in public management, master in financial management, master in public administration and it	30	3%
PNTL	Trumpet, Saxophone , berlian, snare course	12	1%
Anti-Corruption Commission	Administration, HR, finance, document management	9	1%
Ministry of State Administration + PNDS	Planing	170	18%
Ministry of State Administration + PNDS	Training on budget management and document file - PDNS implementation project in villages	608	63%

General Skills Development	Areas of Study/Training	Number of Training Positions 2016-2018 Short term	
Total		4285	100 %
Ministry of Finance	MS office skills, taking minutes of meeting and minutes writing skills, ethics and code of conduct training, time and priority management skills, diversity skills	2400	56%
Ministry of Foreign Affairs and Cooperation	Protocol and ethics	327	8%
Ministry of State Administration	Document writing, communication and team work, time management training	294	7%
Secretary of State for Vocational Training Policy and Employment (SEFOPE)	Public speaking, correspondence area	240	6%
Ministry of Public Works, Transport and Communications	Time management, computer course, report writing	142	3%

Ministry of Education	Computer proficiency course, effective negotiation skills	127	3%
Ministry of Interior	Problem solving and decision making, protocol course	90	2%
UNTL	Writing skills (reports etc.)	33	1%
Provider of Human Rights and Justice	Communications and public speaking, Microsoft excel basic to intermediate	24	1%
National Election Commission	Correspondence, Protocol	15	0%
Ministry of Agriculture and Fisheries	MS excel course basic to intermediate, office management training course	12	0%
Prime Minister Office	Protocol area	10	0%
Ministry of Commerce, Industry, Environment	Microsoft Office	6	0%
Secretary State for the Support and Socio-Economic Promotion of Women (SEM)	Report writing	6	0%
Presidency of Republic	Prepare and organize public relations reception ceremony, president agenda, documentation, correspondence, awarding, protocol assistance for First Lady, Public relation activity coverage, conduct of Formal and non-formal ceremony reception, public speaking	6	0%
Secretary State of Youth and Sports	Protocol course	4	0%
Ministry of Defence	Protocol area	4	0%
Instituto de Ciências Religiosas (ICR)	Research Methodology	45	1%
Instituto Superior Cristal	Event organization and protocol	180	4%
Ministry of State Administration	a) Civic education and campaign on administrative decentralization	150	4%
	b) Technical training in the field of basic economic return program development, clean water plumbing system, installing solar-panel electricity, management supervision quality design and road construction.	170	4%

Issues related to skills development

Whilst the issues faced by ministries and institutions related to skills development have been elaborated on the individual ministry profiles, outlined below is an overview of the issues that affect the successful implementation of training and its benefits. When making investment

decisions, HCDF could consider the following issues and request additional information from ministries on strategies to address these issues.

- a. The budget for training is limited;
- b. Administrative burden of payment processing;
- c. Limited capacity of staff in English language restricts the opportunity to receive training overseas or from English speaking trainers in Timor-Leste.
- d. Staff motivation, attitude and commitment are important to ensure successful training outcomes and subsequent implementation in the workplace.
- e. Retention of employees to whom training is provided is very important so that there are opportunities to implement the outcomes of training in the organization.
- f. When training is received in-country (in Timor-Leste) issues can arise related to:
 - Capacity of trainers, including their knowledge and experience;
 - Facilities and equipment required for training; and
 - Overall organization and management of training program.
- g. In some cases training can be successfully delivered in Timor-Leste, which is a financially sustainable solution. However in these cases employees may face challenges in completing/attending their training, as work priorities may interfere. These issues can possibly be address by planning ahead for training of employees so that additional staff is available, or using flexible learning programs for employees.
- h. Support systems and processes need to be developed that allow for practical implementation of training outcomes. It is important to develop and implement 'return to work plans' after training completion.
- i. Some ministries have indicated the need to train more Timorese people who can work as trainers as against simply hiring services of international trainers, because this might not be the most effective way to build local capacity and knowledge in some instances.
- j. There is a mismatch between skills acquired through training and the work conducted by employees
- k. Human resource teams have limited capacity to make informed decisions about training needs, and measure and track performance once training is delivered.
- l. Some ministries have specifically indicated the need for specialized training due to the nature of work.
- m. In some cases the duration of the training in particular subject needs to be carefully considered so that candidates have sufficient time to understand concepts.

2.1. MINISTRY OF PUBLIC WORKS, TRANSPORT AND COMMUNICATION

The Ministry of Public Works, Transport and Communication (MPW) is responsible for planning, executing, coordinating and assessing the policy in areas of land, sea and civil air transport and ancillary services, communications, including postal services, telegraph, telephone and more telecommunications, meteorological services and information technology. The national strategic plan 2015 of the Ministry of Public Works (MPW) reveals the causes of performance gaps related to activities and programs undertaken by the ministry. One of the

external factors affecting the performance of the ministry is the lack of formal stakeholder consultation and management process. In addition the national strategic plan 2015 highlights a list of internal causes for performance gaps:

- a. MPW does not practice good project management/planning
- b. MPW has few signs of good management planning
- c. MPW does not practice good quality management
- d. MPW does not actively manage risk
- e. Management decision making is weak
- f. MPW does not have clear results structure. Management does not clearly link the activities of individuals and teams to the delivery of outputs.
- g. Administrative activities are not designed to support the delivery of external results
- h. Poor human resource management
- i. Monitoring and evaluation is poor
- j. There is no culture of written formal reports (no documentation)
- k. There is no culture of data analysis
- l. Reporting is subjective using vague categories
- m. No baselines are used and no performance monitored

It can be implied from the information presented in the MPW national strategic plan 2015 that the ministry needs to undertake a significant change in order to improve employee attitudes, work culture, administrative work methods, human resource management, project management and reporting procedures, and improve overall organizational performance. Under the structure of fifth Constitutional Government the Ministry of Transport and Communication and Ministry of Public Works were two separate ministries that presented separate staff strength estimates in 2015 annual plan. The Ministry of Transport and Communication in 2015 indicated a total staff of 1294, composed of, 396 permanent staff, 71 in management and leadership positions, 148 vacancies for which recruitment was underway and 679 additional staff projected for year 2016-2018. The Ministry of Public Works presented a total staff of 3408, composed of, 1256 permanent staff, 125 in direction and leadership positions, 165 currently serving as agents of public administration, 350 vacancies in recruitment and 1512 staff projected for period 2016-2018.

The Ministry of Public Works, Transport and Communication has identified the following broad areas of training need to help build staff skills and competencies for implementation of priority programs aligned to strategic development goals.

Project/Program management	Planning, budget analysis, negotiation, proposal management, procurement, financial management, tutorial and evaluation.
Leadership development	Planning management, improve quality of management to achieve results; clarity of goals; capacity in decision making; developing management competence in middle level to make decisions and implement programs with success.
General skills	Building and improving documentation skills, writing reports etc.
Contract management	Building skills and knowledge in public contract system.
Information technology and communication	Developing efficient and effective internal communication, IT systems that facilitate the decision based on evidence.
Research development	Building skills to conduct studies and prepare proposals for technical cooperation with national and international organizations in construction sector; promote development of practice that is needed by civil engineers, including technical standards for construction and laboratorial exam to ensure the quality of work that meets safety standards and ensures environment protection; promote scientific research and participation of Timor-Leste in national and international organization in construction area and civil engineering.
Marketing and communications	Qualified people to support the marketing, promotion and campaign activities of the ministries.
Audit and inspection	Increase qualifications and knowledge of staff to be able to inspect and audit programs, projects and developments undertaken by the ministry.
Operational areas	Building skills in areas that fall under the operations of the ministry.
Finance and accounting	Building skills and knowledge for budget analysis and financial management.

Skills training requirement breakup

Following is the broad break-up of the number of candidates to be trained (number of training positions) in broad areas over the short 2016-2018.

Number of training positions Short term 2016-2018



The ministry has also provided a detailed split of the broad training requirements (number of training positions) over the short term as follows.

Key training areas	2016	2017	2018	Short term 2016-2018	
Research development	na	na	na	550	25.2%
Transmission line maintenance	30	30	30	90	
Construction and road maintenance management	25	25	25	75	
Basic training in professional (technical) electronic system	18	18	18	54	
Electricity metering	20	15	15	50	
Construction material quality control	20	15	15	50	
Underground line construction training	na	na	na	30	
Waste water treatment plan	10	10	10	30	
Integrated water resources management	10	10	10	30	
Generator maintenance training	10	10	10	30	
Water resources	7	7	7	21	
Volt installation and solar production training	5	5	5	15	
Technical installation and maintenance water pump	5	5	5	15	
Plate bearing and analyze asphalt	15	15	15	45	
Dirty water treatment plan	5	5	5	15	
Operational areas	na	na	na	416	19.1%
Air traffic (ATC, TELENV, AIS)	15	15	15	45	

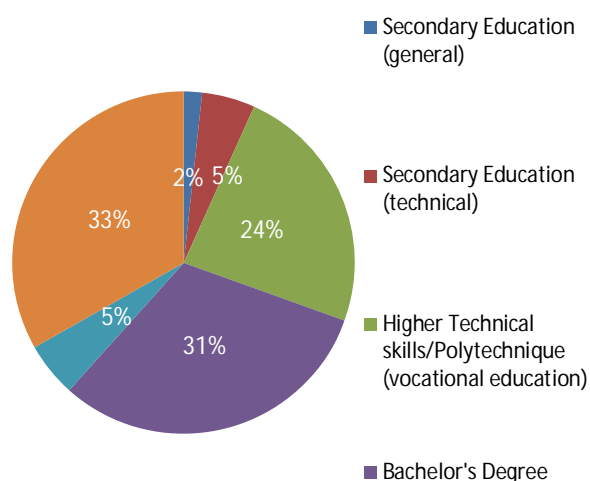
Port traffic management and maintenance	15	15	15	45	
Certificate III in road traffic and transport management	10	10	10	30	
Basic training, junior of Aviation Security Section (AVSEC)	10	10	10	30	
Personal survival technics, fire prevention and firefighting, elementary first aid, personal	10	10	10	30	
Certificate III in Electro	10	10	5	25	
Certificate III in Archive area	5	10	5	20	
Training on driving license examiner, vehicle registration and identification	na	na	na	18	
Crowd crisis management	5	5	5	15	
Postal business development	5	5	5	15	
Restricted operator certificate	2	2	2	6	
General operator certificate	2	2	2	6	
DT analysis of meteorology conditions	2	2	2	6	
Direct mail & advanced management	5	5	5	15	
Meteorology and geophysics observer	5	5	5	15	
Road maintenance training	na	na	na	20	
Quality control of public and private Buildings	30	25	20	75	
Leadership and management	na	na	na	175	8.0%
Management based on result and performance indicator	20	20	20	60	
Organizational management	15	15	15	45	
Leadership management and personal development	na	na	na	40	
Planning management	10	10	10	30	
Language	na	na	na	145	6.7%
Portuguese language course	na	na	na	50	
English language course	na	na	na	50	
Mandarin language course	15	15	15	45	
General skills	na	na	na	142	6.5%
Time management training	25	25	25	75	
Computer course (database)	15	10	10	35	
Report system	14	10	8	32	
Customer service system	na	na	na	10	0.5%
Information technology and communication	58	53	48	129	5.9%
Cisco CCNA	6	6	6	18	
International mail accounting	5	5	5	15	
Fiber optic	5	5	5	15	
Radio communication	5	5	5	15	
Firewall management	5	5	5	15	
International postal services, Express post services, international account of post	5	5	5	15	

Computing management	5	5	5	15	
Managing a post Office	5	5	5	15	
Web-Programming	2	2	2	6	
Archive system	15	10	5	30	
Contract management	na	na	na	60	2.8%
Public contract system	na	na	na	10	
Training on Law, Decree-Law and regulations	na	na	na	30	
Contract management	10	5	5	20	
Logistics and asset management	27	25	20	72	3.3%
Procurement Management	15	10	5	30	
Training in assets system, logistic and database area	10	10	10	30	
Parcel and logistics management	2	5	5	12	
Project Management	40	35	30	105	4.8%
Project and programme management, monitoring and control	20	20	20	60	
Project management: Planning, Control and Programming	20	15	10	45	
Human resource development	5	5	5	15	0.7%
Training on maritime human resources management	5	5	5	15	
Marketing	7	7	7	21	1.0%
Certificate III in marketing / commercial	2	2	2	6	
Toward marketing commitment	5	5	5	15	
Accounting and finance	na	na	na	100	4.6%
Accounting management	25	20	15	60	
Accounting and finance	na	na	na	10	
Accounting and finance	15	10	5	30	
Audit, Inspection and control	na	na	na	50	2.3%
Training on basic inspection I and II	na	na	na	30	
Audit, Inspection and control	na	na	na	10	
Training on basic inspection I, II	na	na	na	10	
Master's degree	24	23	23	70	3.2%
Master in telecommunication	2	2	2	6	
Master in transports	2	2	2	6	
Master in water resource management	2	2	2	6	
Master in finance and accounting	2	2	2	6	
Master in energy management	2	2	2	6	
Master in renewable energy management	2	2	2	6	
Master in geotechnical	2	2	2	6	
Master in urban plan	2	2	2	6	
Master in management and human Resource development and public administration	2	2	2	6	
Master in management	2	2	2	6	

Master in meteorology	2	2	2	6	
Master in international relation	2	1	1	4	
Bachelor's degree	40	40	40	120	5.5%
Bachelor in road traffic and land transport management area	5	5	5	15	
Bachelor in maritime transport management	5	5	5	15	
Bachelor in air traffic control	5	5	5	15	
Bachelor in airport management	5	5	5	15	
Bachelor in water control and quality management	5	5	5	15	
Bachelor in civil Construction	5	5	5	15	
Bachelor in Architecture	5	5	5	15	
Bachelor in Environment	5	5	5	15	

Composition of Training

The overall composition of training requirements for 2016-2018 suggests that the ministry intends to develop skills and knowledge of the majority of their staff through professional development, and simultaneously have sufficient numbers of employees with polytechnic training, bachelor's degrees and master's degrees.



Below is the data provided by the ministry on the detailed breakup of the number of training positions in each area according to the level of training/education as required. The data represents the level of education/training for specific areas that would ideally suit the requirements of the particular job profile.

SEG - Secondary Education general

SET - Secondary Education Technical

HT/P- Higher Technical skills/Polytechnic

BD - Bachelor's Degree

MD - Master's Degree

PD - Professional Development (on-the-job career development/exchange programs/workshops/seminars)

Key training areas	Total no. of positions 2016-2018	SEG	SET	HT/P	BD	MD	PD
Research development							
Transmission line maintenance	90		15	20	15		40
Construction and road maintenance management	75		5	15	20		35
Basic training in Professional Technical of Electronic System	54		15	10	5		24
Electricity Metering	50		10	10	10		20
Construction material quality control	45		5	10	10		20
Underground line construction training	30		3	5	5	2	15
Waste water treatment plan	30		5	5	5		15
Integrated water resources management	30		5	5	5		15
Generator maintenance training	30		5	5	5		15
Water resources	21		3	5	5		8
Volt installation and solar production training	15		5	5	5		
Technical installation and maintenance water pump	15			5	5		5
Plate bearing and analyze asphalt	45		5	10	5		25
Dirty water treatment plan	15			5	10		
Operational areas							
Air traffic (ATC,TELENAV,AIS)	45			10	10	1	24
Port traffic management and maintenance	45			15	10		20
D III in Road traffic and transport management	30			30			
Basic training, junior of Aviation Security Section (AVSEC)	30			10	10		
Personal survival technics, fire prevention and fire fighting, elementary first aid, personal	30			15	15		
D. III in Electro	25			25			
D III in Archive area	20			20			
Training on driving license examiner, vehicle registration and identification	18			8	10		
Crowd Crisis Management	15		5	10			
Postal business development	15		5	10			
Restricted operator certificate	6		2	4			
General operator certificate	6		2	4			
DT Analysis of meteorology conditions	6		2	4			

Direct mail & advanced management	15			5	5		5
Meteorology and Geophysics observer	15			5	5		5
Quality control of public and private Buildings	75			25	20	2	28
Road maintenance training	20			5	5		10
Leadership and knowledge development							
Management based on result and performance indicator	60			10	10	2	33
Organizational management	45			5	15	5	20
Leadership management and personal development	40			10	10	5	15
Planning management	30			10	10		10
Language							
Portuguese language course	50	5	5	10	10		20
English language course	50	5	5	10	10		20
Mandarin language course	45		5	5	10		25
General skills							
Time management training	75	10	10	15	20		20
Computer course (database)	35			10	5		20
Report system	32			5	10	2	15
Information technology and communication							
Cisco CCNA	18			7	10	1	
International mail accounting	15			5	5		5
Fiber optic	15			5	10		
Radio communication	15			5	10		
Firewall management	15			50	10		
International postal services, Express post services, international account of post	15		5	5	5		
Computing management	15			5	5		5
Managing a post Office	15			5	5		5
Web-Programming	6			2	4		
Archive system	30	5		5	5		15
Other Bachelor's degree							
Bachelor in road traffic and land transport management area	15			15			
Bachelor in maritime transport management	15			15			
Bachelor in air traffic control	15			15			
Bachelor in airport management	15			15			
Bachelor in water control and quality management	15			15			

Bachelor in civil Construction	15			15			
Bachelor in Architecture	15			15			
Bachelor in Environment	15			15			
Program/project management							
Project management: Planning, Control and Programming	45				15	5	25
Project and programme management, monitoring and control	60			5	20	5	30
Accounting and finance							
Accounting and finance	10			5	5		
Accounting and finance	30				10	2	18
Accounting management	60	15		10	20	5	10
Logistics and asset management							
Procurement Management	30			5	10	2	13
Training in assets system, logistic and database area	30		5	10	5		10
Parcel and logistic management	12			5	7		
Other Master's degree							
Master in telecommunication	6					6	
Master in transports	6					6	
Master in water resource management	6					6	
Master in finance and accounting	6					6	
Master in energy management	6					6	
Master in renewable energy management	6					6	
Master in geotechnical	6					6	
Master in urban plan	6					6	
Master in management and human Resource development and public administration	6					6	
Master in management	6					6	
Master in meteorology	6					6	
Master in international relation	4					4	
Contract management							
Public contract system	10			5	5		
Contract management	20				10		10
Training on Law, Decree-Law and regulations	30				10	5	15
Audit, Inspection and control							
Training on basic inspection I and II	30			5	10		15
Audit, Inspection and control	10			5	5		
Training on basic inspection I, II	30			5	10		15
Marketing							

Certificate III marketing / commercial	6		6				
Toward marketing commitment	15			5	5		5
Human resource development							
Training on maritime human resources management	15			5	5		5
Customer service system	10			5	5		

Critical training needs

The ministry considers the following areas as requiring ongoing training, which are the most critical for the functions of the ministry.

- Protocol training
- Port management and maintenance
- Road maintenance
- Communications
- Water resource management
- Public private partnership
- Electricity metering
- Air traffic control
- Contract management

The ministry was also asked to comment on the areas where they face the most challenges in recruiting adequately skilled staff, and where there is a shortage of availability of adequately skilled resources. The ministry listed the following areas as the most difficult to recruit skilled candidates.

- Bachelor in Environment area in Directorate General (DG) of Sanitation and DG of Public Work
- Bachelor in Water Resource area for Directorate General of Water and Sanitation
- Bachelor in Planning Management
- Bachelor in Land Transport, Maritime and Air Transport
- Bachelor in Geodesy
- Bachelor in Planetology
- Bachelor in Meteorology Observer
- Bachelor in Construction Material Laboratory
- Bachelor in Ship Navigation
- Master in Bridge Structure Design

Support from donor organizations

The Ministry of Public Works, Transport and Communication has received financial support from donors such as Asia Development Bank (ADB), Japan International Cooperation Agency (JICA), AUSAID (Australia), Korea International Cooperation Agency (KOICA) and World Bank

Issues related to skills development and training

- a. The ministry has highlighted that it faces issues related to payment processes for training centre. Some training centres demand upfront payment, in such cases sometimes the ministry loses motivation in organising training due to the various hassles that are faced as the payment system does not respond appropriately to payment/funds as needed by the ministry. The ministry has made a recommendation to HCDF to monitor the payment process from the recipient ministry up to the Ministry of Finance. Another issue raised by the ministry is the late changes and adjustments that create confusion, which affects the budget, especially non-refundable items such as tickets.
- b. Limited capacity in English affects the training attended by the candidates in English speaking countries. In such cases cooperation from the training centre becomes essential however it is not always possible to achieve best outcomes within the given timeframe. Making exception for the candidates can become a concern for the training centre and can delay the duration of the training period.
- c. The prerequisite for ensuring successful training outcomes is that the candidates selected for training are capable, motivated and willing to work under pressure. They need to be provided appropriate support as the as required to prepare them to be able to derive maximum benefits from training.

2.2. MINISTRY OF TOURISM

The Ministry of Tourism has ambitious targets to achieve as set by the Strategic Development Plan 2011-2030, given the modest basic infrastructure and limited availability of skilled human resources. The Strategic Development Plan provides brief insight into the strategy for developing tourism sector and associated skilled human resources for this sector. The strategy proposes a partnership between the tourism industry and the education and training sector to ensure that students graduate with the skills and knowledge required by the tourism job market. The education and training programs are to be designed to suit secondary school level through to vocational training programs and on-the-job training. Education and training programs are to cover a range of areas including hotel management, hospitality, catering and restaurant service, and business management. The Strategic Development Plan also elaborates on the development of a comprehensive tourist marketing strategy to serve as a roadmap to promote Timor-Leste as a preferred destination for travel. The marketing strategy is to focus on all elements including branding, advertising, customer engagement, tourism priorities, and ways to attain the set goals and targets. Given this context, the Ministry of Tourism is working towards skilling up its staff to be able to effectively execute the required activities.

As presented in the Timor-Leste Annual Plan 2015 (Book 2) Ministry of Tourism indicated a total of 538 staff, composed of 85 permanent staff, 59 in management and leadership, 58 vacancies for which recruitment was underway and 336 additional staff projected for period 2016-2018. The ministry has presented the following areas of training needs to help build staff skills and competencies for implementing priority programs aligned to strategic development goals.

Core skills	
Administration	Writing formal letter, improve archive system (database), program principles in computer, accounting.
Languages	Proficiency in English and Portuguese language.
Leadership	Education and professional training for Directors and Chief of Departments in leadership area.
Finance	Financial administration and accounting, MYOB, budget management, Financial statement, fraud prevention and detection.
Logistics	na
Procurement	Procurement performance management.
Audit and inspection	Inspection and accounting.
Multimedia, graphic design and website	na
Information technology	Computer and internet installation system.
Technical skills	
Tourism strategy (Master Plan for Tourism)	Building capacity for the preparation of tourism master plan which is to serve as the roadmap for tourism sector development.
Research methodology	Training on research methodology in tourism area to support the identification of potential tourism places and spots in Timor-Leste (both cultural and natural).
Customer service (events, exhibitions)	Training in Meeting, Incentive, Conventions and Exhibition (MICE) area for staffs. Providing good customer service for consumers (OC - Organizing Committee, EO - Event Organizer).
Tour guide strategy and train the trainer (ToT)	Training technical staffs in TOT (Training of Trainer) for developing human resources to become tourists guide. Strategy to share information for youth to become professional tourist guides.
Tourism information centre development	Training for people in tourism information centre management. Increase human resource capacity to provide comprehensive tourism information for visitors.
Tourism marketing	Training for increasing capacity to conceptualize and develop

	tourism promotion strategy.
Community tourism planning	Training for increasing capacity to develop an attractive community tourism sector in rural area that will result in improving local community economy.
Hospitality service	Develop and strengthen specialty and skills practice in tourism service. Increasing knowledge in hospitality areas to conduct service with professionalism.
Statistics and database	Training for increasing capacity to develop and maintain a database to be used as the source for different needs of the ministries activities.
Tourism Satellite Account (TSA)	Build capacity on statistic reconciliation mechanism as indicator on economy development in tourism sector. Preparing relevant data in each sub-sector and other sectors allied to tourism industry, for example hospitality, transport, and infrastructure.
Conference electronic facilities	Training on Operation and control of conference electronic facilities.
Games management area	Training in games management area, accounting, game machine calibration, methodology of illegal game combat, advanced information system for games.
Scholarships	
National Gastronomy area	Knowledge and skills to undertake the development and standardization of local food. Increasing the quality of local food and products.
Tourism Management	Training to increase capacity on managing tourism activities and business.
English language	Increasing language proficiency.
Portuguese language	Increasing language proficiency.

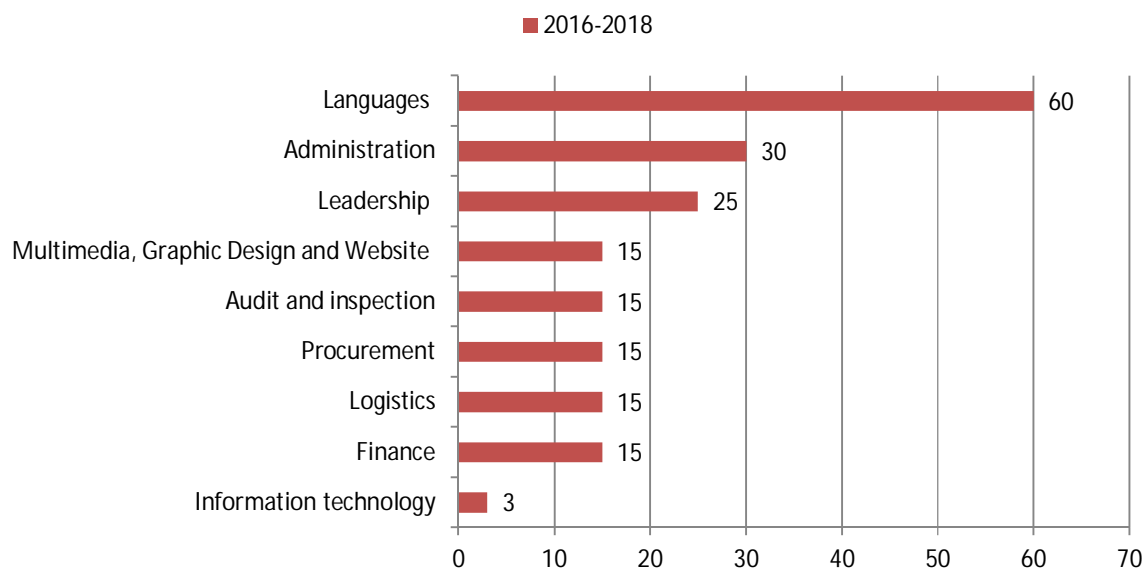
Skills training requirement breakup

Following is the broad break-up of the number of candidates to be trained (number of training positions) in required areas over the short term 2016-2018.

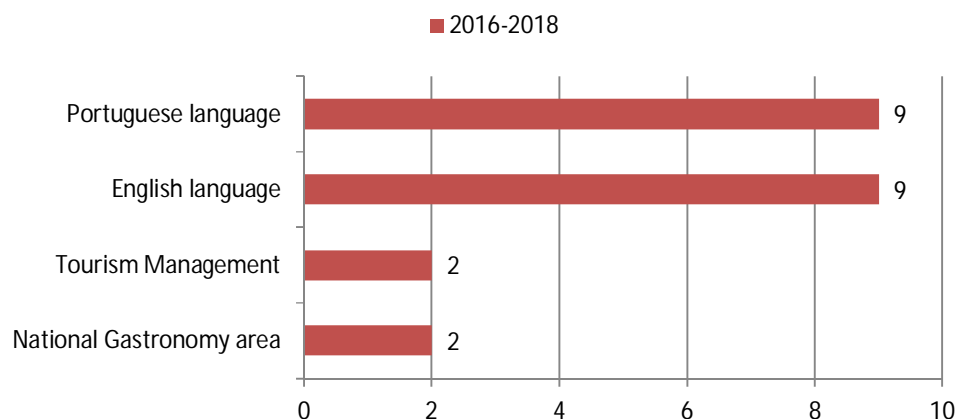
Technical Skills - number of training postions



General Skills - number of training postions



Scholarships - number of training positions

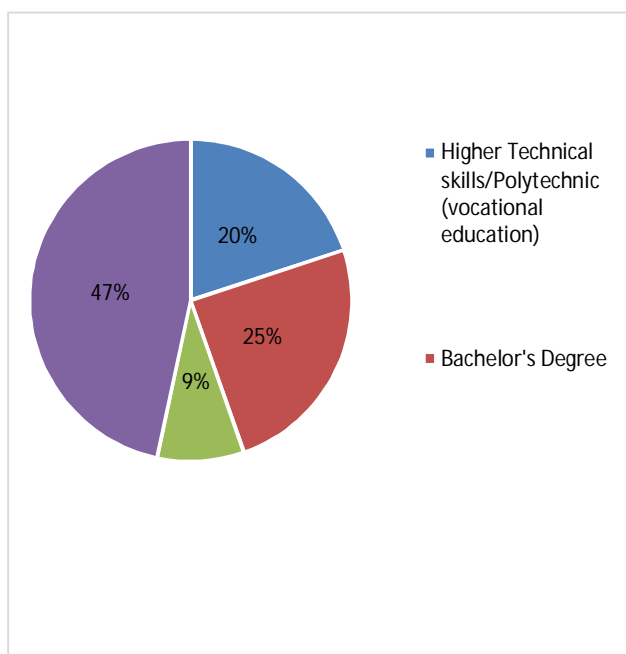


Key training areas	2016	2017	2018	Short term 2016-2018
General/Core skills				
Languages	20	20	20	60
Administration	10	10	10	30
Leadership	na	na	na	25
Finance	5	5	5	15
Logistics	5	5	5	15
Procurement	5	5	5	15
Audit and inspection	5	5	5	15
Multimedia, graphic design and website	5	5	5	15
Information technology	na	na	na	3
Technical skills				
Community tourism planning	10	10	10	30
Hospitality service	10	10	10	30
Statistics and database	10	10	10	30
Tour guide strategy and ToT	5	5	5	15
Tourism information centre development	5	5	5	15
Tourism marketing	5	5	5	15
Tourism Satellite Account (TSA)	5	5	5	15
Games management area	5	5	5	15
Tourism strategy (Master Plan for Tourism)	na	na	na	10
Research methodology	na	na	na	10

Customer service (events, exhibitions)	na	na	na	8
Conference electronic facilities	na	na	na	8
Scholarships				
English language	3	3	3	9
Portuguese language	3	3	3	9
National Gastronomy area	na	na	na	2
Tourism Management	na	na	na	2

Composition of training

The composition of training for 2016-2018 suggests that the majority of the capacity building for the staffs of the Tourism Ministry is to be through professional development programs, followed by bachelor's degree qualification and polytechnic/vocational training. The ministry's decision to train staff through professional development and vocational education largely aligns with the broad training strategy outlined in the Strategic Development Plan 2011-2030, which emphasizes vocational and on-the-job training for the entire tourism sector. The allocation of funds for bachelor's and master's degrees indicates the requirements to have appropriate skills-sets and knowledge base that can support more technical and strategic matters of the ministry.



Presented below is the data provided by the ministry on the detailed breakup of number of training positions in each area according to the level of training/education as required. The data represents the level of education/training for specific areas that would ideally suit the requirements of the particular job profile.

HT/P- Higher Technical skills/Polytechnic

BD - Bachelor's Degree

MD - Master's Degree

PD - Professional Development (on-the-job career development/exchange programs/workshops/seminars)

Key training areas	Number of positions 2016-2018 Total	HT/P	BD	MD	PD
General/Core skills					
Languages	60	20	20		20
Administration	30	20	10		
Leadership	25				25
Finance	15				15
Logistics	15				15
Procurement	15				15
Audit and inspection	15	na	na	na	na
Multimedia, Graphic Design and Website	15		5		10
Information technology	3		3		
Technical skills					
Community tourism planning	30		10	5	15
Hospitality service	30	10	5		15
Statistics and database	30	10			20
Tour guide strategy and ToT	15				
Tourism information centre development	15		5	10	
Tourism marketing	15	5	5	5	
Tourism Satellite Account (TSA)	15	10	5		
Games management area	15				15
Tourism strategy (Master Plan for Tourism)	10		5	5	
Research methodology	10		5	5	
Customer service (events, exhibitions)	8		4		4
Conference electronic facilities	8	5	3		
Scholarships					
English language	9				9
Portuguese language	9				9
National Gastronomy area	2		2		
Tourism Management	2		2		

Critical training needs

The ministry considers the following areas as requiring ongoing training which are the most critical to the ministry.

- Training on research methodology in tourism area
- Training in tourism satellite account (TSA)
- Planning and community tourism management

The ministry was also asked to comment on the areas where they face the most challenges in recruiting adequately skilled staff, and where there is a shortage of availability of adequately skilled resources. The ministry listed the following areas as the most difficult to recruit skilled candidates for:

- National Gastronomy
- Tourism Management

Donor Organizations

The Ministry of Tourism currently receives support for training from other donor organizations as outlined below. Areas selected for training generally depend on invitation or quote from providers. Generally most of the training is focused in areas including sustainable tourism, ecotourism, community tourism and tourism potential for Archipelago State.

- Japan International Cooperation Agency (JICA)
- Korean International Cooperation Agency (KOICA)
- Região Administrativa Especial Macau/Special Administrative Region (RAEM)

Issues related to skills development and training

The ministry has informed that the fundamental problem is that there exists a mismatch between the educational background of employees, their roles jobs and the training for which they are nominated. The impacts of this mismatch are delays to the implementation process of programs developed for achieving the Ministry's objective.

2.3. SECRETARY OF STATE FOR ART AND CULTURE

The Secretary of State for Art and Culture is the organ supervised by the Ministry of Tourism is responsible for development in the Art and Culture, Museu and Creative Cultural Industries. The SEAC presented in 2015, a total 61 permanent staff, composed of 30 national and municipal administrative agents, 6 in management and leadership, 12 in direction and leadership positions.

SEAC has identified the following areas of training need to help build staff skills and competencies to implement its strategies program, in a line with the objectives of development.

Key Training Areas	2016	2017	2018	Short term 2016-2018	2019	2020	2021	Medium term 2019-2021	Long term up to 2030
General Ability / Basic									
Administration of Art Culture of Creative Industries	na	na	1	1	2	3	4	9	15
Language	na	14	33	47	33	34	34	101	14
Leadership	na	na	11	11	12	13	13	38	38
Finance	na	na	7	7	8	8	9	25	34
Logistics	na	na	5	5	6	6	7	19	23
Library management	na	na	10	10	10	10	10	30	50
Administration and Museum Management	na	na	2	2	2	2	2	6	10
Administration cultural heritage	na	na	18	18	18	18	18	54	18
Information technology	na	na	18	18	18	18	18	54	34
Technical skill									
Guide Strategy, Guide Art Culture and Cultural Creative Industries and training of trainers	na	na	2	2	3	4	5	12	20
Training on knowledge Arts Culture and Cultural Industries Creative	na	na	2	2	2	2	4	8	16
Technical training in the visual area, theater and Cinematography	na	5	2	7	2	2	3	7	18
Technical training in the field of Crafts and Design	na	5	3	8	3	4	4	11	25
Guide Library strategy and training of trainers	na	4	4	8	4	4	4	12	24
Training on library knowledge	na	na	10	10	10	10	10	30	50
Technical training for ethical service	na	na	10	10	10	10	10	30	50
Training for information management	na	na	10	10	10	10	10	30	50
Training for digital library collection	na	na	1	1	1	1	1	3	5
Technical training for library development	na	na	10	10	10	10	10	30	50
Curator Museum	na	2	3	5	3	4	4	11	20

FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

Museum decoration	na	2	2	4	2	2	2	6	12
Training on photographer	na	2	2	4	2	2	2	6	12
Training on Museum preservation	na	2	4	6	4	4	4	12	22
Training on digital museum collection	na	na	2	2	2	3	3	8	13
Training on technical museum development	na	na	2	2	2	2	2	6	11
Strategy cultural heritage and training of trainers	na	na	5	5	5	5	5	15	5
Training on knowledge cultural mapping, excavation in archeology	na	4	14	18	14	14	14	42	14
Training the study of heritage culture preservation and threats in the architectural and archeology área.	na	4	14	18	14	14	14	42	14
Training on digitalization and development of cultural heritage collection (production photography etc).	na	na	2	2	2	2	2	6	2
Technical training on cultural heritage development, architectural and archeology heritage.	na	na	14	14	14	14	14	42	14
Scholarship									
Diploma, Bachelor and Master's degree of Arts Culture and Cultural Industries Creative	na	na	2	2	2	2	2	6	10
Specialized training to candidates of Art Culture and Cultural Industries Creative	na	na	2	2	2	2	2	6	10
Diploma, Bachelor and Masters degree in library area	na	na	2	2	2	2	2	6	10
Training to specialized librarian candidate	na	na	2	2	2	2	2	6	10
UNIMARK	na	na	2	2	2	2	2	6	10
Diploma, Bachelor and Masters in the museum area	na	na	2	2	2	2	2	6	8
Diploma, Bachelor and	na	na	2	2	2	2	2	6	2

Masters in heritage area									
Training to candidates of cultural heritage in specific areas	na	na	2	2	2	2	2	6	2

2.4. ANTI-CORRUPTION COMMISSION

The objective of the Anti-Corruption Commission (CAC) is to achieve high ethical integrity among in the public sector, private sector, political parties, associations and leadership that enforces anti- corruption practices and create an education sector and civil society active in the effective promotion of ethical and anti-corruption values. The strategic objectives (2011-2030) of CAC include the following:

- Develop and strengthen organizational and institutional capacity of the CAC
- Increase and enhance the ethical skills, professionalism and agility of CAC staff/employees
- Increase the capacity in investigating and preventing corruption related crimes
- Promote awareness of anti-corruption in the education sector

As presented in the Timor-Leste Annual Plan 2015 (Book 2) CAC was reported to have a total of 36 staff, composed of 19 permanent staff, 13 in direction and leadership and 4 vacancies for which recruitment was underway. To support the execution and achievement of the strategic objectives CAC has identified the following areas of training needs to help build staff skills and competencies.

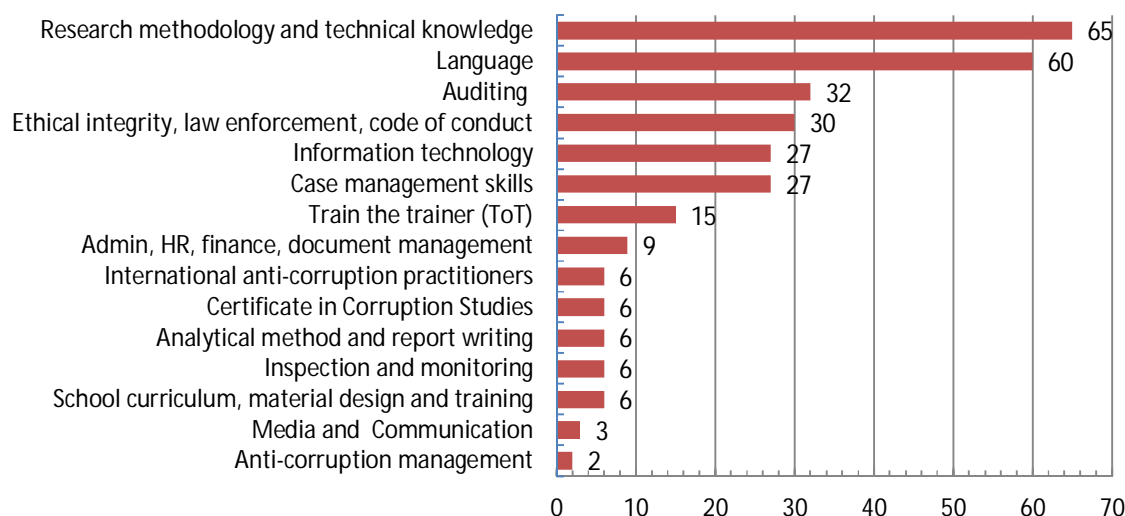
Analytical method and report writing	Increase knowledge and technical capacity to collect and analyse information on crimes of corruption and related crimes. Employees know how to write reports in accordance with the standards.
Ethical integrity, law enforcement, code of conduct	Increase knowledge of employees related to legal aspects of criminal code process for specific crimes of corruption in order to best contribute to and strengthen the judicial system.
School curriculum, material design and training	Promote awareness of anti-corruption in the education sector through design of appropriate materials and implementation of training in schools and universities.
Train the trainer (ToT)	ToT for employees who are involved in promoting values and integrity; employees to share their knowledge with teachers and students from secondary to university level.
Research methodology and technical knowledge	<p>Technical analysis of survey data;</p> <p>Collection and management of criminal information;</p> <p>Gathering of criminal evidence;</p> <p>Research for financial crime and money laundering;</p> <p>Investigation into criminal activities related to accountability, finance, tax</p> <p>Public sector corruption risk and management;</p> <p>Integrity management control system</p> <p>Asset recovery;</p> <p>Senior intelligence course;</p> <p>Corruption investigation practice (basic course); and</p> <p>Intelligence based investigation.</p>
Information technology	<p>Programming and networking;</p> <p>Information system development; and</p> <p>Website and database development.</p>
Case management skills	Increase knowledge and skill of researchers in conducting interviews, interrogation, technical writing during the interviews and producing reports on time.
Inspection and monitoring	Strengthen the technical skills of employees in specific areas to prevent and combat corruption.

Skills training requirement breakup

Following is the broad break-up of the number of candidates to be trained (number of training positions) in required areas over the short term 2016-2018.

Number of training positions

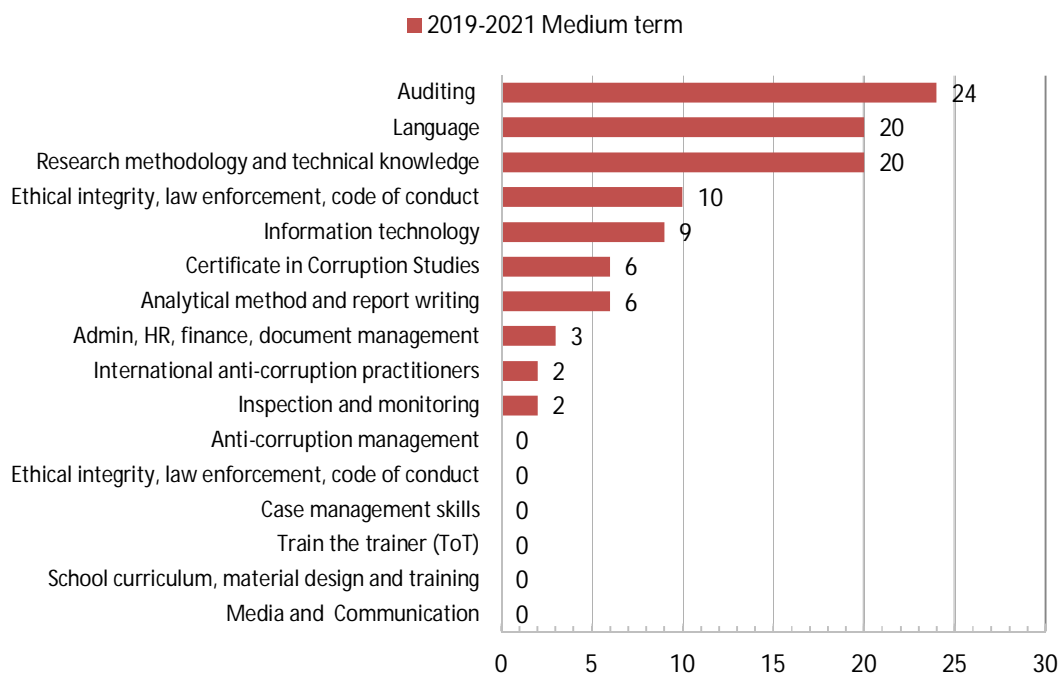
■ 2016-2018 Short term



Key training areas	2016	2017	2018	2016-2018 Short term	
1. Research methodology and technical knowledge	17	24	24	65	21.7%
1.1 Technical analysis of survey data	2	2	2	6	
1.2 Criminal information gathering and management	2	2	2	6	
1.3 Criminal evidence gathering	2	2	2	6	
1.4 Research for financial crime and money laundering	2	2	2	6	
1.5 Criminal investigation on accountability, finance, Tax	2	2	2	6	
1.6 Public sector corruption risk and management	2	2	2	6	
1.7 Integrity management control system	0	5	5	10	
1.8 Asset Recovery	0	2	2	4	
1.9 Senior intelligence course	2	2	2	6	
1.10 Corruption investigation practice (basic course)	1	1	1	3	
1.11 Intelligence based investigation	2	2	2	6	
2. Language	20	20	20	60	20.0%
3. Auditing	11	15	6	32	10.7%
3.1 Internal audit control	9	9	0	18	
3.2 Implementation and monitoring of state budget	0	4	4	8	
3.3 Forensic audit	2	2	2	6	
4. Information technology	9	9	9	27	9.0%

4.1 Programming and network	2	2	2	6	
4.2 Information system development	4	4	4	12	
4.3 Website, Database, Networking	3	3	3	9	
5. Ethical integrity, law enforcement, code of conduct	10	10	10	30	10.0%
6. Case management skills	9	9	9	27	9.0%
7. Train the trainer (ToT)	5	5	5	15	5.0%
8. Admin, HR, finance, document management	3	3	3	9	3.0%
9. Analytical method and report writing	2	2	2	6	2.0%
10. Certificate in Corruption Studies	2	2	2	6	2.0%
11. Inspection and monitoring	2	2	2	6	2.0%
12. International anti-corruption practitioners	2	2	2	6	2.0%
13. School curriculum, material design and training	2	2	2	6	2.0%
14. Media and Communication	1	1	1	3	1.0%
15. Anti-corruption management	1	0	1	2	0.7%

Number of training positions



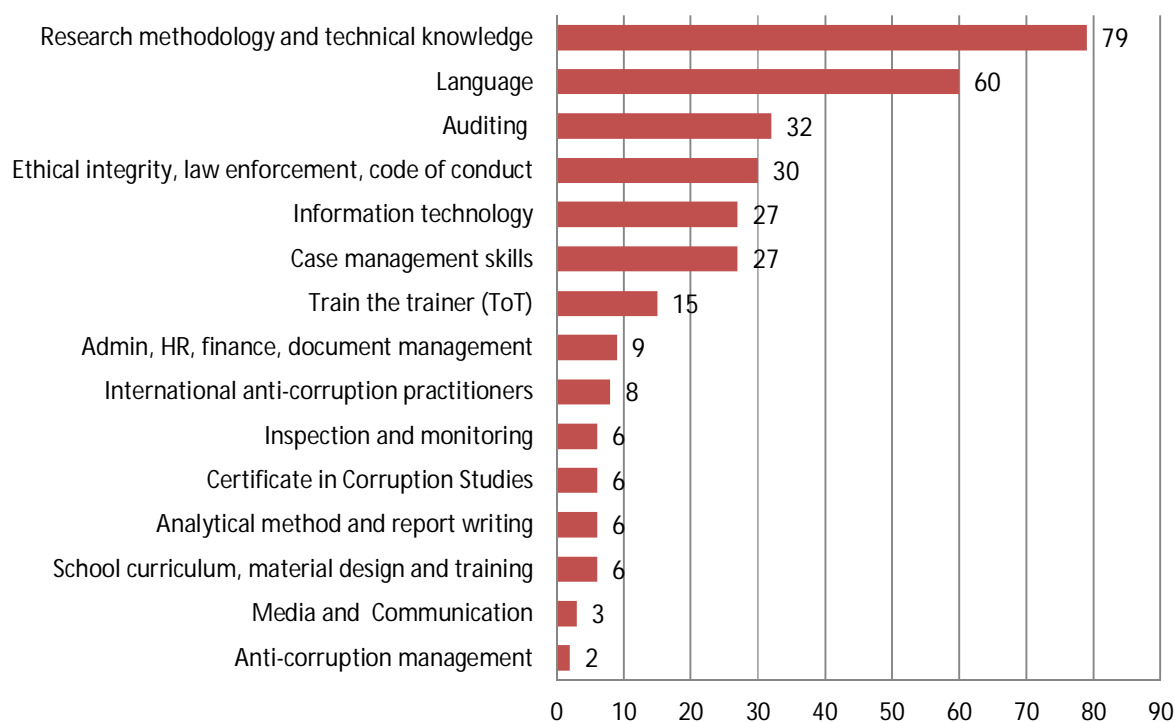
Following is the broad break-up of the number of candidates to be trained (number of training positions) in required areas over the medium term 2019-2021.

Key training areas	2019	2020	2021	2019-2021 Medium term	
1. Auditing	8	8	8	24	23.5%
1.1 Internal audit control	0	0	0	0	
1.2 Implementation and monitoring of state budget	4	4	4	12	
1.3 Forensic audit	4	4	4	12	
2. Language	20	0	0	20	19.6%
3. Research methodology and technical knowledge	11	5	4	20	19.6%
3.1 Technical analysis of survey data	2	0	0	2	
3.2 Criminal information gathering and management	0	0	0	0	
3.3 Criminal evidence gathering	0	0	0	0	
3.4 Research for financial crime and money laundering	0	0	0	0	
3.5 Criminal investigation on accountability, finance, Tax	2	0	0	2	
3.6 Public sector corruption risk and management	2	2	2	6	
3.7 Integrity management control system	0	0	0	0	
3.8 Asset Recovery	1	1	0	2	
3.9 Senior intelligence course	2	2	2	6	
3.10 Corruption investigation practice (basic course)	0	0	0	0	
3.11 Intelligence based investigation	2	0	0	2	
4. Ethical integrity, law enforcement, code of conduct	10	0	0	10	9.8%
5. Information technology	3	3	3	9	8.8%
5.1 Programming and network	0	0	0	0	
5.2 Information system development	0	0	0	0	
5.3 Website, Database, Networking	3	3	3	9	
6. Certificate in Corruption Studies	2	2	2	6	5.9%
7. Analytical method and report writing	2	2	2	6	5.9%
8. Admin, HR, finance, document management	3	0	0	3	2.9%
9. International anti-corruption practitioners	1	1	0	2	2.0%
10. Inspection and monitoring	1	1	0	2	2.0%

Following is the broad break-up of the number of candidates to be trained (number of training positions) in required areas over the long term up to 2030.

Number of training positions

■ Upto 2030 Long term



Key training areas	Up to 2030 Long term	
1. Research methodology and technical knowledge	79	25.0%
1.1 Technical analysis of survey data	6	
1.2 Criminal information gathering and management	6	
1.3 Criminal evidence gathering	6	
1.4 Research for financial crime and money laundering	6	
1.5 Criminal investigation on accountability, finance, Tax	6	
1.6 Public sector corruption risk and management	12	
1.7 Integrity management control system	10	
1.8 Asset Recovery	4	
1.9 Senior intelligence course	12	
1.10 Corruption investigation practice (basic course)	3	
1.11 Intelligence based investigation	8	
2. Language	60	19.0%
3. Auditing	32	10.1%

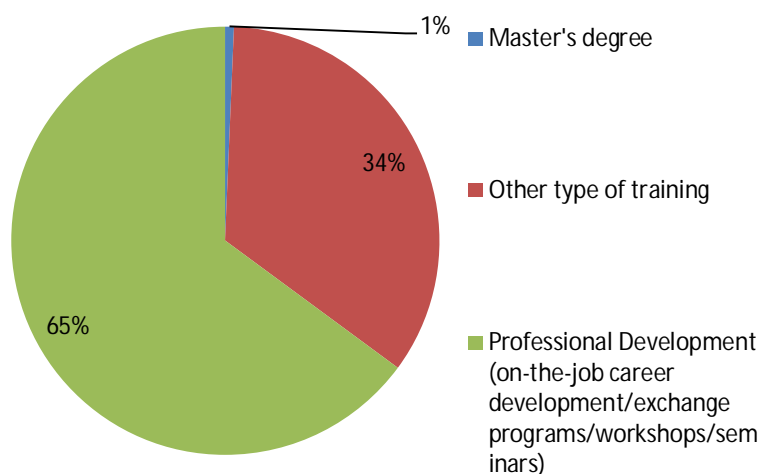
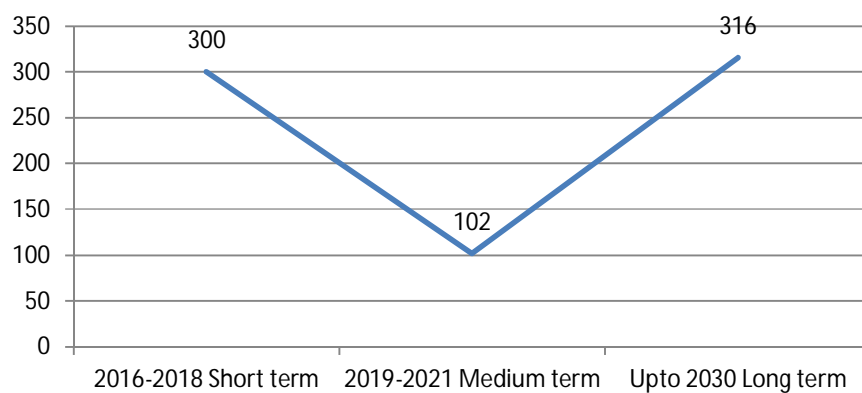
3.1 Internal audit control	18	
3.2 Implementation and monitoring of state budget	8	
3.3 Forensic audit	6	
4. Ethical integrity, law enforcement, code of conduct	30	9.5%
5. Information technology	27	8.5%
5.1 Programming and network	6	
5.2 Information system development	12	
5.3 Website, Database, Networking	9	
6. Case management skills	27	8.5%
7. Train the trainer (ToT)	15	4.7%
8. Admin, HR, finance, document management	9	2.8%
9. International anti-corruption practitioners	8	2.5%
10. Inspection and monitoring	6	1.9%
11. Certificate in Corruption Studies	6	1.9%
12. Analytical method and report writing	6	1.9%
13. School curriculum, material design and training	6	1.9%
14. Media and Communication	3	0.9%
15. Anti-corruption management	2	0.6%

Change in training requirements over time

The trend of training requirements over the short, medium and long term indicates a higher need for training in the short term, then a decline in the medium term, until finally the training requirements increase back to approximately the same levels as in the short term. The plausible explanation for higher needs over the short term could be the skills/knowledge gap between the required and existing workforce skills or a projected high increase in the number of newly recruited CAC staff over 2016-2018. Data related to projected staff recruitments over 2016-2018 was not available.

The composition of training over the short term for CAC staff suggests that majority of training is to take place through professional development programs, followed by other types of training which has not been specified by CAC. Possibly professional development programs including exchange programs, workshops and seminars is the most suitable option to address the issues raised by CAC related to knowledge of new crimes and processes as detailed below in critical training needs. These programs can be targeted in specific areas and could prove helpful for staff to acquire the latest skills and knowledge.

Number of training positions



Below presented is the data provided by the institution on the detailed breakup of number of training positions up to 2030 (long term) in each area according to the level of training/education required. The data represents the level of education/training in specific areas that would ideally suit the requirements of the particular job profile.

MD - Master's Degree

PD - Professional Development (on-the-job career development/exchange programs/workshops/seminars)

OT – Other type of training

Key training areas	Total number of positions up to 2030 long term	MD	PD	OT
1. Research methodology and technical knowledge	79			
1.1 Technical analysis of survey data	6			6
1.2 Criminal information gathering and management	6			
1.3 Criminal evidence gathering	6			6
1.4 Research for financial crime and money laundering	6			6
1.5 Criminal investigation on accountability, finance, Tax	6			6
1.6 Public sector corruption risk and management	12			12
1.7 Integrity management control system	10			10
1.8 Asset Recovery	4			4
1.9 Senior intelligence course	12		12	
1.10 Corruption investigation practice (basic course)	3		3	
1.11 Intelligence based investigation	8		8	
2. Language	60		60	
3. Auditing	32			
3.1 Internal audit control	18		18	
3.2 Implementation and monitoring of state budget	8			8
3.3 Forensic audit	6		6	
4. Ethical integrity, law enforcement, code of conduct	30		30	
5. Information technology	27			
5.1 Programming and network	6			6
5.2 Information system development	12			12
5.3 Website, Database, Networking	9		9	
6. Case management skills	27			27
7. Train the trainer (ToT)	15		15	
8. Admin, HR, finance, document management	9		9	
9. International anti-corruption practitioners	8		8	
10. Inspection and monitoring	6		6	
11. Certificate in Corruption Studies	6		6	
12. Analytical method and report writing	6		6	
13. School curriculum, material design and training	6		6	
14. Media and Communication	3		3	
15. Anti-corruption management	2	2		

Critical training needs

CAC has informed that training needs to be conducted for anti-corruption experts to help them conduct work professionally. The corruption crimes have become increasingly complex over time including the increasing amount of international crimes. As CAC considers and investigates all cases it means the institution needs to have wide and updated skill-set. This has to be achieved through specialized training that can result in improved skills, knowledge and ability to target investigation efforts, proactive observation, and better identification and detection of crimes of corruption. Crimes of corruption often involve smart people who use sophisticated technology and/or have political power. To address this situation, anti-corruption experts have to know various techniques to observe, identify, detect, investigate and prevent, and analyze public activities that might involve criminal activities, particularly crime related to corruption.

The institution was also asked to comment on the areas where they face the greatest challenges in recruiting adequately skilled staff, and where there is a shortage of availability of adequately skilled resources. CAC has informed that there has never been adequate number of new recruits with relevant and sufficient previous experience as required for conducting services under CAC. Hence, it becomes vital that after recruiting new candidates, specific training in anti-corruption areas need to be given. The areas where it is most difficult to find appropriate candidates with expertise include financial research, engineering, digital, and forensic.

Donor Organizations

CAC receives technical assistance from United Nations Office on Drugs and Crime (UNODC) to improve the institutional capacity of CAC. In technical training support is provided for technical research, write criminal reports, process to manage acts of corruption, analyze risk of corruption and management in the public sector, forensic auditing and control system management integrity.

Issues related to skills development and training

CAC strongly recognizes the need to build their institutional and technical capacity, especially in the wake of growing complexity of crimes and sophisticated methods used to commit such crimes. CAC lays importance on selecting appropriate and specific training for its employees.

2.5. MINISTRY OF PETROLEUM AND NATURAL RESOURCES

The Ministry of Petroleum and Natural Resources is in charge of managing the oil sector and the mineral resources sector, which is an important source of revenue for Timor-Leste. The Strategic Development Plan's 2011-2030 vision is to develop the resources sector to benefit from complete beneficiation of resources, management and employment and training

opportunities. This includes deriving benefits in all areas and not just merely gaining revenue from selling petroleum resources (royalties etc.). The SDP also states training to be provided key areas such as geology, petroleum and chemical engineering, petroleum finance and business and project management. Training is to occur through scholarships, civil service professional development opportunities and secondment of staff to international oil and gas companies. Polytechnic training in oil and gas sector operations is to occur through a training centre to be developed in Suai.

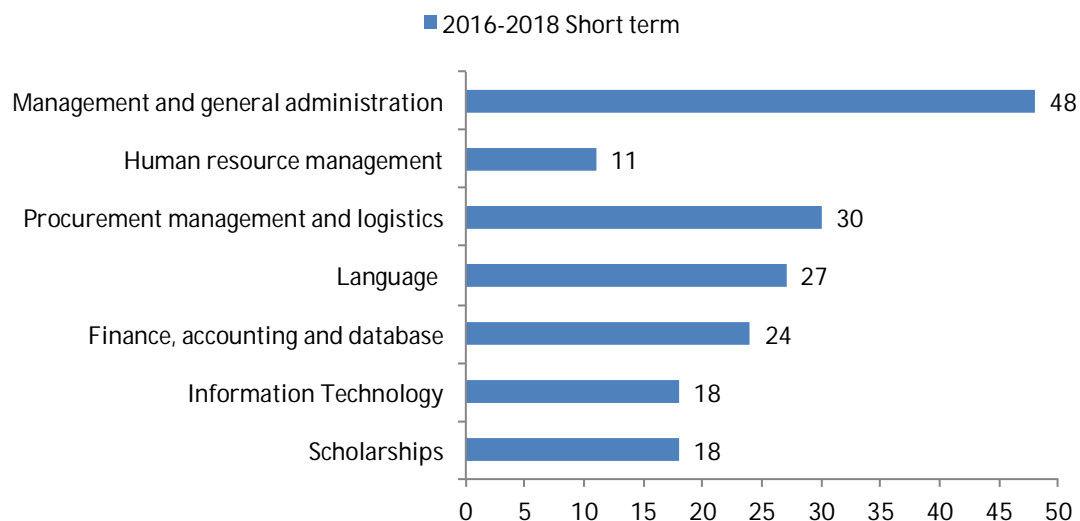
As presented in the Timor-Leste Annual Plan 2015 (Book 2), the Ministry of Petroleum and Natural Resources has a total permanent staff of 89 employees, comprising, 32 permanent staff, 10 in management and leadership positions, 26 vacancies for which recruitment was underway and 21 additional staff projected for the period 2016-2018. To support the execution and achievement of the strategic objectives the ministry has identified the following areas of training needs to help build staff skills and competencies.

- Language training in English and Portuguese
- Training in management and general administration
- Training in finance, accounting and database management
- Training in information technology
- Scholarships in petroleum engineering, geophysics, environmental engineering for students (the ministry also provides scholarships to students and graduates outside the ministry to develop Knowledge and skills base in the required areas).

Skills training requirement breakup

Following is the broad break-up of the number of candidates to be trained (number of training positions) in required areas over the short term 2016-2018.

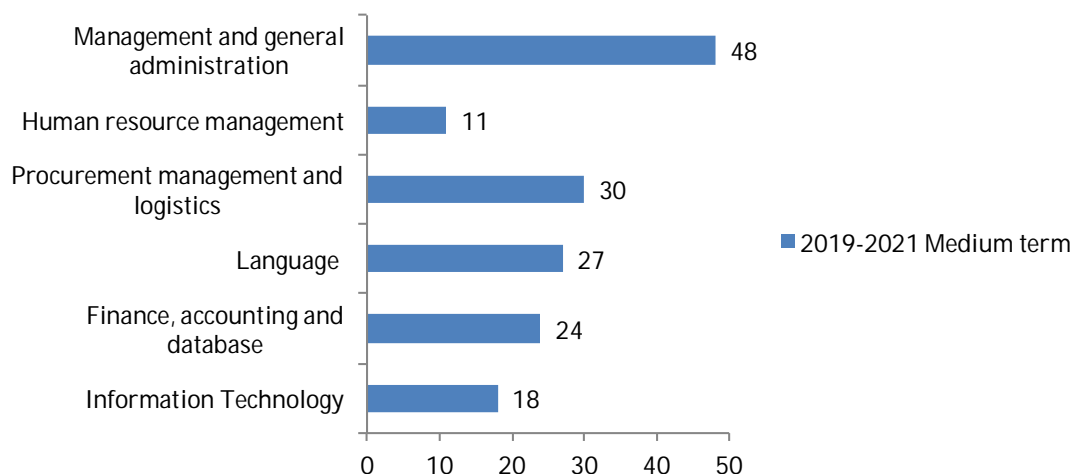
Number of training positions



Key training areas	2016	2017	2018	2016-2018 Short term	
1. Management and general administration	16	16	16	48	27%
2. Human resource management	na	5	6	11	6%
3. Procurement management and logistics	10	10	10	30	17%
4. Language	9	9	9	27	15%
5. Finance, accounting and database	8	8	8	24	14%
6. Information Technology	6	6	6	18	10%
7. Scholarships	8	7	3	18	10%

Following is the broad break-up of number of candidates to be trained (number of training positions) in required areas over the medium term 2019-2021.

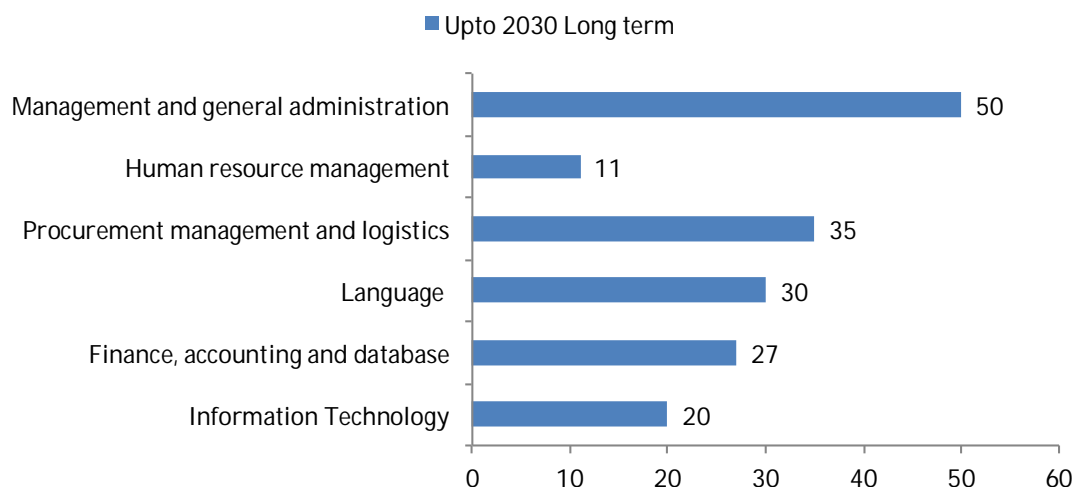
Number of training positions



Key training areas	2019	2020	2021	2019-2021 Medium term	
1. Management and general administration	8	14	16	48	30%
2. Human resource management	3	4	4	11	7%
3. Procurement management and logistics	11	12	9	30	19%
4. Language	10	8	9	27	17%
5. Finance, accounting and database	10	6	8	24	15%
6. Information Technology	7	6	6	18	11%

Following is the broad break-up of number of candidates to be trained (number of training positions) in required areas over the long term up to 2030.

Number of training positions



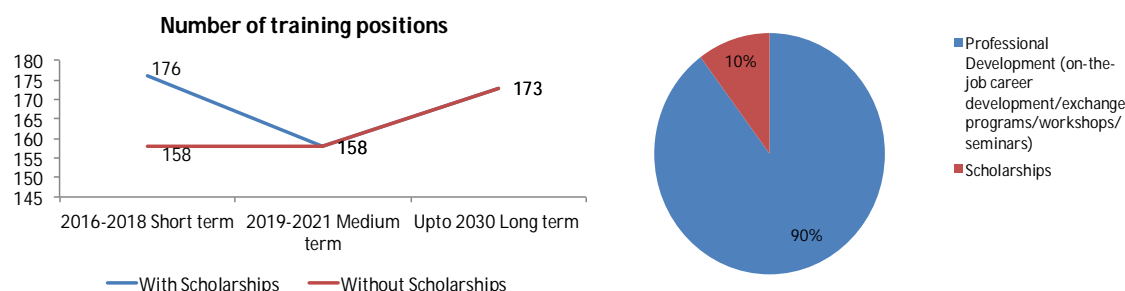
Key training areas	Up to 2030 Long term	
	Count	Percentage
1. Management and general administration	50	29%
2. Human resource management	11	6%
3. Procurement management and logistics	35	20%
4. Language	30	17%
5. Finance, accounting and database	27	16%
6. Information Technology	20	12%

Change in training requirements over time

Since the ministry provides scholarships to students who are not currently under an employment contract by the ministry, the changes in training over time has been split into two categories, 'with and without scholarships'. The number of training positions 'without scholarships' presents the training needs of the current employees of the ministry. These training needs are constant over short to medium term and show an increase over the long term. The increase may be attributed to the longer time period (9 years) and perhaps an increase in staff size. The ministry needs to confirm the reason for the increase in the long term. As per the data provided, scholarships are being provided only over the short term (no data has been provided for scholarships over the medium term).

The composition of training for 2016-2018 suggests that the ministry intends to undertake training in all areas for its staff through professional development programs and scholarships. The ministry has not provided details about break up scholarships to be offered by level of qualification. The composition of training falls largely in line with the information provided in

the SDP 2011-2030 which states development of human resources to take place through provision of scholarships and civil service professional development programs.



Critical training needs

The Ministry of Petroleum and Natural Resource (MPRN) listed the following areas as the most difficult to recruit skilled candidates:

- Lawyer Specialist in marine area
- Finance auditing

Other training undertaken

The Ministry of Petroleum and Mineral Resources undertakes training and work experience programs for graduates and communities in minerals operations areas. These programs include:

- Graduated Internship and work experience program under which the ministry provides training and work experience for graduates through work opportunities with the Ministry of Petroleum and Natural Resources. Other institutions providing similar opportunities include Autoridade Nacional do Petróleo e Minerais (ANPM), Timor Gap, Institute of Petroleum and Geology (IPG) for a period of 3 to 12 months. The ministry intends to offer a total of 60 training positions in this area over 2016-2018 and 2019-2021 respectively.
- Providing elementary English language course for members of communities in mineral operations areas including Suai and Viqueque (Tasi Mane project). The ministry intends to train 300 and 1000 member of community in Suai and Viqueque respectively over 2016-2018.

Donor Organizations

Over 2006-2013 the ministry received support from Norwegian donors through provision of training in English language in New Zealand and Australia for the ministry's employees. Since 2014 the ministry has used its own budget to provide training for its staff.

2.6. MINISTRY OF EDUCATION

The Timor-Leste National Strategic Plan for Education 2011-2015 states that the weak capacity of the Ministry of Education (MoE) has been a recurrent issue first identified in the National Development Plan 2002-2007.

National Education Congresses held in 2003 and 2008 again identified this ongoing capacity issue. The National Strategic Plan for Education 2011-2015 has highlighted various areas where the MoE is confronted with challenges. While the ministry is confronted with these challenges in all areas due to a variety of reasons, limitations in some areas appear to be a result of knowledge/skills gap and lack of experience among the employees. Broadly these areas include:

- a. General management capacity:
 - b. national directorates do not effectively and adequately control budget execution;
 - c. high concentration of decision making process in a small group of people creating managerial bottlenecks;
 - d. lack of middle management accountability and commitment; and in most directorates staffing quantity and qualifications are not related to the real needs; and
 - e. most managers, including those based in schools, currently lack the necessary skills in planning, implementation, monitoring and evaluation.
- f. Human resources management, human resources planning and administrative capacity:
 - g. poor recruitment policies have been implemented since the time the ministry was first established, resulting in lower knowledge and skills base within the ministry;
 - h. lack of training policy resulting in most of the staff being unaware of the policies pursued or the basic principles of the education system;
 - i. few written systems or procedures laid down for staff to follow. The situation is further complicated in that many staff do not have accurate job descriptions due to which effective training need analysis and corresponding training plans cannot be executed; and
 - j. excess staff at lower grades (employment level) that requires lower qualifications and lack of staff with specialist higher-level qualifications.
- k. Information Technologies and Management Information Systems:
 - l. the Ministry has virtually no ICT personnel to support the IT system and lacks a department/direction responsible for ICT inside the Ministry; and
 - m. There is very low computer literacy amongst the MoE personnel to effectively use ICT.
- n. Administration, Budgeting and Finance
 - o. inaccurate budget calculations resulting in poor internal management of resources;
 - p. no standard practices of costings exist;
 - q. little integration and coordination between the functions of procurement and budgeting;
 - r. limited forecasting and planning for usage of resources;
 - s. budget monitoring and tracking capacity is very weak; and
 - t. lack of administrative manual for procedures and lack of respect for complying with administrative procedures.

The National Strategic Plan has defined and described the path to be undertaken to reform the education management system in Timor-Leste. The plan has identified priority programs and corresponding actions that to develop the education sector overall, and in particular the address the challenges faced by the Ministry of Education. Working on the guidelines of the priority programs, the Ministry of Education has outlined the need to develop knowledge and skills in various areas so that it can effectively implement programs as required.

As presented in the Timor-Leste Annual Plan 2015 (Book 2) MoE was indicated a total of 2128 staff, composed of 1115 permanent staff, 299 in management and leadership, 310 vacancies for which recruitment was underway and 404 additional staff projected for 2016-2018. The data provided by MoE consisted of information from 26 national directorates/units under direct administration. Each of the units has presented their training needs separately. This data has been aggregated to provide an understanding of the overall training needs for the ministry. To support the execution of the strategic objectives MoE has identified the following areas of training needs to help build staff skills and competencies.

**Please note the data analyzed and provided in this report does not cover three institutions under indirect administration of education institutions under the Ministry of Education.*

Management course for directors of basic education in each municipality	Course on law related to basic education, administration and logistic for directors in each municipality is important in order to support management activities; and allow transfer of knowledge related to basic education law to teachers.
English and Portuguese language intensive course	<ul style="list-style-type: none"> - Increase employees capability in understanding, speaking and writing English will allow easy communication with International advisors from English speaking countries, gainful participation in international training workshops/seminars and support in conducting better research to adapt education methodologies and curriculum to local context. - Increasing proficiency in Portuguese language is important as much of the planning and documentation is undertaken in Portuguese; and it can help support gainful interaction and research with Community of Portuguese Language Countries (CLCP).
Computer proficiency course	To increase the ability of employee to conduct daily duties efficiently.
Short term training for general secondary education teachers	<p>Short term courses in other countries (weeks to months in terms of duration of course) for teachers to better understand the methodology, lesson planning and classroom delivery techniques for the following subjects:</p> <ul style="list-style-type: none"> - Physics - Mathematics - English - Portuguese
Language training for secondary vocational and technical education teachers	Short term six months training for teachers in English and Portuguese languages to support them in planning lessons.
Monitoring and Evaluation	<p>To increase knowledge in monitoring and evaluation techniques in the following areas:</p> <ul style="list-style-type: none"> - Development and implementation of national curriculum and database - Monitoring universities program, curricular and pedagogic content

	<ul style="list-style-type: none"> - Evaluation of curriculum course for Polytechnic - School evaluation - Monitoring and supervision for learning process - pre-school education, basic education, general secondary education and technical vocational education - Control and monitoring of school meals - Public health and school sports - Strategic planning, monitoring & evaluation course for employees in the Directorate General of Planning and Partnership Policy - Evaluation and monitoring of Pre-School
Training in pedagogy	Increase knowledge and capacity in pedagogy so public employees can work with teachers in basic education, secondary education and in municipalities to increase their knowledge in pedagogy.
Pre-school management course	To support pre-school coordinators in 13 municipalities to better manage their schools. Undertaking a comparative study on pre-school education with the aim to benchmark the teaching process.
Administration and finance	Increase knowledge in finance area related to budget planning, financial execution, administrative management so that they can manage government budget and expend budget as per annual plans
Procurement and tender management	<p>Increase public employees ability and skills in procurement and tender management so that employee can set up procurement and tender process based on existing legal regime of procurement as currently this process is supported by national and international advisers:</p> <ul style="list-style-type: none"> - Effective tender management - Effective procurement management - Advanced procurement management - Developing and managing e-procurement - Integrated procurement management
Audit and reporting	<ul style="list-style-type: none"> - Audit techniques, excel skills and reporting - Implementation of audit operational practice related to inspection of educational and non-educational bodies.

Database management, archive and electronic file management	<ul style="list-style-type: none"> - Electronic file management - Archiving files - Database management: increase knowledge and capacity in database management system in order to synchronize MoE database with the database of Public Administration Commission and payroll services (human resources department). MoE is currently facing difficulties as the databases are not synchronized
Planning and partnership	Increase knowledge and ability in planning, partnership and cooperation area so that employees are able to negotiate and form partnerships with public and private entities; and national and foreign entities. It will also enable better coordination between stakeholders. Skills in this area will also help execute planned state general budget according to Ministry needs.
Training-the-trainers on andragogy (recurrent education)	Increase employees' knowledge and capacity in andragogy about the methodology to teach adults who cannot write and read (non-formal education).
Management and school administration for school directors	Training for school directors on management and school administration to increase their capacity to better administer and manage schools.
Comparative study in the area of hospitality, agriculture, economy and technical	This is to support the Directorate National of Secondary Education for Vocational and Technical to help teachers directly compare and oversee the teaching method and facility used in other countries related to the selected subject areas.
Project management	<ul style="list-style-type: none"> - Increasing knowledge in results based management approach for staff in Directorate National of Human Resources - Increasing knowledge of project management, quality control and project estimation for staff in Directorate National of Infrastructure.
Training on Leadership Management	Leadership Management course for employees so that they can lead their subordinates effectively, and simultaneously develop their skills for succession planning.

Camera, audio visual, online library, script writer	<p>Increase the capacity of Directorate National of Educational Media and School Library in following areas:</p> <ul style="list-style-type: none"> - Audio visual and online library course to increase employees ability in build programs that help students access a library; - Comparative study on script writing to increase employee's ability to write narrative; - Increase skills in using camera for photography at events.
Printing, publishing and graphics	Increase knowledge and capacity in book production for students; and support capacity to undertake printing machine maintenance so that books produced are of good quality.
Law and human rights	Increase public employees knowledge and capacity in law, human rights and international law so that employees internally within the MoE will be able to provide legal advice to the Minister of Education.
Comparative study in the area of graphics, electricity, civil construction, production mechanic, automobile mechanic	This is to support the Directorate National of Secondary Education for Vocational and Technical to help teachers directly compare and oversee the teaching method and facility used in other countries related to the selected subject areas.
School material distribution	To increase knowledge and capacity on how to distribute school materials.
World Bank guideline	The Directorate National of Infrastructure has reported training on world bank guidelines. No further information has been provided.
Design elaboration and specification course	The Directorate National of Infrastructure has reported training on design elaboration and specification course. No further information has been provided.
Effective negotiation skills	The Directorate National of Procurement has identified a training need to develop skills in negotiation. This is to support the procurement and tendering process of the ministry.

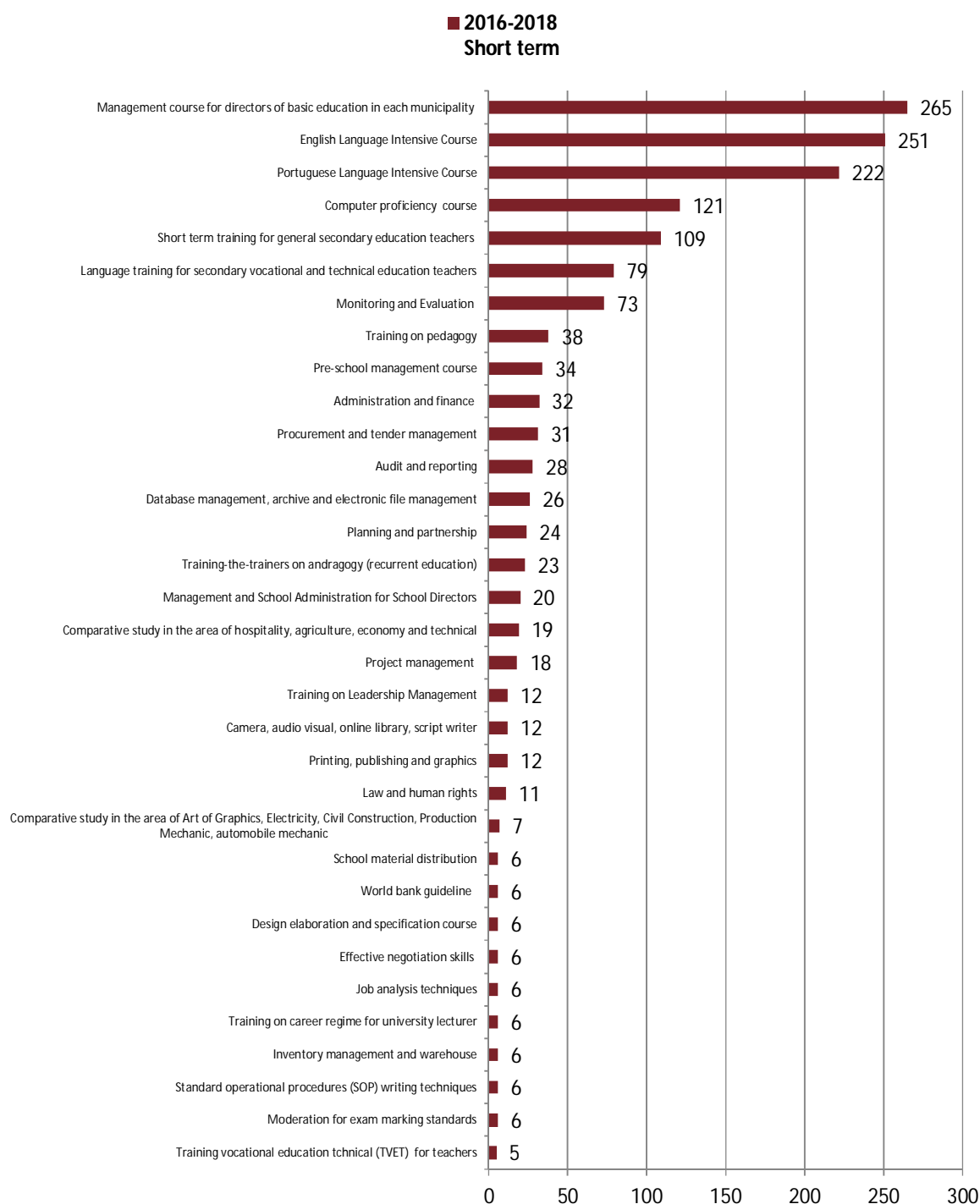
Job analysis techniques	The Directorate National of Human Resources would like to train staff in job analysis techniques as it will assist in building job profiles and associated processes which depend on the availability of job profiles, for example training needs analysis, recruitment etc.
Training on career regime for university lecturer	Increase knowledge in order to better control and guide the career path of university teachers within the existing universities in Timor-Leste.
Inventory management and warehouse	Increase proficiency in managing MoE assets, inventory and warehouse
Standard operational procedures (SOP) writing techniques	The Directorate National of Human Resources would like to train staff in writing effective standard operational procedures (SOP).
Moderation for exam marking standards	Developing a standardized process of setting exam marking standards that allows equal opportunity for entering into the National University of Timor-Leste (UNTL).
Training vocational education technical (TVET) for teachers	The Directorate National for Technical Higher Education has identified increasing employees capacity in training Vocational Education Technical (TVET) teachers on evaluation of education quality, so that they can support the MoE in conducting evaluation.
Bachelor's degree and public diploma	Study areas given in the graph below
Master's degree and PHD	Study areas given in the graph below

Skills training requirement breakup

The ministry has presented the following broad break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018. The data provided below identifies the training needs for 26 national directorates/units under direct administration of the ministry, which have been clustered into three levels of training: professional development programs ranging from weeks to months in length; tertiary education including bachelors, diploma, master's degrees and PHDs.

Professional development will take place through short courses, workshops, seminars, conferences and on-the-job development:

Number of training positions

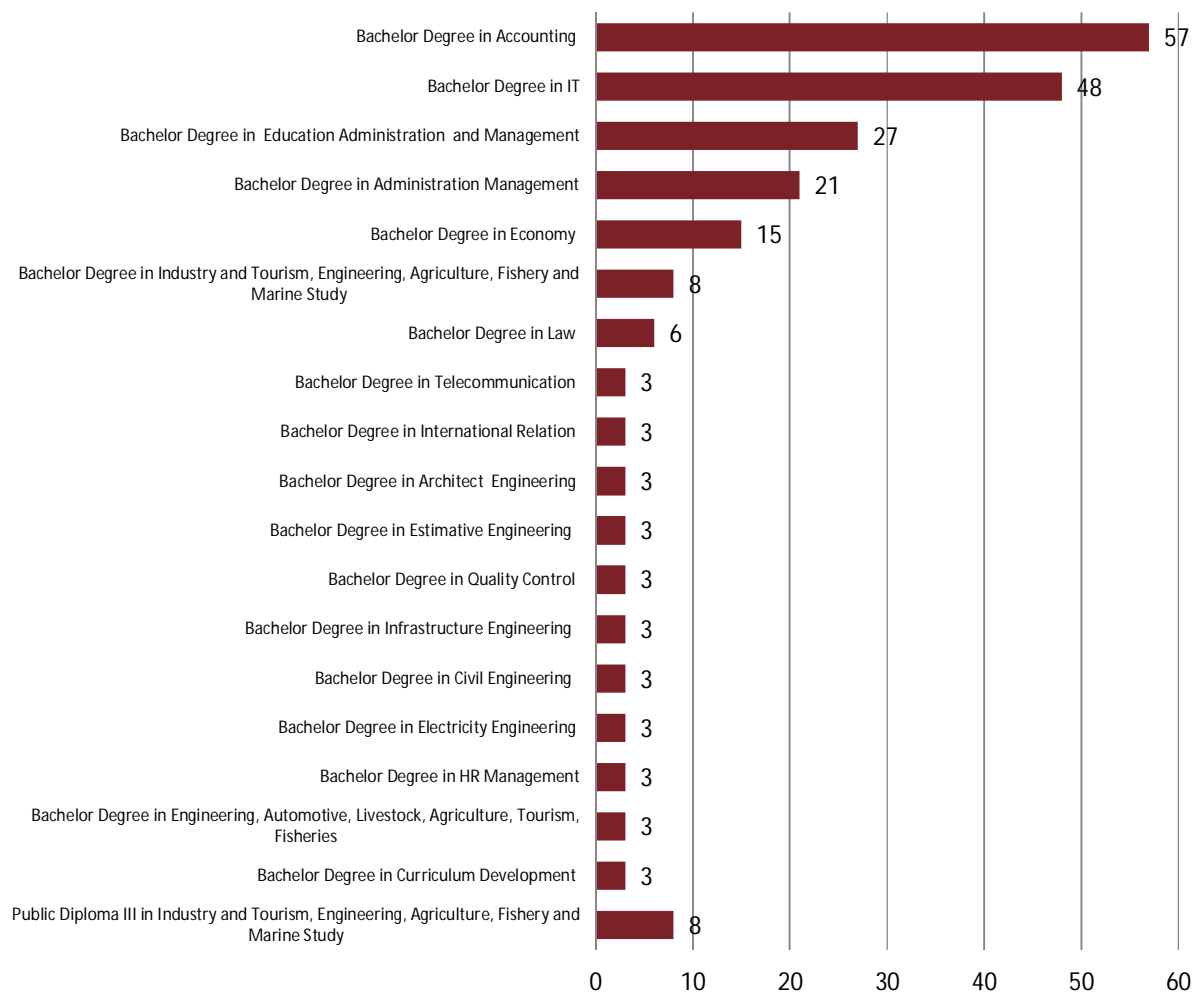


Tertiary education – Bachelor's Degrees and Diploma Level III:

Number of training positions

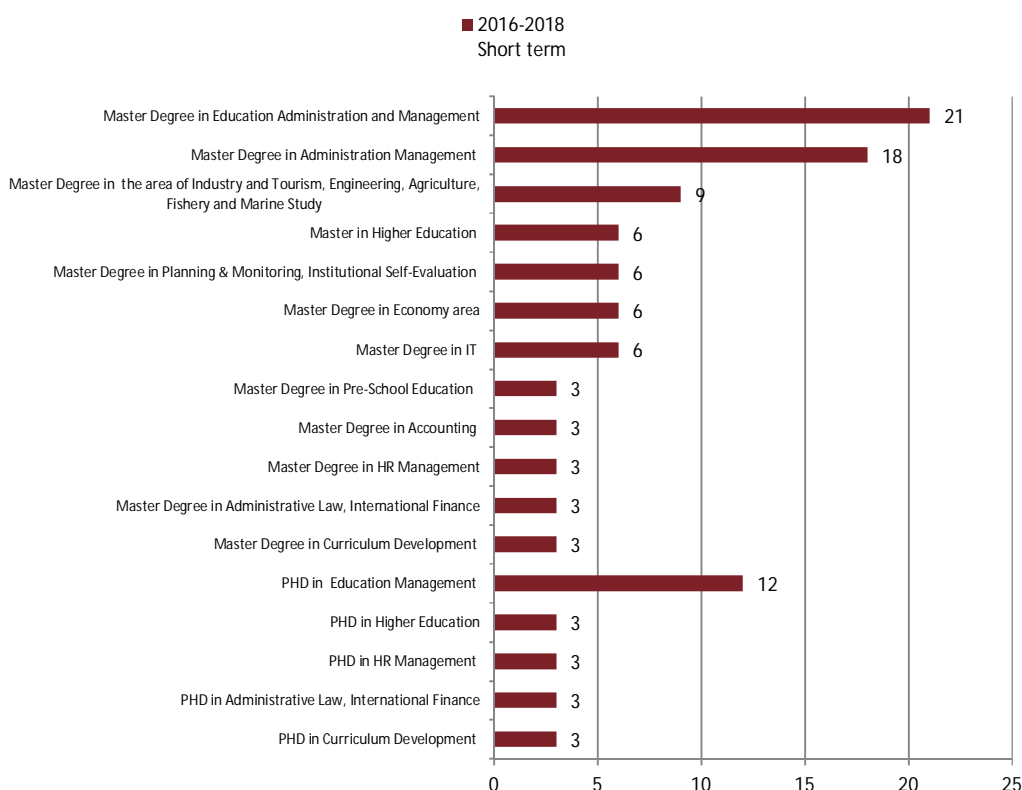
■ 2016-2018

Short term



Tertiary education – Master's Degrees and PHD:

Number of training positions



Key training areas	2016	2017	2018	2016-2018 Short term	
Professional development programs – workshops, seminars, on-the-job development					
1. Management course for directors of basic education in each municipality	90	90	85	265	17%
2. English language intensive course	na	na	na	251	16%
3. Portuguese language intensive course	na	na	na	222	15%
4. Computer proficiency course	na	na	na	121	8%
5. Short term training for general secondary education teachers	37	36	36	109	7%
5.1 Training for Portuguese language	25	24	24	73	
5.2 Training for Physics	4	4	4	12	
5.3 Training for English language	4	4	4	12	

5.4 Training for Mathematics	4	4	4	12	
6. Language training for secondary vocational and technical education teachers	28	28	23	79	5%
6.1 Training for Portuguese language	13	13	13	39	
6.2 Training for English language	15	15	10	40	
7. Monitoring and Evaluation	na	na	na	73	5%
7.1 M&E for curriculum development and database	2	2	2	6	
7.2 Monitoring universities program, curricular and pedagogic content	2	2	2	6	
7.3 Evaluation of curriculum course for Polytechnic	2	2	2	6	
7.4 School evaluation	1	1	1	3	
7.5 Monitoring and supervision for learning process	na	na	na	2	
7.6 Control and monitoring of school meals, public health, school sport	4	4	4	12	
7.7 Planning, monitoring & evaluation course	2	2	2	6	
7.8 Evaluation and monitoring of Pre-School	4	4	4	12	
8. Training on pedagogy	16	11	11	38	2%
9. Pre-school management course	na	na	na	34	2%
10. Administration and finance	14	9	9	32	2%
10.1 Finance Administration Management	4	4	4	12	
10.2 Training on Administration and Finance for Office of Technical Support (GAT/OTS)	10	5	5	20	
11. Procurement and tender management	na	na	na	31	2%
11.1 Effective tender management	2	2	2	6	

11.2 Effective procurement management	2	2	2	6	
11.3 Advanced procurement management	2	2	2	6	
11.4 Developing and managing e-procurement	2	2	2	6	
11.5 Integrated procurement management	na	na	na	7	
12. Audit and reporting	na	na	na	28	2%
13. Database management, archive and electronic file management	8	8	8	26	2%
14. Planning and partnership	8	8	8	24	2%
15. Training-the-trainers on andragogy (recurrent education)	na	na	na	23	2%
16. Management and School Administration for School Directors	10	5	5	20	1%
17. Comparative study in the area of hospitality, agriculture, economy and technical	9	5	5	19	1%
18. Project management	6	6	6	18	1%
18.1 Result Base Management	2	2	2	6	
18.2 Project management and quality control	2	2	2	6	
18.3 Project estimation	2	2	2	6	
19. Training on leadership management	4	4	4	12	1%
20. Camera, audio visual, online library, script writer	4	4	4	12	1%
21. Printing, publishing and graphics	4	4	4	12	1%
22. Law and human rights	na	na	na	11	0.5%
22.1 Law and human rights	1	1	1	3	
22.2 International Law	1	1	1	3	
22.3 Comparative legal study	1	1	1	3	
22.4 Legal education course	na	na	na	2	

23. Comparative study in the area of art of graphics, electricity, civil construction, production mechanic, automobile mechanic	3	2	2	7	0.4%
24. School material distribution	2	2	2	6	0.4%
25. World Bank guideline	2	2	2	6	0.4%
26. Design elaboration and specification course	2	2	2	6	0.4%
27. Effective negotiation skills	2	2	2	6	0.4%
28. Job analysis techniques	2	2	2	6	0.4%
29. Training on career regime for university lecturer	2	2	2	6	0.4%
30. Inventory management and warehouse	2	2	2	6	0.4%
31. Standard operational procedures (SOP) writing techniques	2	2	2	6	0.4%
32. Moderation for exam marking standards	2	2	2	6	0.4%
33. Training vocational education technical (TVET) for teachers	na	na	na	5	0.3%
Bachelor's Degree and Diploma					
1. Bachelor Degree in Accounting	19	19	19	57	26%
2. Bachelor Degree in IT	16	16	16	48	22%
3. Bachelor Degree in Education Administration and Management	9	9	9	27	12%
4. Bachelor Degree in Administration Management	7	7	7	21	9%
5. Bachelor Degree in Economy	5	5	5	15	7%
6. Bachelor Degree in Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	3	3	2	8	4%
7. Bachelor Degree in Law	2	2	2	6	3%
8. Bachelor Degree in Telecommunication	1	1	1	3	1%

9. Bachelor Degree in International Relation	1	1	1	3	1%
10. Bachelor Degree in Architect Engineering	1	1	1	3	1%
11. Bachelor Degree in Estimative Engineering	1	1	1	3	1%
12. Bachelor Degree in Quality Control	1	1	1	3	1%
13. Bachelor Degree in Infrastructure Engineering	1	1	1	3	1%
14. Bachelor Degree in Civil Engineering	1	1	1	3	1%
15. Bachelor Degree in Electricity Engineering	1	1	1	3	1%
16. Bachelor Degree in HR Management	1	1	1	3	1%
17. Bachelor Degree in Engineering, Automotive, Livestock, Agriculture, Tourism, Fisheries	1	1	1	3	1%
18. Bachelor Degree in Curriculum Development	1	1	1	3	1%
19. Public Diploma III in Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	3	3	2	8	4%
Master's Degree and PHD					
1. Master Degree in Education Administration and Management	7	7	7	21	19%
2. Master Degree in Administration Management	6	6	6	18	16%
3. Master Degree in the area of Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	3	3	3	9	8%
4. Master in Higher Education	2	2	2	6	5%
5. Master Degree in Planning & Monitoring, Institutional Self-Evaluation	2	2	2	6	5%

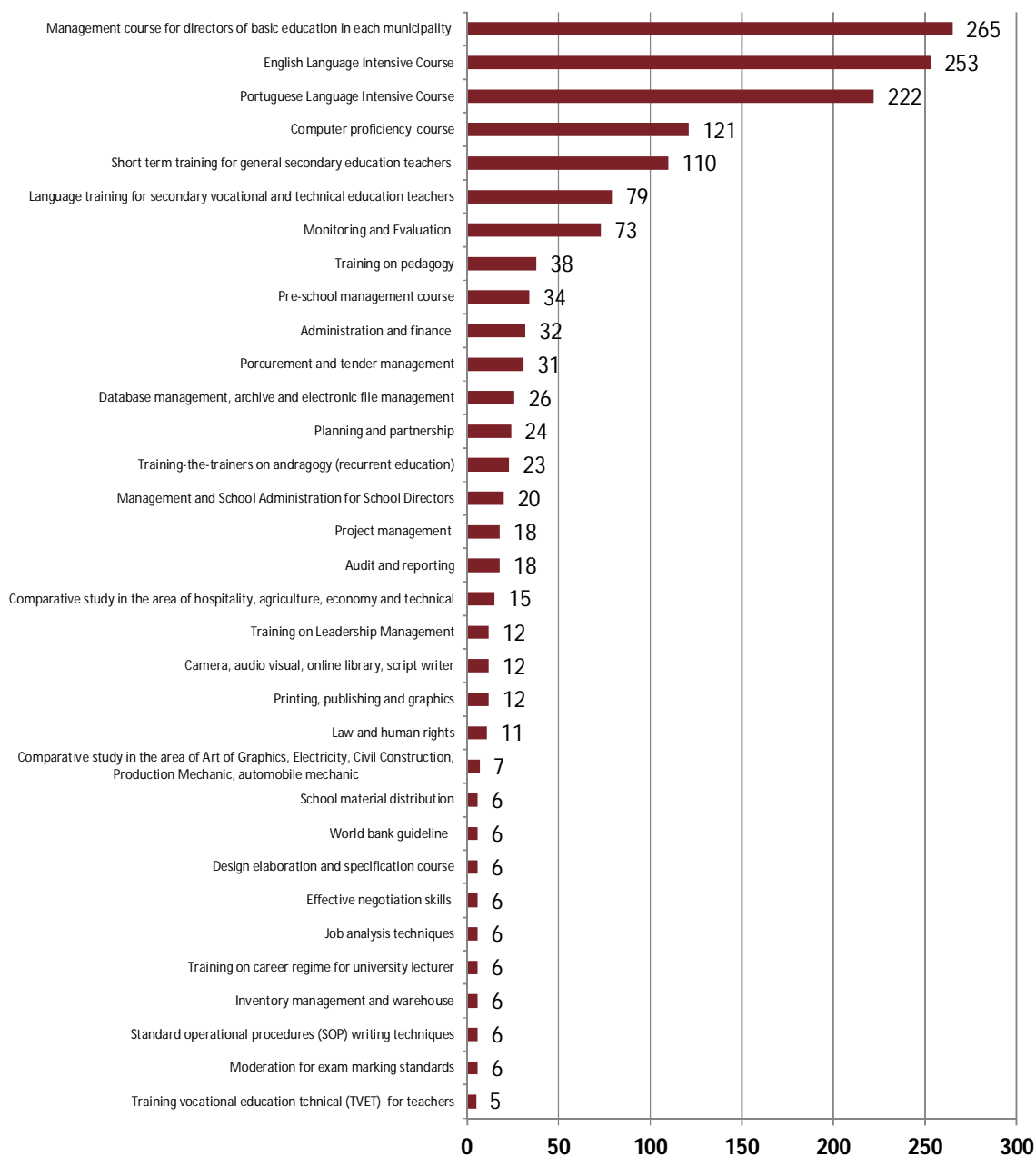
6. Master Degree in Economy area	2	2	2	6	5%
7. Master Degree in IT	2	2	2	6	5%
8. Master Degree in Pre-School Education	1	1	1	3	3%
9. Master Degree in Accounting	1	1	1	3	3%
10. Master Degree in HR Management	1	1	1	3	3%
11. Master Degree in Administrative Law, International Finance	1	1	1	3	3%
12. Master Degree in Curriculum Development	1	1	1	3	3%
13. PHD in Education Management	4	4	4	12	11%
14. PHD in Higher Education	1	1	1	3	3%
15. PHD in HR Management	1	1	1	3	3%
16. PHD in Administrative Law, International Finance	1	1	1	3	3%
17. PHD in Curriculum Development	1	1	1	3	3%

Over the medium term 2019-2021, the ministry has provided the following data regarding the number of candidates to be trained (number of training positions). The data provided below identifies the training needs for 26 national directorates/units under direct administration of the ministry, which have been clustered into three levels of training: professional development programs ranging from weeks to months in length; tertiary education including bachelors, diploma, master's degrees and PHD.

Professional development will take place through short courses, workshops, seminars, conferences and on-the-job development:

Number of training positions

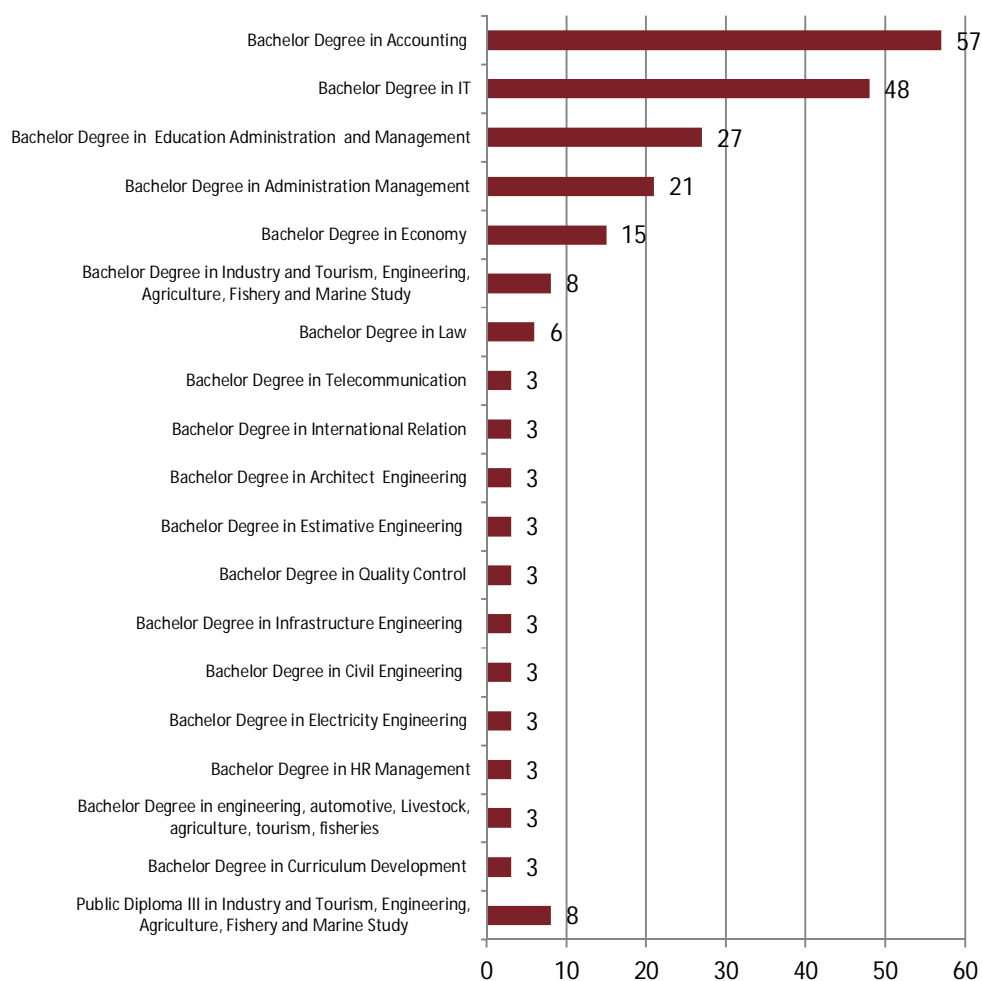
■ 2019-2021
Medium term



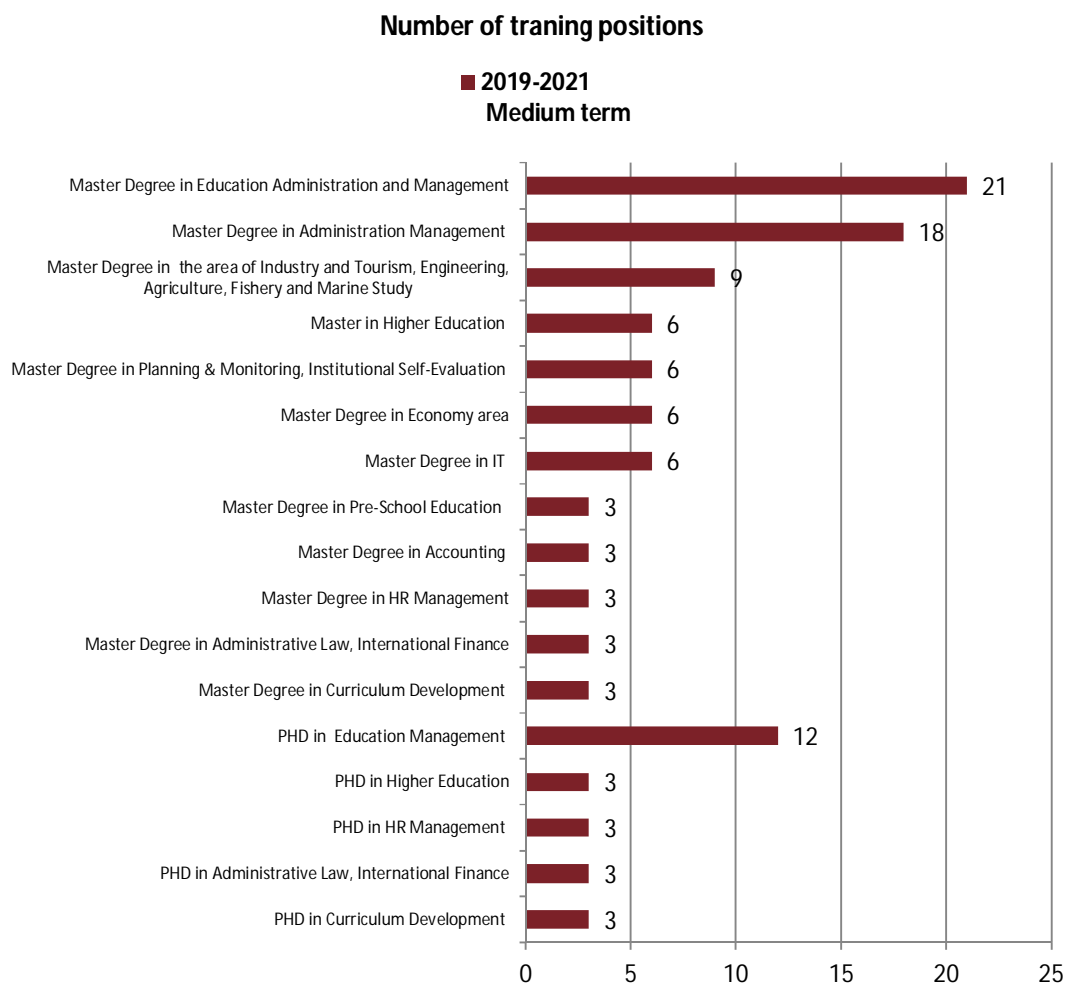
Tertiary education – Bachelor's Degrees and Diploma Level III:

Number of training positions

■ 2019-2021
Medium term



Tertiary education – Master's Degrees and PHD:



Key training areas	2019	2020	2021	2019-2021 medium term	
Professional development programs – workshops, seminars, on-the-job development					
1. Management course for directors of basic education in each municipality	90	90	85	265	17%
2. English language intensive course	na	na	na	253	17%
3. Portuguese language intensive course	na	na	na	222	15%
4. Computer proficiency course	na	na	na	121	8%
5. Short term training for general secondary education teachers	37	36	37	110	7%
5.1 Training for Portuguese language	25	24	25	74	

5.2 Training for Physics	4	4	4	12	
5.3 Training for English language	4	4	4	12	
5.4 Training for Mathematics	4	4	4	12	
6. Language training for secondary vocational and technical education teachers	28	28	23	79	5%
6.1 Training for Portuguese language	13	13	13	39	
6.2 Training for English language	15	15	10	40	
7. Monitoring and Evaluation	na	na	na	73	5%
7.1 M&E for curriculum development and database	2	2	2	6	
7.2 Monitoring universities program, curricular and pedagogic content	2	2	2	6	
7.3 Evaluation of curriculum course for Polytechnic	2	2	2	6	
7.4 School evaluation	1	1	1	3	
7.5 Monitoring and supervision for learning process	na	na	na	2	
7.6 Control and monitoring of school meals, public health, school sport	4	4	4	12	
7.7 Planning, monitoring & evaluation course	2	2	2	6	
7.8 Evaluation and monitoring of Pre-School	4	4	4	12	
8. Training on pedagogy	16	11	11	38	3%
9. Pre-school management course	4	4	4	34	2%
10. Administration and finance	14	9	9	32	2%
10.1 Finance Administration Management	4	4	4	12	
10.2 Training on Administration and Finance for Office of Technical Support (GAT/OTS)	10	5	5	20	
11. Procurement and tender management	na	na	na	31	2%
11.1 Effective tender management	2	2	2	6	
11.2 Effective procurement management	2	2	2	6	
11.3 Advanced procurement management	2	2	2	6	

11.4 Developing and managing e-procurement	2	2	2	6	
11.5 Integrated procurement management	na	na	na	7	
12. Audit and reporting	na	na	na	18	1%
13. Database management, archive and electronic file management	8	8	8	26	2%
14. Planning and partnership	8	8	8	24	2%
15. Training-the-trainers on andragogy (recurrent education)	na	na	na	23	2%
16. Management and School Administration for School Directors	10	5	5	20	1%
17. Comparative study in the area of hospitality, agriculture, economy and technical	5	5	5	15	1%
18. Project management	6	6	6	18	1%
18.1 Result Base Management	2	2	2	6	
18.2 Project management and quality control	2	2	2	6	
18.3 Project estimation	2	2	2	6	
19. Training on leadership management	4	4	4	12	1%
20. Camera, audio visual, online library, script writer	4	4	4	12	1%
21. Printing, publishing and graphics	4	4	4	12	1%
22. Law and human rights	na	na	na	11	1%
22.1 Law and human rights	1	1	1	3	1%
22.2 International Law	1	1	1	3	
22.3 Comparative legal study	1	1	1	3	
22.4 Legal education course	na	na	na	2	
23. Comparative study in the area of art of graphics, electricity, civil construction, production mechanic, automobile mechanic	3	2	2	7	0.5%
24. School material distribution	2	2	2	6	0.4%
25. World Bank guideline	2	2	2	6	0.4%
26. Design elaboration and specification course	2	2	2	6	0.4%

27. Effective negotiation skills	2	2	2	6	0.4%
28. Job analysis techniques	2	2	2	6	0.4%
29. Training on career regime for university lecturer	2	2	2	6	0.4%
30. Inventory management and warehouse	2	2	2	6	0.4%
31. Standard operational procedures (SOP) writing techniques	2	2	2	6	0.4%
32. Moderation for exam marking standards	2	2	2	6	0.4%
33. Training vocational education technical (TVET) for teachers	na	na	na	5	0.3%
Bachelor's Degree and Diploma					
1. Bachelor Degree in Accounting	19	19	19	57	26%
2. Bachelor Degree in IT	16	16	16	48	22%
3. Bachelor Degree in Education Administration and Management	9	9	9	27	12%
4. Bachelor Degree in Administration Management	7	7	7	21	9%
5. Bachelor Degree in Economy	5	5	5	15	7%
6. Bachelor Degree in Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	3	3	2	8	4%
7. Bachelor Degree in Law	2	2	2	6	3%
8. Bachelor Degree in Telecommunication	1	1	1	3	1%
9. Bachelor Degree in International Relation	1	1	1	3	1%
10. Bachelor Degree in Architect Engineering	1	1	1	3	1%
11. Bachelor Degree in Estimative Engineering	1	1	1	3	1%
12. Bachelor Degree in Quality Control	1	1	1	3	1%
13. Bachelor Degree in Infrastructure Engineering	1	1	1	3	1%
14. Bachelor Degree in Civil Engineering	1	1	1	3	1%

15. Bachelor Degree in Electricity Engineering	1	1	1	3	1%
16. Bachelor Degree in HR Management	1	1	1	3	1%
17. Bachelor Degree in Engineering, Automotive, Livestock, Agriculture, Tourism, Fisheries	1	1	1	3	1%
18. Bachelor Degree in Curriculum Development	1	1	1	3	1%
19. Public Diploma III in Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	3	3	2	8	4%
Master's Degree and PHD					
1. Master Degree in Education Administration and Management	7	7	7	21	0.2%
2. Master Degree in Administration Management	6	6	6	18	0.2%
3. Master Degree in the area of Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	3	3	3	9	0.1%
4. Master in Higher Education	2	2	2	6	0.1%
5. Master Degree in Planning & Monitoring, Institutional Self-Evaluation	2	2	2	6	0.1%
6. Master Degree in Economy area	2	2	2	6	0.1%
7. Master Degree in IT	2	2	2	6	0.1%
8. Master Degree in Pre-School Education	1	1	1	3	0.03%
9. Master Degree in Accounting	1	1	1	3	0.03%
10. Master Degree in HR Management	1	1	1	3	0.03%
11. Master Degree in Administrative Law, International Finance	1	1	1	3	0.03%
12. Master Degree in Curriculum Development	1	1	1	3	0.03%
13. PHD in Education Management	4	4	4	12	0.1%
14. PHD in Higher Education	1	1	1	3	0.03%

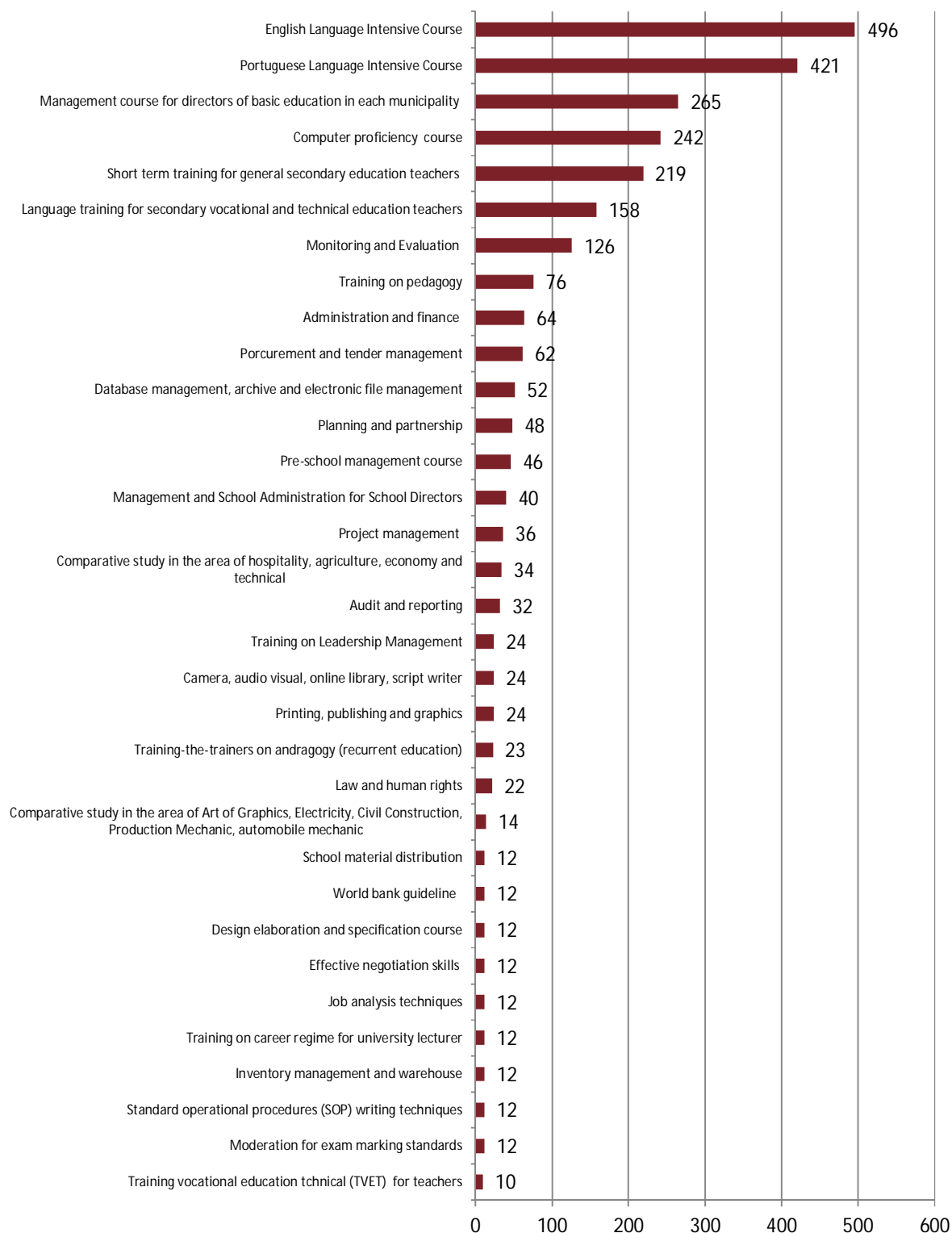
15. PHD in HR Management	1	1	1	3	0.03%
16. PHD in Administrative Law, International Finance	1	1	1	3	0.03%
17. PHD in Curriculum Development	1	1	1	3	0.03%

Over the long-term up to 2030, the ministry has provided the following data of number of candidates to be trained (number of training positions). The data provided below identifies the training needs for 26 national directorates/units under direct administration of the ministry, which have been clustered into three levels of training: professional development programs ranging from weeks to months in length; tertiary education includes bachelors, diploma, master's degrees and PHDs.

Professional development will take place through short courses, workshops, seminars, conferences and on-the-job development:

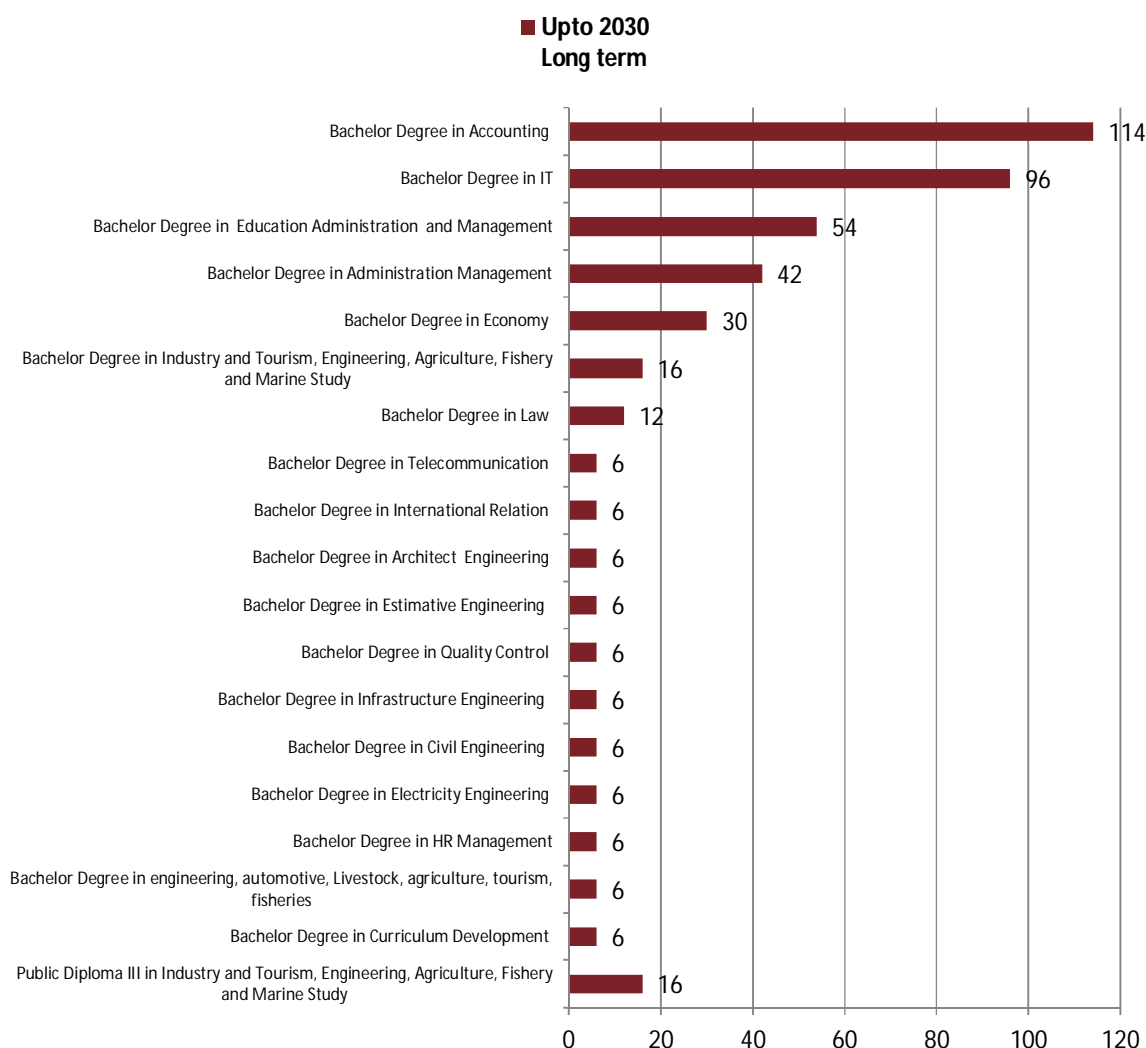
Number of training positions

■ Upto 2030
■ Long term

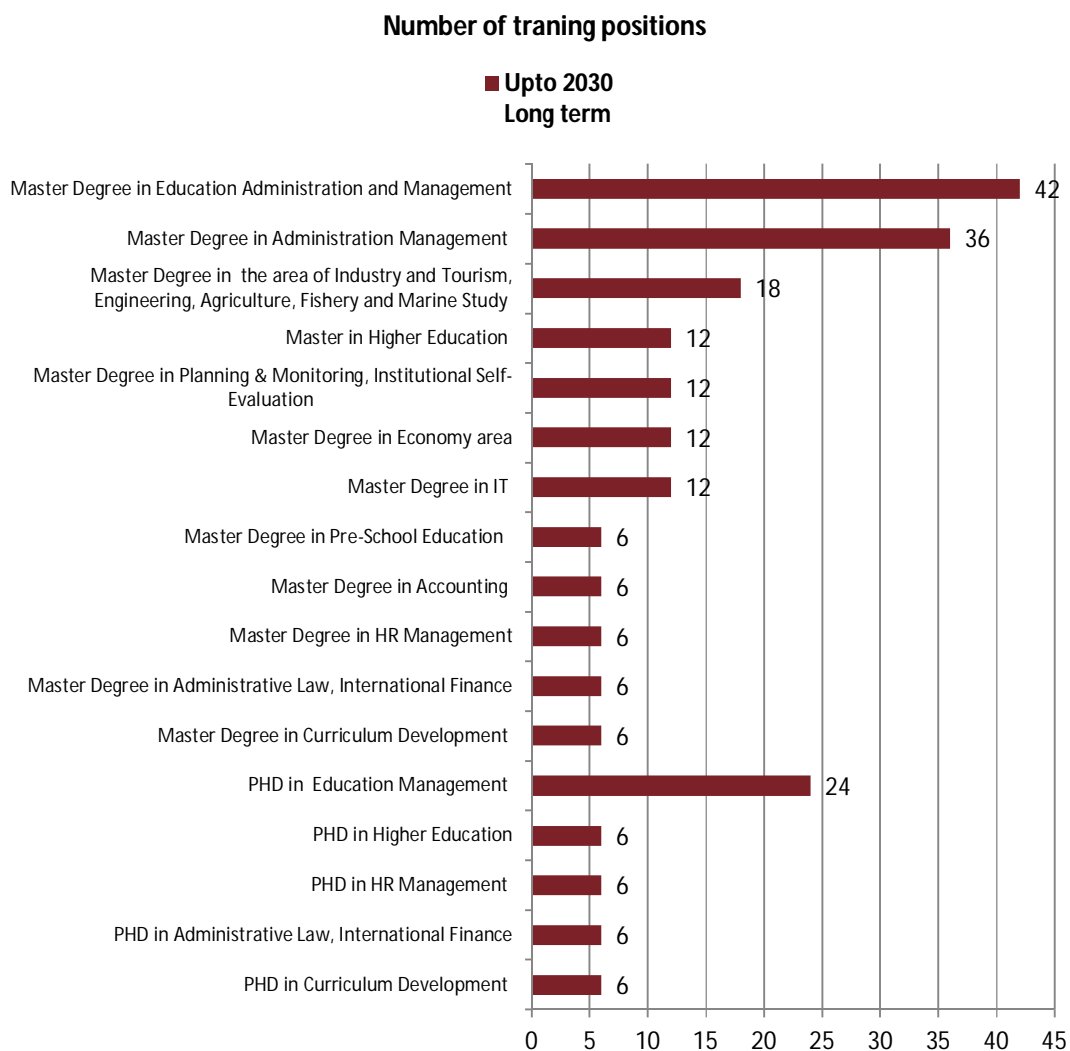


Tertiary education – Bachelor's Degrees and Diploma Level III:

Number of training positions



Tertiary education – Master's Degrees and PHD:



Key training areas	Up to 2030 long term	
Professional development courses – workshops, seminars, on-the-job development		
1. Management course for directors of basic education in each municipality	265	10%
2. English language intensive course	496	19%
3. Portuguese language intensive course	421	16%
4. Computer proficiency course	242	9%
5. Short term training for general secondary education teachers	219	8%
5.1 Training for Portuguese language	147	
5.2 Training for Physics	24	
5.3 Training for English language	24	
5.4 Training for Mathematics	24	
6. Language training for secondary vocational and technical education teachers	158	6%
6.1 Training for Portuguese language	78	
6.2 Training for English language	80	
7. Monitoring and Evaluation	126	5%
7.1 M&E for curriculum development and database	12	
7.2 Monitoring universities program, curricular and pedagogic content	12	

7.3 Evaluation of curriculum course for Polytechnic	12	
7.4 School evaluation	6	
7.5 Monitoring and supervision for learning process	4	
7.6 Control and monitoring of school meals, public health, school sport	24	
7.7 Planning, monitoring & evaluation course	12	
7.8 Evaluation and monitoring of Pre-School	24	
8. Training on pedagogy	76	3%
9. Pre-school management course	46	2%
10. Administration and finance	64	2%
10.1 Finance Administration Management	24	
10.2 Training on Administration and Finance for Office of Technical Support (GAT/OTS)	40	
11. Procurement and tender management	62	2%
11.1 Effective tender management	12	
11.2 Effective procurement management	12	
11.3 Advanced procurement management	12	
11.4 Developing and managing e-procurement	12	
11.5 Integrated procurement management	14	
12. Audit and reporting	32	1%

13. Database management, archive and electronic file management	52	2%
14. Planning and partnership	48	2%
15. Training-the-trainers on andragogy (recurrent education)	23	1%
16. Management and School Administration for School Directors	40	2%
17. Comparative study in the area of hospitality, agriculture, economy and technical	34	1%
18. Project management	36	1%
18.1 Result Base Management	12	
18.2 Project management and quality control	12	
18.3 Project estimation	12	
19. Training on leadership management	24	1%
20. Camera, audio visual, online library, script writer	24	1%
21. Printing, publishing and graphics	24	1%
22. Law and human rights	22	1%
22.1 Law and human rights	6	
22.2 International Law	6	
22.3 Comparative legal study	6	
22.4 Legal education course	4	

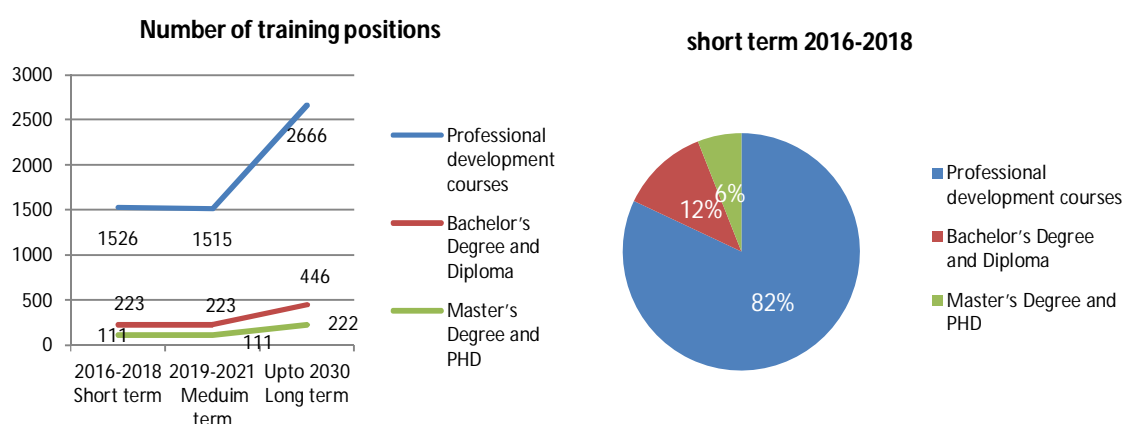
23. Comparative study in the area of art of graphics, electricity, civil construction, production mechanic, automobile mechanic	24	
24. School material distribution	12	1%
25. World Bank guideline	12	0.5%
26. Design elaboration and specification course	12	0.5%
27. Effective negotiation skills	12	0.5%
28. Job analysis techniques	12	0.5%
29. Training on career regime for university lecturer	12	0.5%
30. Inventory management and warehouse	12	0.5%
31. Standard operational procedures (SOP) writing techniques	12	0.5%
32. Moderation for exam marking standards	12	0.5%
33. Training vocational education technical (TVET) for teachers	10	0.4%
Bachelor's Degree and Diploma		
1. Bachelor Degree in Accounting	114	26%
2. Bachelor Degree in IT	96	22%
3. Bachelor Degree in Education Administration and Management	54	12%
4. Bachelor Degree in Administration Management	42	9%
5. Bachelor Degree in Economy	30	7%

6. Bachelor Degree in Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	16	4%
7. Bachelor Degree in Law	12	3%
8. Bachelor Degree in Telecommunication	6	1%
9. Bachelor Degree in International Relation	6	1%
10. Bachelor Degree in Architect Engineering	6	1%
11. Bachelor Degree in Estimative Engineering	6	1%
12. Bachelor Degree in Quality Control	6	1%
13. Bachelor Degree in Infrastructure Engineering	6	1%
14. Bachelor Degree in Civil Engineering	6	1%
15. Bachelor Degree in Electricity Engineering	6	1%
16. Bachelor Degree in HR Management	6	1%
17. Bachelor Degree in Engineering, Automotive, Livestock, Agriculture, Tourism, Fisheries	3	1%
18. Bachelor Degree in Curriculum Development	3	1%
19. Public Diploma III in Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	16	4%
Master's Degree and PHD		
1. Master Degree in Education Administration and Management	42	0.2%
2. Master Degree in Administration Management	36	0.2%

3. Master Degree in the area of Industry and Tourism, Engineering, Agriculture, Fishery and Marine Study	18	0.1%
4. Master in Higher Education	12	0.1%
5. Master Degree in Planning & Monitoring, Institutional Self-Evaluation	12	0.1%
6. Master Degree in Economy area	12	0.1%
7. Master Degree in IT	12	0.1%
8. Master Degree in Pre-School Education	6	0.03%
9. Master Degree in Accounting	6	0.03%
10. Master Degree in HR Management	6	0.03%
11. Master Degree in Administrative Law, International Finance	6	0.03%
12. Master Degree in Curriculum Development	6	0.03%
13. PHD in Education Management	24	0.1%
14. PHD in Higher Education	6	0.03%
15. PHD in HR Management	6	0.03%
16. PHD in Administrative Law, International Finance	6	0.03%
17. PHD in Curriculum Development	6	0.03%

Change in training requirements over time

The composition of training requirements suggests that the majority of staff is to be trained through professional development programs. These programs include attending workshops, seminars, exchange programs or short-term courses ranging from a week to a few months in length. As per the ministry's training plans, participation in these programs is to take place in Timor-Leste and in various other countries including Indonesia, Philippines, Portugal, Australia, Dubai and Korea. The trend of training needs over time indicates a steady need for training over the short and medium term, followed by likely spikes in the long term. One of the possible reasons for this spike in the long term is that the period accounts for 9 years (2021-2030) as compared to the short and medium term period of 6 years each. One plausible explanation for increase in training requirements over the long term could be an increase in the size of the ministry resulting new staff requiring training. However, further consultation and feedback is required to understand the assumptions on the basis of which the ministry made forecasts for training requirements.



Critical training needs

The ministry considers train-the-trainer for pre-school, basic education (class 1-9), secondary general and secondary vocational and technical education as some of the most critical training needs. The MoE is planning to provide training for 7000 teachers who are currently qualified up to secondary education level. Improving the quality of education by increasing the capability of teaching workforce and teaching practices is highly crucial.

The ministry has also identified the following areas where it faces difficulties in recruiting people with the required skills and knowledge, and/or is experiencing shortage of adequately skilled staff in service.

- Staff with skills and knowledge of economic analysis to manage general state budget based on annual plan of the Ministry of Education
- Engineers who can help improve infrastructure quality in Timor-Leste
- Staff with adequate skills and knowledge of public administration who can improve the quality administration practice in the MoE
- Staff with adequate skills and knowledge in accounting and financial management

Donor Organizations

MoE is offered scholarship positions, in bachelors, masters and PHDs, from Australian Development Scholarships Programs and Korea International Cooperation Agency (KOICA) Agency every year based on priority areas identified by the Ministry. However the limitation the ministry faces is that many employees do not understand and speak English due to this they are unable to participate.

Issues related to skills development and training

The most alarming issue is the current quality of education. Due to limited budget Institute for Teacher Training (INFORDEPE) and Camões Institute (both under indirect administration of ministry) are unable to provide intensive training for teachers each year. To address this issue the ministry has laid short, medium and long term plans to continue to conduct train-the-trainer for teachers in pre-school, basic education (class 1-9), secondary general and secondary vocational and technical education.

2.7. PROVIDOR OF HUMAN RIGHTS AND JUSTICE (PDHJ)

The Provedor of Human Rights and Justice (PDHJ) is an independent national body with two specific mandates – Human Rights and Good Governance. Under the strategic plan for 2007-2010 PDHJ has already undertaken socialization campaigns in all 13 districts and has established a complaints registry in each district to facilitate communication. However, as stated in the national strategic plan 2011-2020, PDHJ faces some limitations as the majority of PDHJ staff do not have prior experience in the investigation of human rights or governance violations nor in the provision of human rights or good governance education and monitoring. PDHJ has to develop staff to carry out its judicial, public inquiries or mediation and conciliation functions and also in analysis and report writing related to human rights and good governance. In the National Strategic plan 2011-2020, it is stated that some areas, which fall under PDHJ's mandate, have been neglected. This includes mediation, conciliation and constitutional analyses and these will now be given priority for implementation. PDHJ intends to focus special attention on the investigation of public authorities that includes undertaking legal analysis and writing reports to increase the impact of services and also hopes to consolidate the work it has done in managing the development of an electronic case management system. PDHJ has set up regional offices in districts for which it needs to ensure sustainable increase in staff numbers and the capacity to undertake functions of planning, monitoring and evaluation.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), PDHJ indicated a total staff of 223 employees, comprising of, 65 permanent staff, 25 in management and leadership positions, 13 vacancies for which recruitment was underway and 120 additional staff projected for the period 2016-2018. To support the execution and achievement of the strategic objectives the ministry has identified the following areas of training needs to help build staff skills and competencies.

Research methodology, data analysis and report writing	To increase employees' knowledge and ability in conducting research to determine credible sample for credible research, analyze data and produce accurate reports. PDHJ has indicated this areas as being of greatest need because they would like to train staff from various directorates: Directorate of Good Governance, Human Rights, Administration and Finances, Directorate of Public Assistance and Territorial/Regional Delegation
English and Portuguese language intensive course	Language training in English and Portuguese is important for staff to be able to comprehend documents, manage complaints and customer service. Understanding of English language will help in learning and deriving the most benefits from overseas training. This will result in better implementation of ideas in Timor-Leste.
Communications skills	Improve communication skills to be able to effectively communicate with community, individuals and other authorities.
Auditing and inspection	Increase employee's capacity to better understand Inspection and Audit procedures. This will increase staff knowledge in overseeing technical services implementation plans from start to finish; and effectively audit budget grants. Understanding practical application of audit procedures is critical.
Comparative study on human rights institution and good governance	Employees need to have the required skills to undertake comparative study on international standards in order to improve PDHJ's investigation services in Timor-Leste. This study will help in understanding existing systems in other countries and making relevant recommendations for Timor-Leste.
Mediation techniques, conflict analysis and conciliation	Increase proficiency in responding to cases presented to PDHJ by communities to ensure justice through mediation process.
Programming languages	Training on Java Script, HTML, DHTML and i-Report. It is important that some employees are skilled at using programming languages as it is required for using e-CMS (Case Management System) which PDHJ is currently using

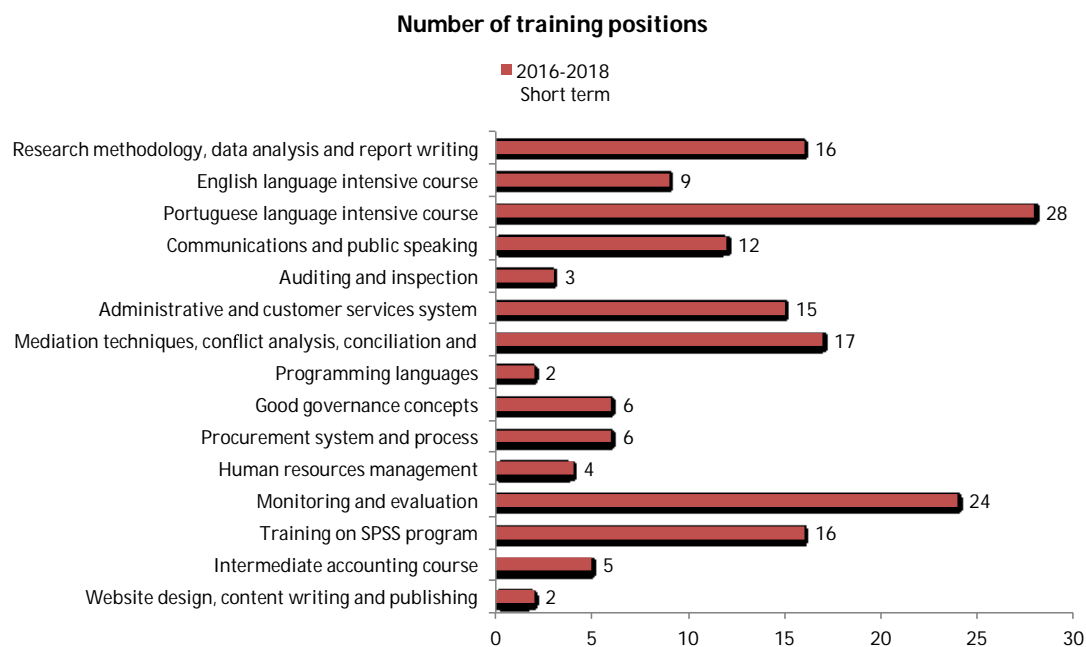
	to register incoming complaints.
Good governance concepts	Increase investigators' knowledge on concept of good governance and build skills for train-the-trainer programs on good governance that are aimed at training selected participants.
Procurement system and process	Increasing knowledge and skill in establishing good procurement practice.
Standard operating procedures and writing manuals	Building capability to write standard operating procedures for human resources, and develop and revise manuals.
Monitoring and evaluation	Increasing skills in monitoring and evaluating the implementation of programs and activities undertaken by PDHJ.
Law and human rights	Increase employees' understanding human rights law area so that they can oversee the laws and procedures that are related to PDHJ's services internally and externally for other government organizations related to matter of human rights.
Human resources management	Increase employees' knowledge on performance evaluation techniques to be able to measure outputs and employees' career path. Building skills in undertaking job analysis in order to develop job descriptions and specifications, based on which employees will conduct duty and measured thereof. Also training in result base management is critical.
Complaint management system (CMS)	Increasing employees' skills in responding and managing complaints from diverse groups of people including people with disabilities, mental illness patients, overseas complaints and using E-CMS for all this.
Data collection and evidence gathering	Increase proficiency in investigation practice by building better data collection and evidence gathering process.
Administrative/Customer Services System	Increasing customer service skills in public administration. Increasing efficiency of the administrative system to maintain records for solved and unsolved cases under

	mediation process.
Training on SPSS program	Using SPSS to conduct research and report high quality accurate results.
Microsoft excel basic to intermediate	To support the accounting and finance process by accurately recording expenditures of the institutions.
Website design, content writing and publishing	Increase employees' skills in managing PDHJ's website content and technical ability to modify and edit the website in the backend.
Master's Degree	Master's degree in areas as provided below.

Skills training requirement breakup

PDHJ has presented the following broad break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018. The data presented for the training in the short term only in professional development programs.

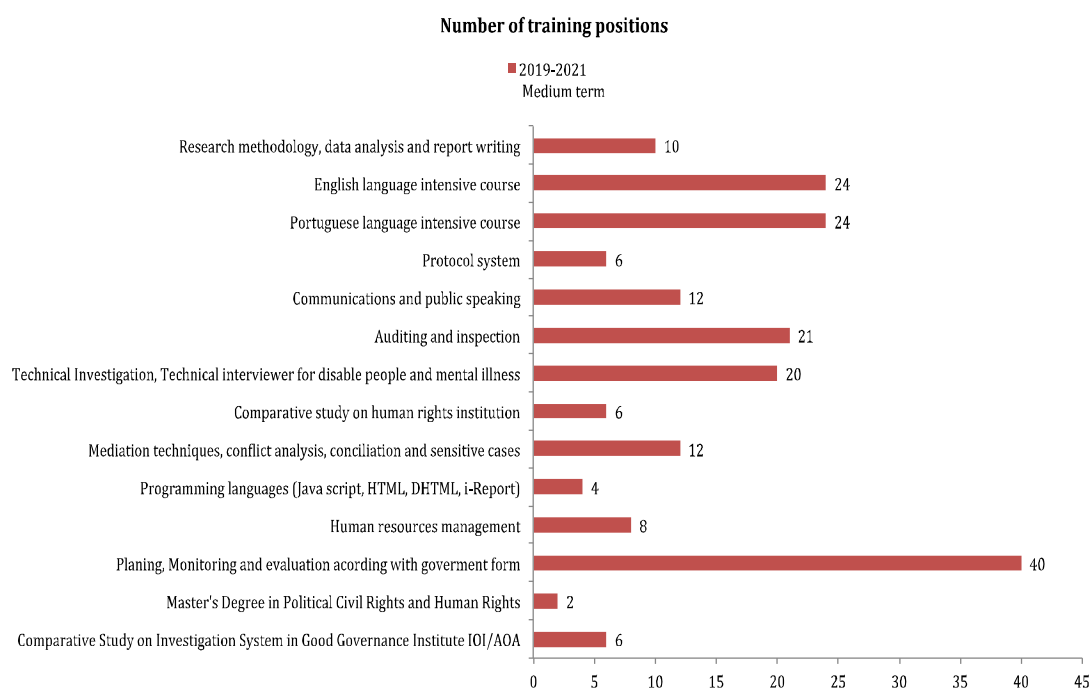
Professional development is to take place through short courses, workshops, seminars, conferences and on-the-job development.



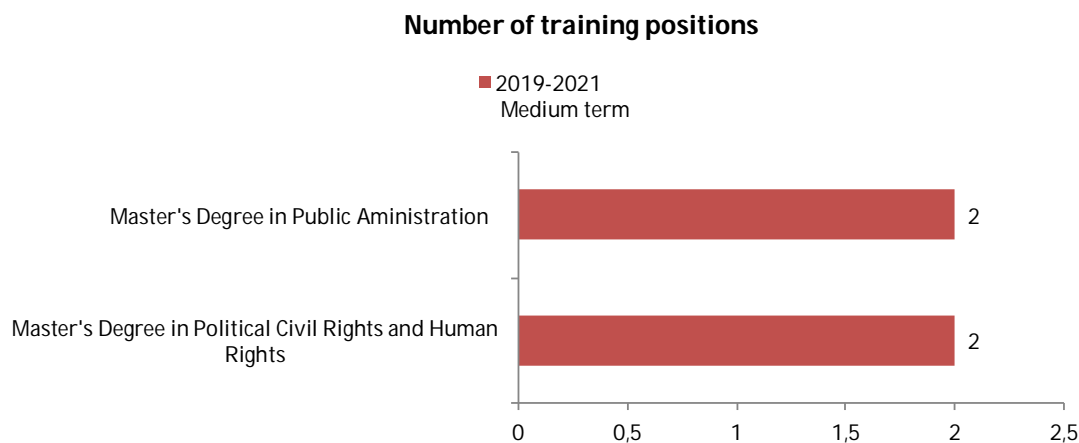
Key training areas – Professional Development Program	2016	2017	2018	Short term 2016-2018	
1. Research methodology, data analysis and report writing	0	6	10	16	10%
2. English language intensive course	0	0	9	9	6%
3. Portuguese language intensive course	19	0	9	28	18%
4. Communications and public speaking	0	6	6	12	8%
5. Auditing and inspection	0	0	3	3	2%
6. Administrative and customer services system	0	5	5	10	6%
6.1 Administrative system and customer services		5			
6.2 Course on Cases Archive System (Filing Systems)			5		
7. Mediation techniques, conflict analysis, conciliation and sensitive cases	5	6	6	17	11%
7.1 Mediation techniques	5				
7.2 Techniques of conflict analysis		6			
7.3 Techniques of Conciliation			6		
8. Programming languages (Java script, HTML, DHTML, i-Report)	0	0	2	2	1%
9. Good governance concepts	0	3	3	6	4%
10. Procurement system and process	0	0	6	6	4%
11. Human resources management	0	4	0	4	3%
11.1 Human Resources Management Training specific in Appraisal Performance area/Performance Evaluation		2			
11.2 Develop job description		2			
12. Monitoring and evaluation training	24	0	0	24	15%
13. Training on SPSS program	15	0	1	16	10%
14. Intermediate accounting course	0	5	na	5	3%
15. Website design, content writing and publishing	0	0	2	2	1%

PDHJ has presented the following broad break-up of the number of candidates to be trained (number of training positions) over the medium term 2019-2021. The data provided has been clustered into two levels of training: professional development programs and tertiary education including master's degrees in two areas.

Professional development is to take place through workshops, seminars, conferences and on-the-job development.



Tertiary education – Master's Degree

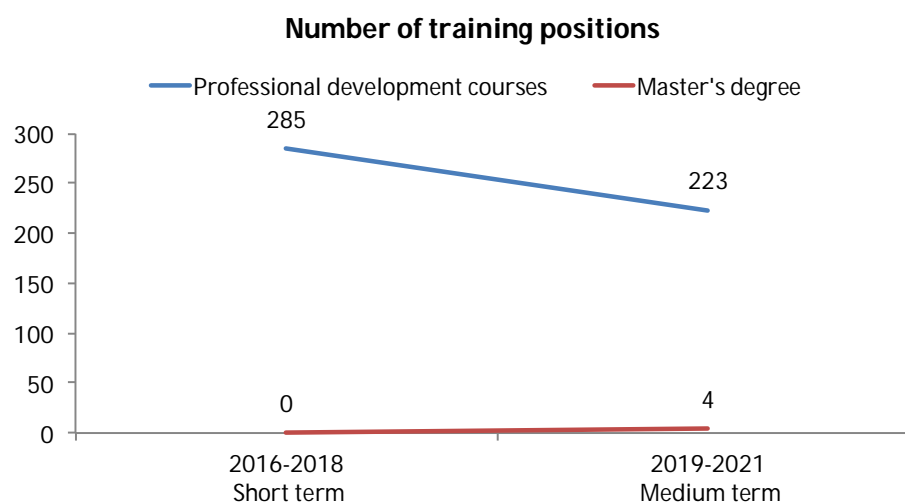


Key training areas – Professional Development Program	2019	2020	2021	Medium term 2019-2021	
1. Research methodology, data analysis and report writing	0	5	5	10	5,13%
2. English language intensive course	8	8	8	24	12,31%
3. Portuguese language intensive course	8	8	8	24	12,31%
4. Protocol system	2	2	2	6	3,08%
5. Communications and public speaking	0	6	6	12	6,15%
6. Auditing and inspection	7	7	7	21	10,77%
6.1 Auditing and inspection	7		7		
6.3 Inspection and audit procedures		7			
7. Technical Investigation, Technical interviewer for disable people and mental illness	0	10	10	20	10,26%
8. Comparative study on human rights institution	2	2	2	6	3,08%
9. Mediation techniques, conflict analysis, conciliation and sensitive cases	0	6	6	12	6,15%
9.1 Mediation techniques		6			
9.2 Techniques of conflict analysis			6		
10. Programming languages (Java script, HTML, DHTML, i-Report)	2	2	0	4	2,05%
11. Human resources management	0	4	4	8	4,10%
11.1 Human Resources Management Training specific in leadership analysis		4			
11.2 Training on Performance area/Performance Evaluation			4		
12. Planning, Monitoring and evaluation according with government form	0	20	20	40	20,51%
13. Master's Degree in Political Civil Rights and Human Rights	2	0	0	2	1,03%
14. Comparative Study on Investigation System in Good Governance Institute IOI/AOA	2	2	2	6	3,08%

Change in training requirements over time

The total number of training positions in which PDHJ would like to train people shows a decline over the short to medium term. Perhaps PDHJ expects that skills their staff picks up over the short to medium term will be sufficient to effectively execute and manage its activities. However the explanation to this trend of fall in training requirements over time needs to be confirmed through further consultation with PDHJ. PDHJ was unable to provide data on long term training requirements. The composition of training requirements suggests the majority of training is to be conducted through professional development. Considering the areas in which

the greatest need exists, as presented in the data above, this approach seems to be appropriate. Workshops, seminars, short courses and on-the-job training that encourage practical learning can be a good way to develop skills in these high need areas including research methodology, data analysis and report writing, languages, communications, complaint management, auditing and inspection, comparative study, administration and customer service.



Critical training needs

PDHJ has identified a critical need for training in the area of law, economy and culture. This is due to PDHJ's work mandate being centred on these areas and the subsequent need to build relevant knowledge and skills to execute and monitor issues in these areas will support effective delivery of programs and services.

PDHJ has also identified the following areas where it faces difficulties in recruiting people with the required skills and knowledge, and/or is experiencing a shortage of adequately skilled staff.

- Suitable staff with practical experience for the office of legal advisor who can analyze law and create procedures. PDHJ notes that law graduates do not have practical work experience;
- Staff with capability to conduct economic analysis that supports principles of good governance and develop supporting activities;
- Engineers to supervise work;
- Skilled and knowledgeable staff in public administration who can oversee system of good governance; and
- Accounting staff for supervision.

Donor Organizations

PDHJ is receiving donor support in the following areas:

- Candidates are invited to undertake training on human rights. This training is supplied by the Raoul Wallenberg Institute, funded by Asia Pacific Forum. Since the training is conducted by 'invitation only', it is dependent on supply, Raoul Wallenberg Institute.
- A three year project funded by USAID and New Zealand to build capacity for decentralization in human rights and justice ombudsman. The second phase of this project is focused on territorial delegation over four regions including Baucau, Manufahi, Bobonaro and Oecusse to develop their responsibility in socialization, monitoring, and investigation and advising/consulting.

Issues related to skills development and training

- PDHJ faces issues in selecting staff for training offered by donors as many staff have low English language levels. Raoul Wallenberg Institute offers training in human rights but its criteria is that candidates are able to understand English. PDHJ has its own initiatives to train staff however these opportunities are given to staff who understand English.
- Limited budget affects PDHJ's ability to implement training in the various required areas. For example, training on "Blended Learning Course on Library" which supports development of an online system for accessing materials related to human rights and good governance. The provision of resources will support PDHJ in better implementing its mandate.

2.8. NATIONAL POLICE OF TIMOR LESTE (PNTL)

As presented in the Timor-Leste Annual Plan 2015 (Book 2), PNTL indicated approximately 3,579 security agents, composed of 3,095 people in non-isolated areas, 482 in isolated areas, a General Commander and 20 commandants. In addition, PNTL has approximately 73 public employees working in public administration services in Dili. PNTL has identified the following areas of training needs to help build staff skills and competencies.

Re-training of small arms, pistol for police	Training for units of PNTL services in 13 municipalities
Physical, tactics, police operation techniques, public order and military	<p>Basic training for new recruited police to fill PNTL vacancies in 13 municipalities;</p> <p>Operational tactics training for and assistance to PNTL members for police reserve force in 13 districts;</p> <p>Specialized training for effective police in Special Police Unit and Border Police Unit (UEP and UPF);</p>

	<p>Infantry training on tactics procedure for Border Force Police Unit (UPF);</p> <p>Specialized training for new police agents in Special Police Unit (UEP/PSU) in Dili;</p> <p>Specialized training for new police agents in Maritime Police Unit (UPM/MPU); and</p> <p>Specialized training for new police agents in Border Patrol Unit (UFP/BPU).</p>
Community police and communications	Basic training in 442 villages across 13 municipalities.
Voluntary security training for youth	Training in 65 administration posts in 13 municipalities.
Language course	<p>Portuguese and English language training for staff in the Office of General Command, administration, operation for PNTL</p> <p>Mandurian language course for staff in the National Investigation Unit</p>
Project management and administration	Training in Microsoft suite – MS Word, MS Powerpoint, MS Access, MS Excel, MS Project for staff in human resources and administration services across 13 municipalities and staff in planning department.
Professional data analysis accounting training	Basic and advanced training in intelligence area to support information service in 13 municipalities.
Traffic management basic course	Basic course in traffic management including application, research, traffic civic education, engineering, patrol and new escort recruitment for across 13 municipalities, communities and secondary schools
Professional laboratory analysis, accounting training	Training in professional laboratory analysis to support investigation related to drugs, organized crime, money laundering and human trafficking. This training is to benefit PNTL medical doctors and investigators across 13 municipalities and units of PNTL
Comparative study	<p>Skills to conduct a comparative study in the following areas:</p> <p>Police audit inspection;</p> <p>Instructors in training centres (CFP) for PNTL;</p>

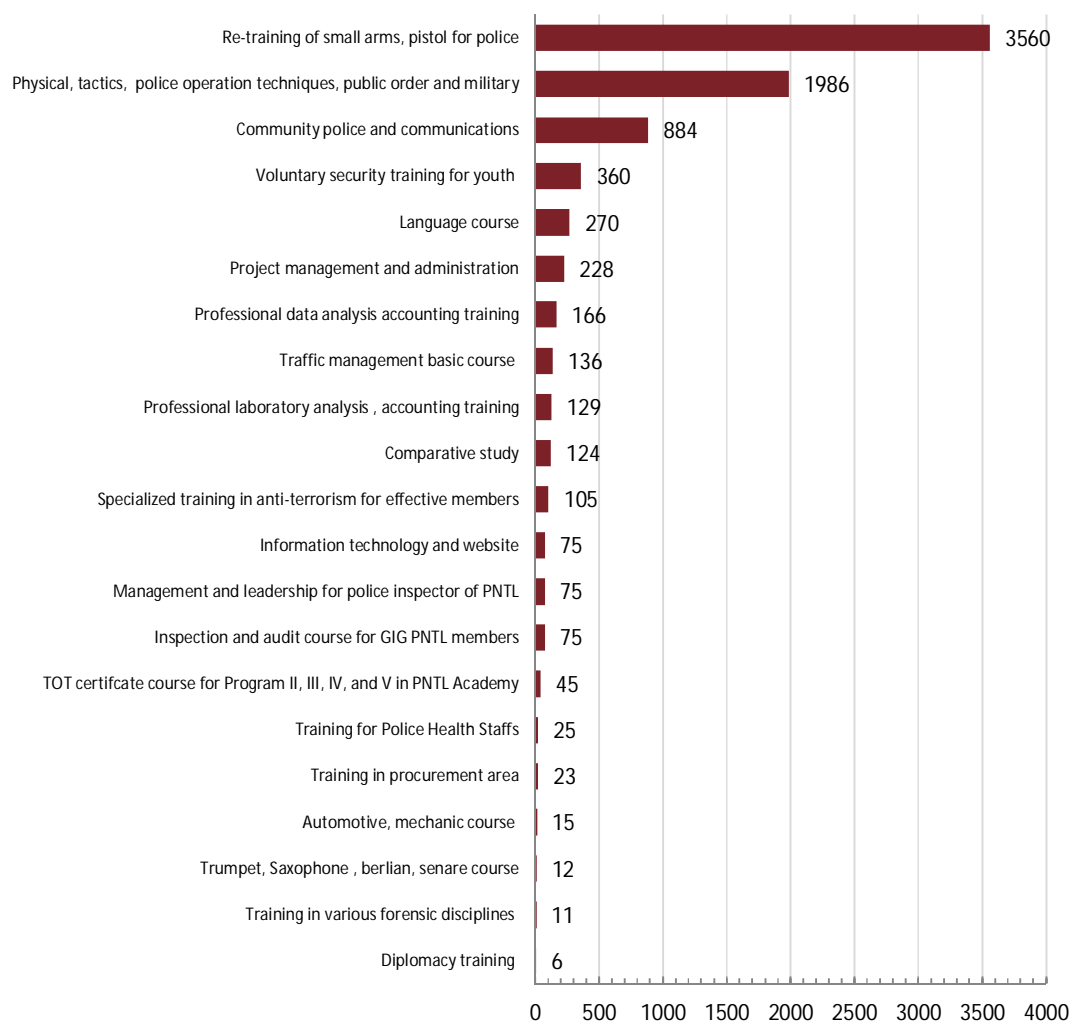
	Community police; Maritime Police; Management, planning, human resource, administration management; and PNTL medical doctors for professional health management within PNTL.
Specialized training in anti-terrorism for effective members	Training for special police units, UEP (Special Unit Police), BOP (Order Police Battalion), COE (Command Operation Special), CSP (Personal Security Corps) under PNTL.
Information technology and website	Training in areas of ICT, IMS, photography and website maintenance for the IT department and public relations office.
Management and leadership	Management and leadership for police inspector of PNTL across the 13 municipalities.
Inspection and audit course for General Inspector Office (GIG PNTL) members	Course inspection and audit techniques for members of inspection team of PNTL
TOT certificate course for Program II, III, IV, and V in PNTL Academy	Train-the-trainer for staff at the Police Training Centre.
Training for police health	Training for staff at PNTL clinic of health professionals.
Training in procurement	Training members of the procurement team at PNTL.
Automotive, mechanic course	Training for staff at National Logistics Department.
Musical instruments - trumpet, Saxophone, <i>berlian</i> , <i>senare</i> course	Training for staff in PNTL National Community Police department.
Training in various forensic disciplines	Training for staff in PNTL National Criminal Investigation team in areas including taxonomy, polygraph, forensic arson/fire investigation, forensic microbiology, serology and homogeneity, forensic medicine, forensic anthropology, controlled substances.
Diplomacy training	Diplomacy training for police allocated as Timor-Leste security in embassies overseas.

Skills training requirement breakup

PNTL has presented the following broad break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term to 2030. The data provided has been clustered into two levels of training: professional development programs and tertiary education including master's and bachelor's degrees.

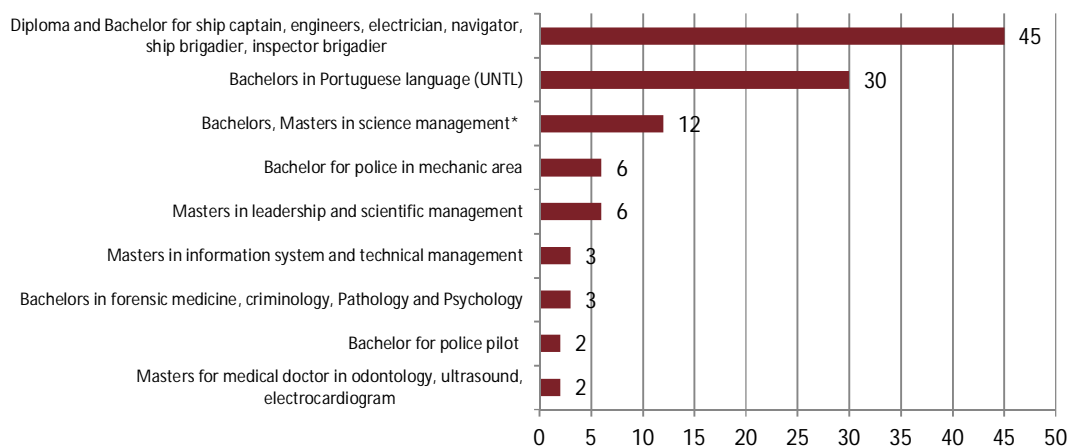
Number of training positions - Professional Development

■ Short term 2016-2018



Number of training positions

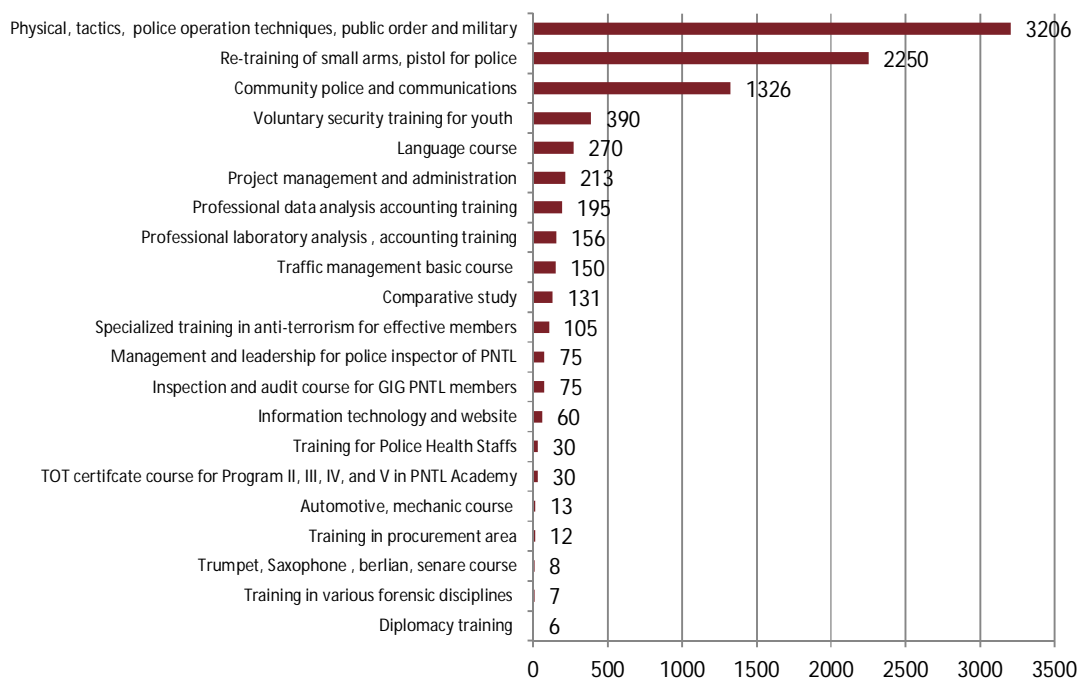
■ Short term 2016-2018



*Scholarship for training in science management in National Institute for Defense (IDN), staff and leadership school (SESPIN), Staff and Management School Administration High Level (SESPATI), Lembaga Ketahanan Nasional (LEMHANAS) for Superiors Officials of PNTL. Six positions available in bachelor's and master's degree each.

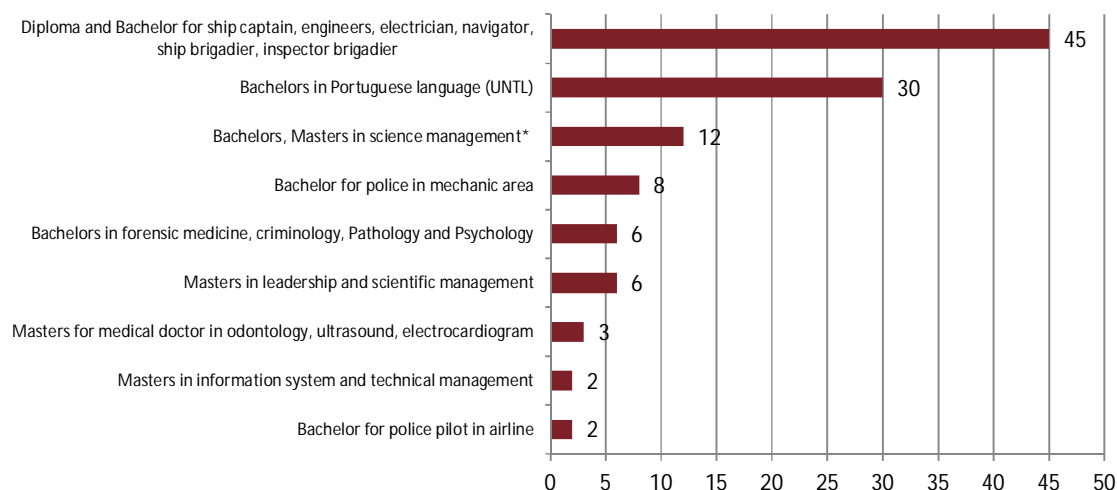
Number of training positions - Professional Development

■ Medium term 2019-2021



Number of training positions

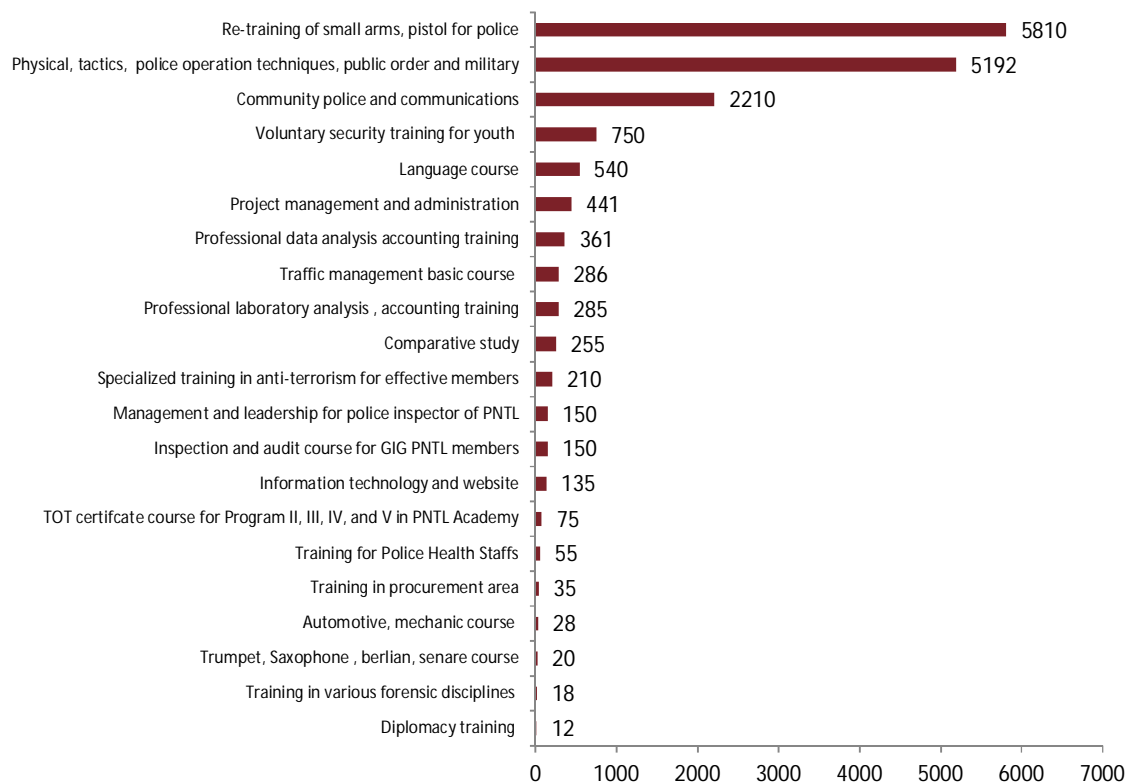
■ Medium term 2019-2021



*Scholarship for training in science management in National Institute for Defense (IDN), staff and leadership school (SESPIN), Staff and Management School Administration High Level (SESPATI), Lembaga Ketahanan Nasional (LEMHANAS) for Superiors Officials of PNTL. Six positions available in bachelor's and master's degree each.

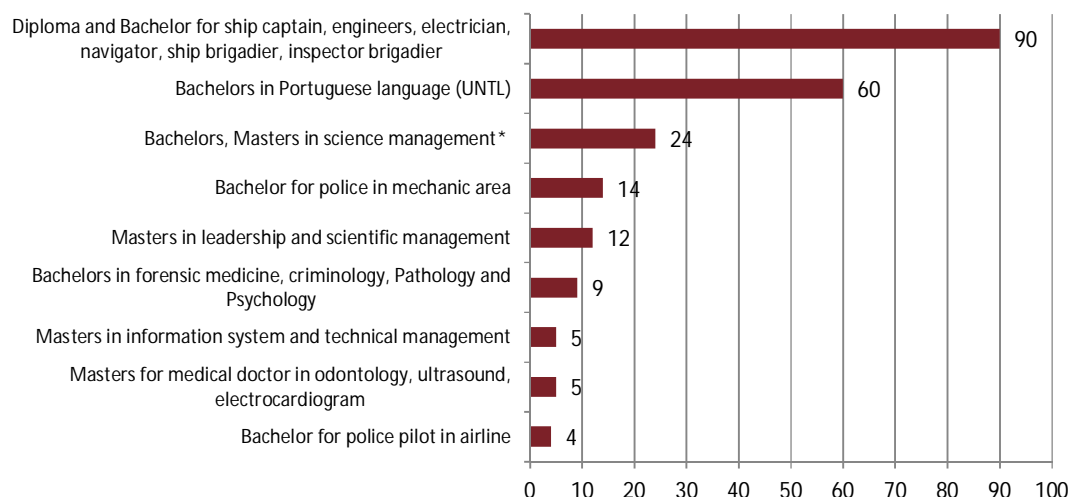
Number of training positions - Professional Development

■ Long term Upto 2030



Number of training positions

■ Long term Upto 2030



*Scholarship for training in science management in National Institute for Defense (IDN), staff and leadership school (SESPI)N, Staff and Management School Administration High Level (SESPATI), Lembaga Ketahanan Nasional (LEMHANAS) for Superiors Officials of PNTL.

Key training areas	2016	2017	2018	Short term (2016-2018)		2019	2020	2021	Medium term (2019-2020)		Long term up to 2030	
Professional development												
1. Re-training of small arms, pistol for police	1186	1187	1187	3560	42.8 %	750	750	750	2250	25.8 %	5810	34.1 %
2. Physical, tactics, police operation techniques, public order and military	722	632	632	1986	23.9 %	902	902	902	3206	36.8 %	5192	30.5 %
2.1 Basic training for new recruited police	520	250	250	1020		520	520	520	2060		3080	
2.2 Operation tactics training and assistance to members in reserve force	50	130	130	310		130	130	130	390		750	
2.3 Specialized training for effective police in units - UEP and UPF	2	2	2	6		2	2	2	6		12	
2.4 Infantry Training (tactics procedure) for UPF	50	50	50	150		50	50	50	150		300	

2.5 Specialized training for new police agents(UEP/PSU) in Dili	50	100	100	250		100	100	100	300		550	
2.6 Specialized training for Maritime Police Unit (UPM/MPU)	25	50	50	125		50	50	50	150		275	
2.7 Specialized training for new police agents Border Patrol Unit (UFP/BPU)	2	50	50	125		50	50	50	150		275	
3. Community police and communications	150	371	363	884	10.6 %	442	442	442	1326	15.2 %	2210	13.0 %
4. Voluntary security training for youth	100	130	130	360	4.3%	130	130	130	390	4.5 %	750	4.4%
5. Language course	90	90	90	270	3.2%	90	90	90	270	3.1 %	540	3.2%
5.1 Portuguese	50	50	50	150		50	50	50	150		300	
5.2 English	25	25	25	75		25	25	25	75		150	
5.3 Mandarin	15	15	15	45		15	15	15	45		90	
6. Project management and administration	66	81	81	228	2.7%	71	71	71	213	2.4 %	441	2.6%
7. Professional data analysis accounting training	36	65	65	166	2.0%	65	65	65	195	2.2 %	361	2.1%
8. Traffic management basic course	36	50	50	136	1.6%	50	50	50	150	1.7 %	286	1.7%
9. Professional laboratory analysis, accounting training	25	52	52	129	1.6%	52	52	52	156	1.8 %	285	1.7%
10. Comparative study	37	41	46	124	1.5%	47	42	42	131	1.5 %	255	1.5%
10.1 Police audit inspection	5	5	5	15		5	5	5	15		30	
10.2. Instructors in CFP for PNTL	5	5	10	20		10	10	10	30		50	
10.3 Community police	10	10	10	30		10	5	5	20		50	
10.4 Maritime Police	10	10	10	30		10	10	10	30		60	

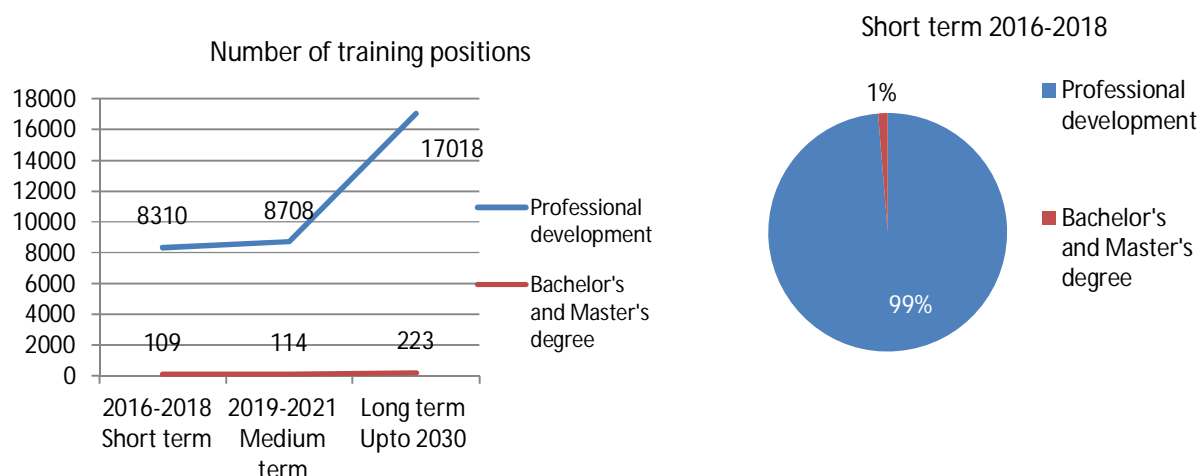
FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

10.5 manage ment, planning, human resource, administration management area	5	5	5	15		5	5	5	15		30	
10.6 PNTL Medical Doctors in health professional management	2	6	6	14		7	7	7	21		35	
11. Specialized training in anti- terrorism for effective members	35	35	35	105	1.3%	35	35	35	105	1.2 %	210	1.2%
12. Information technology and website	25	25	25	75	0.9%	20	20	20	60	0.7 %	135	0.8%
13. Management and leadership for police inspector	25	25	25	75	0.9%	25	25	25	75	0.9 %	150	0.9%
14. Inspection and audit course for GIG PNTL members	25	25	25	75	0.9%	25	25	25	75	0.9 %	150	0.9%
15. TOT certificate course for Program II, III, IV, and V in PNTL Academy	15	15	45	10	0.1%	10	10	10	30	0.3 %	75	0.4%
16. Training for Police Health Staffs	5	10	10	25	0.3%	10	10	10	30	0.3 %	55	0.3%
17. Training in procurement area	3	4	4	11	0.1%	3	2	2	7	0.1 %	18	0.1%
18. Automotive, mechanic course	5	5	5	15	0.2%	5	4	4	13	0.1 %	28	0.2%
19. Trumpet, Saxophone, berlian, senare course	5	4	3	12	0.1%	3	3	2	8	0.1 %	20	0.1%
20. Training in various forensic disciplines	3	4	4	11	0.1%	3	2	2	7	0.1 %	18	0.1%
21. Diplomacy training	2	2	2	6	0.1%	2	2	2	6	0.1 %	12	0.1%
Tertiary education												
1. Diploma and Bachelor for ship captain, engineers, electrician, navigator, ship brigadier, inspector	5	20	20	45	41.3 %	15	15	15	45	39.5 %	90	40.4 %

brigadier												
2. Bachelors in Portuguese language (UNTL)	10	10	10	30	27.5 %	10	10	10	30	26.3 %	60	26.9 %
3. Bachelors, Masters in science management in IDN, SESPIN, SESPATI, LEMHANAS	4	4	4	12	11.0 %	4	4	4	12	10.5 %	24	10.8 %
4. Bachelor for police in mechanic area	2	2	2	6	5.5%	2	3	3	8	7.0 %	14	6.3%
5. Masters in leadership and scientific management	2	2	2	6	5.5%	2	2	2	6	5.3 %	12	5.4%
6. Masters in information system and technical management	2	0	1	3	2.8%	1	0	1	2	1.8 %	5	2.2%
7. Bachelors in forensic medicine, criminology, Pathology and Psychology	1	1	1	3	2.8%	2	2	2	6	5.3 %	9	4.0%
8. Bachelor for police pilot	1	1	0	2	1.8%	1	1	0	2	1.8 %	4	1.8%
9. Masters for medical doctor in odontology, ultrasound, electrocardiogram	2	0	0	2	1.8%	3	0	0	3	2.6 %	5	2.2%

Change in training requirements over time

The numbers of training positions indicated by PNTL are relatively constant over the short to medium term, showing a sharp increase in the long term. Data related to forecasted increase in the size of PNTL staff was not available. Further consultation with PNTL is required to understand the reason for this sharp increase in training requirements over the long term other than being a longer period of nine years. It should be noted that there is a considerable difference between the number of training positions identified for professional development and tertiary education. This difference is perhaps attributable to the difference between the number of administrative staff in PNTL office and large in-field staff including police officers and specialized forces required to undergo on-the-job or short term development courses.



Critical training needs

PNTL has identified the most critical training need as being in the following areas:

- Training in criminal investigation area;
- Training for new police recruits;
- Special training for units: UPF, UPM, UEP;
- Community police training;
- Traffic police training;
- Database training for PNTL;
- Planning administration training area;
- Information technology for PNTL;
- Training in Police Intelligence area;
- Instructor training for PNTL;
- Audit training for PNTL; and
- Mechanic training for workshop (car garage) technicians for Police.

2.9. MINISTRY OF JUSTICE

The Justice Sector Strategic Plan for Timor-Leste 2011-2030 provides comprehensive information on the current situation of the justice sector in Timor-Leste, highlights key challenges, provides strategic direction and outlines an implementation strategy. According to the Strategic Plan, some of the challenges related to human resource development identified include a limited number of people fluent in Portuguese, a lack of sufficient judicial actors (judges, prosecutors, defenders, lawyers, justice officials) as required for expanding the judicial system, a lack of skilled staff to draft and develop legal documents/doctrines and insufficient legal administrative staff to relieve judicial actors of less important activities.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), the Ministry of Justice indicated approximately 1219 total staff, composed of 445 permanent staff, 83 in management and leadership positions, 80 vacancies for which recruitment was underway and 611 projected additional staff for 2016-2018. Additional employees include 189 people in prison services, 7 people in unit notaries, 70 people in public defender and 119 people in scientific criminal investigation.

The literature review of the Strategic Plan broadly revealed the following areas for human resources improvement. The ministry has responded to training staff in these broad areas:

- Development of language skills;
- Development of institutional capacity in coordination council, property and laws rights, higher council of judiciary and attorney general, registration and notary, criminal investigation etc.;
- Increase the capability of public lawyer;
- Train staff for prison management services;
- Information management system;
- Engage in social and community development; and
- Training in inspection and audit area.

Ministry of Justice has identified the following areas of training needs to help build staff skills and competencies.

Continuation of vocational training for prisoners	Specific information not provided.
Language training	<ul style="list-style-type: none"> - Ministry of Justice employees from grade E to grade A have knowledge of administrative Portuguese language to be used at work. - Correspondence training (national level) in Portuguese language in Camoes. Institute and English language national level in LELI Timor-Leste.
Training for prison guards	<ul style="list-style-type: none"> - Physical and mental training for prison guards. - Technical training for prison guards in prison services area.
Technical training in prison services area	Specific information not provided.
Private lawyers training	<ul style="list-style-type: none"> - Continuation of fourth Training courses for private lawyers - Continuation of fifth training courses for private lawyer. - Internship for fourth private lawyers' course.
Magistrates and public defenders training	<p>Specific training for magistrates and public defenders</p> <ul style="list-style-type: none"> - Continuation of sixth Course of magistrates and public defenders training (short term - 45 trainees, 20 women and 25 men) - school component. - Seventh Training of magistrates and public defenders.
Technical training in social reintegration area	Technical training for Social Reintegration team involved in prison management services.
Inspection, audit and investigation	<ul style="list-style-type: none"> - Training on inspection, audit and investigation. - Two exchange studies in Portugal and Macau. - Specialized training in fraud audit area in Internal Audit Education Foundation (YPIA) in Jakarta-Indonesia.
Portuguese for criminal investigation and scientific [Scientific Police Criminal Investigation (PCIC/CISP)]	Investigation and criminal forensic area. PCIC is a new institution in the Ministry of Justice and needs to conduct staff training in language and other specific areas.

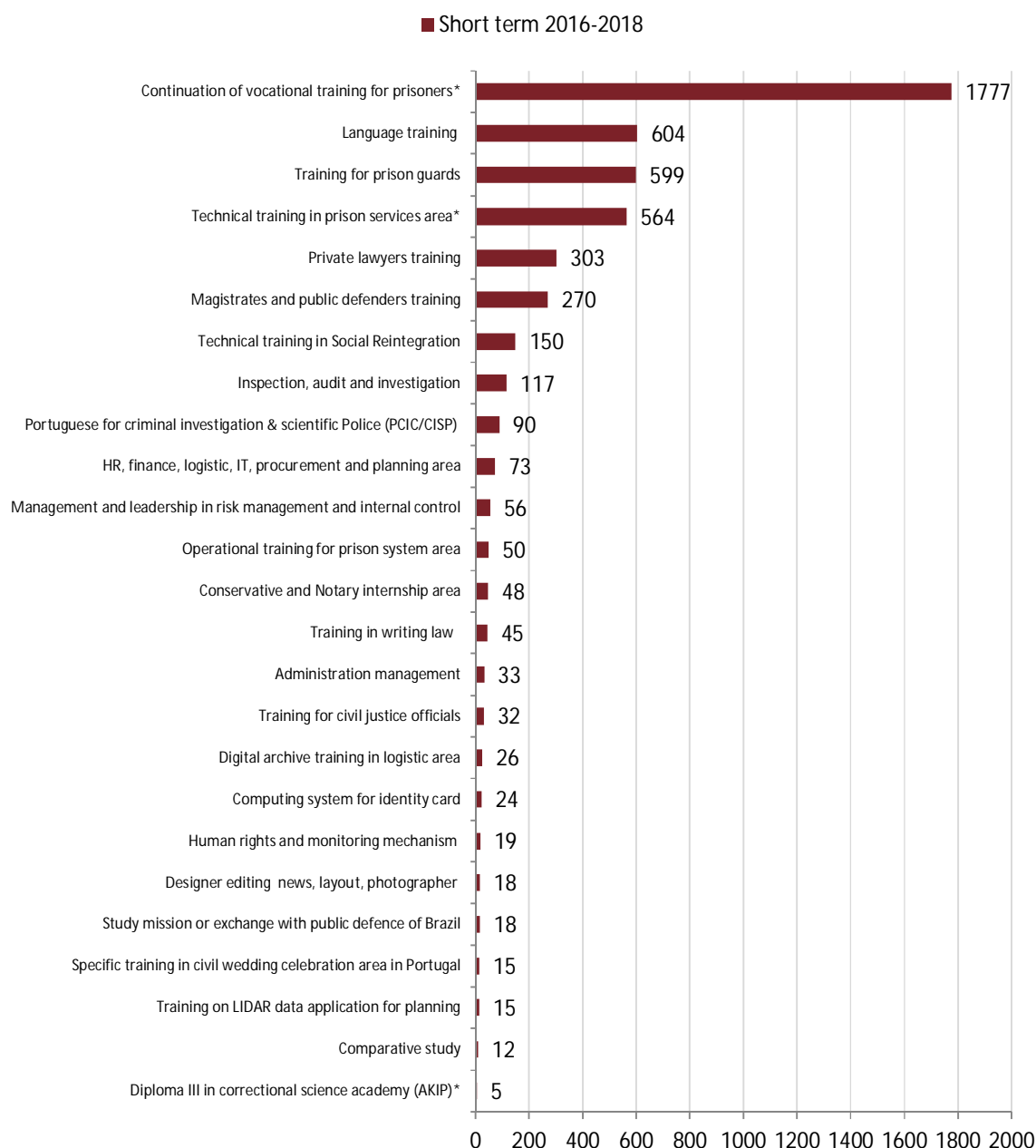
HR, finance, logistic, IT, procurement and planning	<ul style="list-style-type: none"> - Technical training in HR, finance, logistic and planning for Directorate National of Registration and Notary (DNRN) in twelve municipalities including Administrative Region of Oecussi (RAEOA) – Oecusse district. - For better information management services technical training is required in HR, finance, logistic, IT, procurement and planning area.
Management and leadership in risk management and internal control	Employees directorate or Chief positions must increase knowledge in risk management and be able to activities for execute activities to minimize bad administration practices.
Operational training for prison system area	Operational training for prison system area in Cipinang Jakarta Indonesia.
Conservative and Notary internship area	Specific training in conservative and notary internship area. Need to increase capacity of notary services to be allocated in more municipalities (currently present only in seven municipalities).
Training in writing law	Technical and national advisers obtain training in law writing (Advisers in Directorate of National Director of Legal Advice and Legislation, DNAJL).
Administration management	<ul style="list-style-type: none"> - Training in administrative management for employees in the planning secretariat to support the advisory council. - Administration management for staff involved in social/community development.
Training for civil justice officials	Public defender office continues to conduct specialized training for civil cases, especially those related to crime. Increased knowledge and capacity of public defenders in law will support a well-functioning justice sector.
Digital archive training in logistic area	Employees working in logistics need to undergo training to harmonize information through digitalization of patrimony data in the Ministry of Justice.
Computing system for	Currently the Ministry of Justice through National

identity card	Directorate of Registries and Notaries (DNRN) has established a system for identity card management in seven municipalities. Staff need to have knowledge of ID card production through a specific course.
Human rights and monitoring mechanism	Human rights and monitoring mechanism including writing government report on human rights. This training is to be conducted for staff involved in social/community development.
Designing, editing news, layout, photographer	Design, editing, news, layout and photography course for staff involved in community and social development.
Study mission or exchange with public defense of Brazil	Training and capacity building through study mission or exchange with Public Defense of Brazil. Exchange study to gain an understanding of law implementation for CPLP (Community of Portuguese Language Countries) countries, especially in Brazil.
Specific training in civil wedding celebration area in Portugal	Timor-Leste has not yet conducted civil marriage. Need to build staff capability to undertake work in this area.
Training on "Light Detection and Ranging" (LIDAR) data application for planning	Planning secretariat employees supporting the Advisory Council should have knowledge in LIDAR to organize planning frameworks and provide data for council meetings.
Comparative study	Visits Japan, Brazil and Portugal to obtain information including law implementation. This will help in comparing laws in developed countries in Asian Region and CPLP (Community of Portuguese Language Countries).
Diploma III in correctional science academy (AKIP)	Scholarship for Correctional Science Academy (AKIP) in Prison management services.
Bachelors and Masters degree scholarships	As presented in the following graphs.

Skills training requirement breakup

The Ministry of Justice has presented the following broad break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. The data provided has been clustered into two levels of training: professional development and vocational education; and tertiary education including master's and bachelor's degrees.

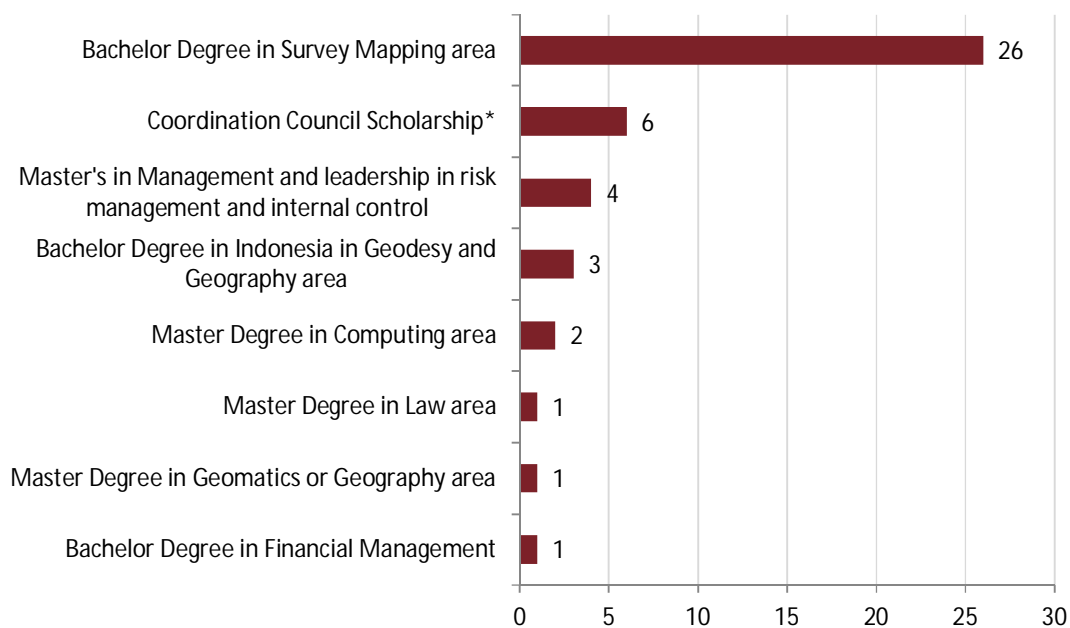
Number of training positions - Professional development & Vocational training



*Vocational/polytechnic training

Number of training positions - Scholarships

■ Short term 2016-2018

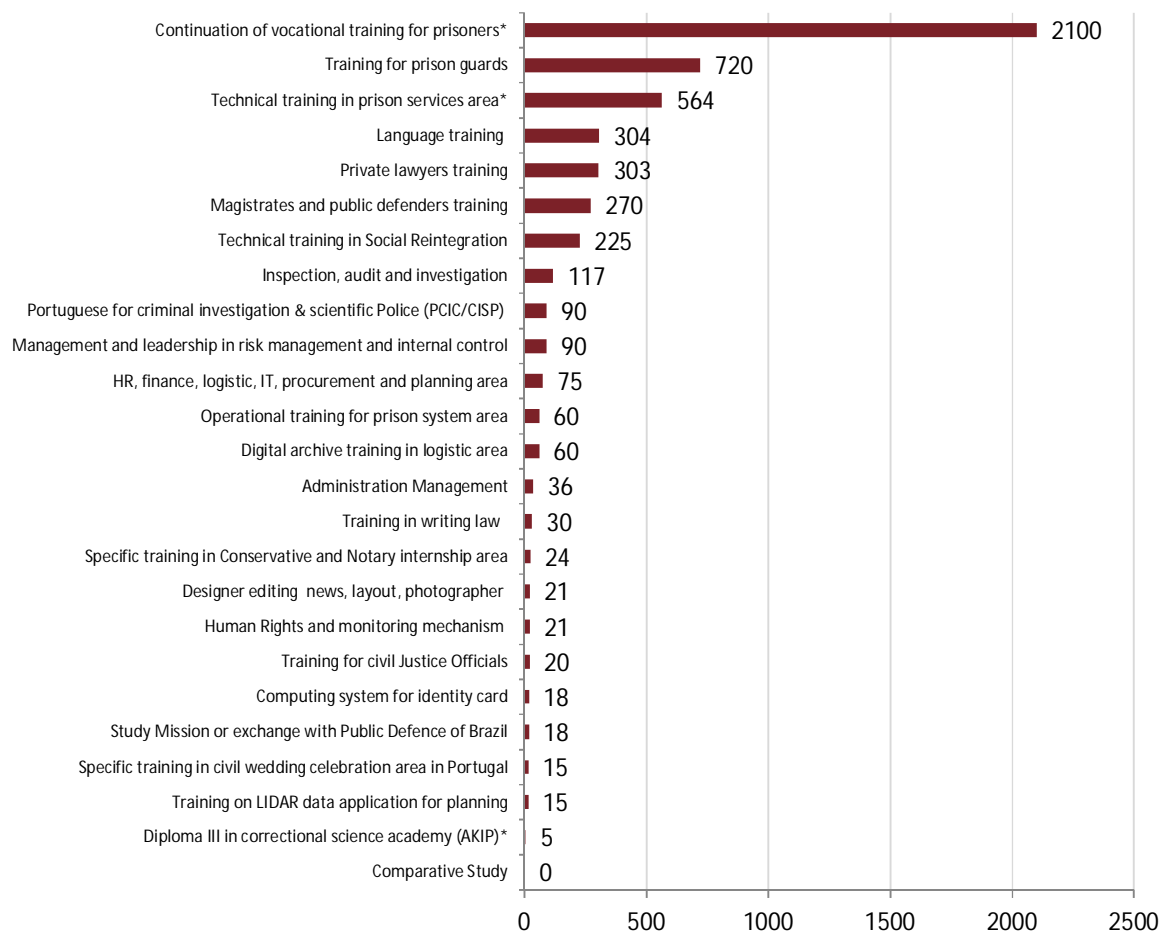


*Vocational/polytechnic training

* Scholarship for Master Degree (2) and Bachelor Degree (4) in 2016 in planning, financial management, Law, area. Currently approaching the universities in Indonesia but are waiting for budget approval from HCDF.

Number of training positions - Professional development & Vocational training

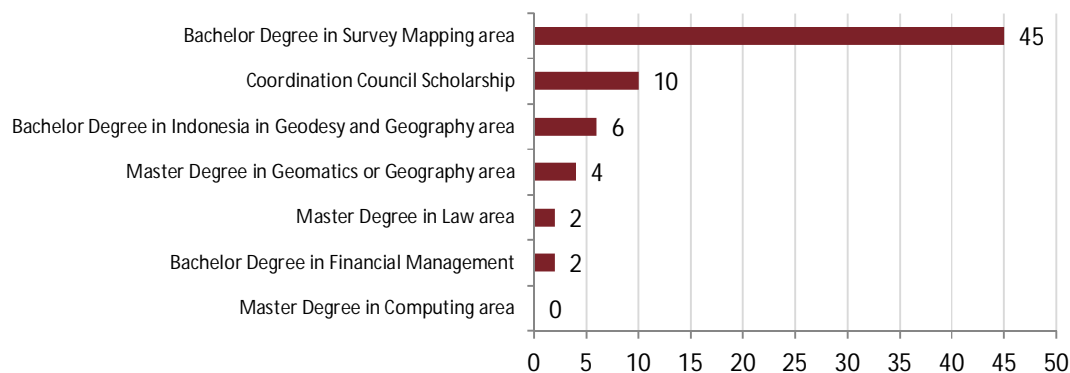
■ Medium term 2019-2021



*Vocational/polytechnic training

Number of training positions - Scholarships

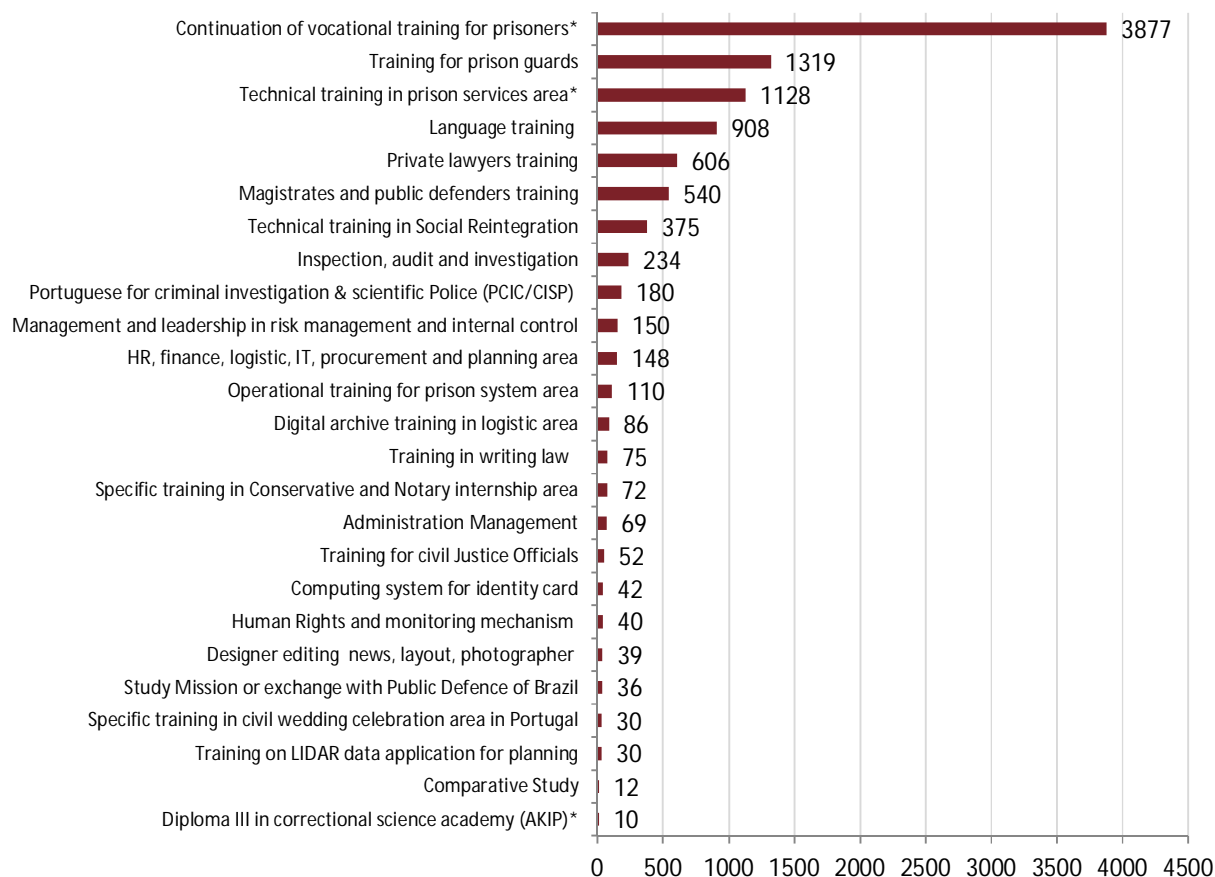
■ Medium term 2019-2021



*Vocational/polytechnic training

Number of training positions - Professional development & Vocational training

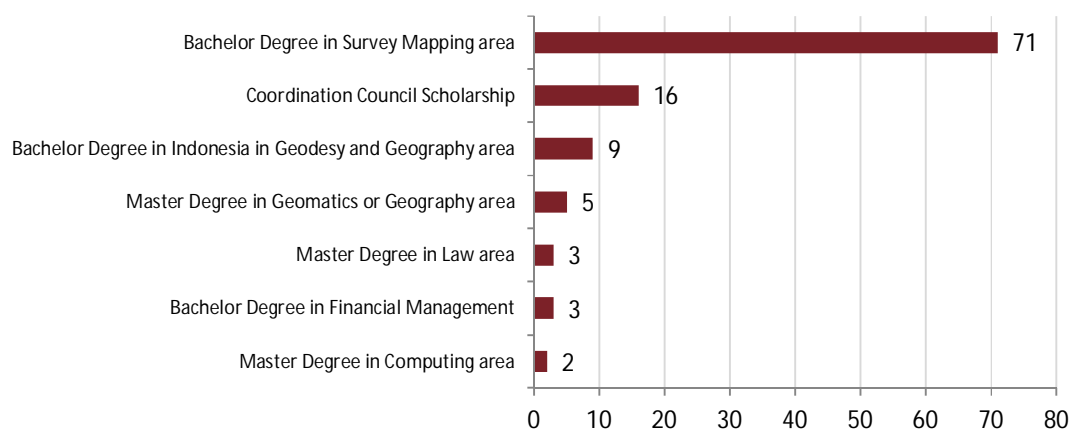
■ Upto 2030 Long term



*Vocational/polytechnic training

Number of training positions - Scholarships

■ Upto 2030 Long term



*Vocational/polytechnic training

Key training areas	2016	2017	2018	Short term (2016-2018)		2019	2020	2021	Medium term (2019-2020)		Long term up to 2030	
Professional development training												
1. Language training	204	200	200	604	23.1%	104	100	100	304	12.0%	908	17.6%
1.1 Portuguese language training	200	200	200	600		100	100	100	300		900	
1.2 Correspondence training (national level) in Portuguese language in Camoes Institute and English language national level in LELI Timor-Leste	4	0	0	4		4	0	0	4		8	
2. Training for prison guards	193	198	208	599	22.9%	240	240	240	720	28.4%	1319	25.6%
2.1 Physical and mental training for prison guards	188	188	188	564		200	200	200	600		1164	
2.2 Technical training for Prison Guards in prison services area	5	10	20	35		40	40	40	120		155	
3. Private lawyers training	101	101	101	303	11.6%	101	101	101	303	12.0%	606	11.8%
3.1 Continuation of 4th Training courses for private lawyers	28	28	28	84		28	28	28	84		168	
3.2 Continuation of 5th training courses for private lawyers	45	45	45	135		45	45	45	135		270	
3.3 Internship 4th private lawyers course	28	28	28	84		28	28	28	84		168	
4. Magistrates and public defenders training	90	90	90	270	10.3%	90	90	90	270	10.7%	540	10.5%
4.1 Continuation of 6th Course of magistrates and Public Defenders Training	45	45	45	135		45	45	45	135		270	
4.2 7th Training of Magistrates and Public Defenders	45	45	45	135		45	45	45	135		270	
5. Technical training in social reintegration	65	50	35	150	5.7%	75	75	75	225	8.9%	375	7.3%
6. Inspection, audit and investigation	39	39	39	117	4.5%	39	39	39	117	4.6%	234	4.5%
6.1 Training on Inspection, Audit and investigation	15	15	15	45		15	15	15	45		90	
6.2 Two exchange	4	4	4	12		4	4	4	12		24	

FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

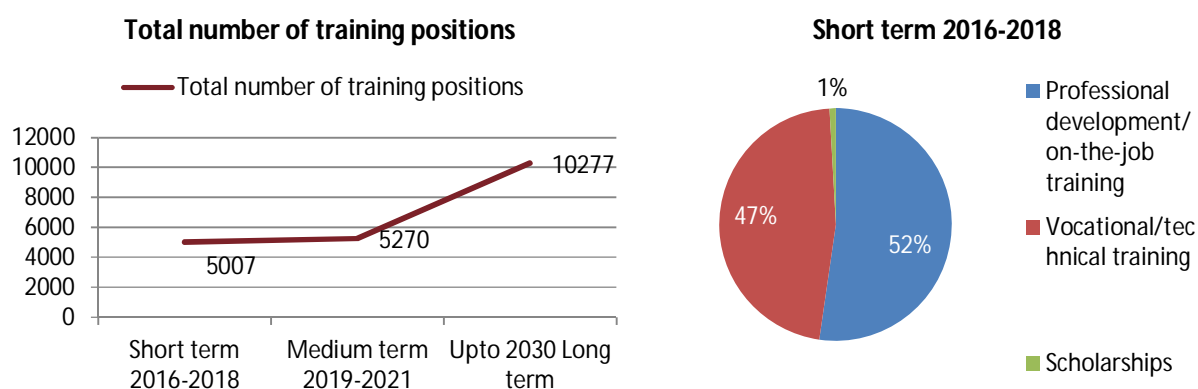
studies in Portugal and Macau												
6.3 Specialized training in Fraud Audit area in YPIA, Jakarta-Indonesia	20	20	20	60		20	20	20	60		120	
7. Portuguese for criminal investigation & scientific Police (PCIC/CISP)	30	30	30	90	3.4%	30	30	30	90	3.6%	180	3.5%
8. HR, finance, logistic, IT, procurement and planning area	23	25	25	73	2.8%	25	25	25	75	3.0%	148	2.9%
8.1 For Directorate National of Registration and Notary (DNRN)	10	5	5	20		5	5	5	15		35	
8.2 For information management system	13	20	20	53		20	20	20	60		113	
9. Management and leadership in risk management and internal control	10	20	30	60	2.3%	30	30	30	90	3.6%	150	2.9%
10. Operational training for prison system area in Indonesia	10	20	20	50	1.9%	20	20	20	60	2.4%	110	2.1%
11. Conservative and Notary internship area	16	16	16	48	1.8%	8	8	8	24	0.9%	72	1.4%
12. Training in writing law (Advisers in Directorate of DNAJL)	15	10	10	45	1.7%	10	10	10	30	1.2%	75	1.5%
13. Administration management	11	11	11	33	1.3%	12	12	12	36	1.4%	69	1.3%
13.1 Employees in planning secretariat to support Advisory Council	5	5	5	15		5	5	5	15		30	
13.2 Staff involved in social/community development	6	6	6	18		7	7	7	21		39	
14. Training for civil justice officials	0	16	16	32	1.2%	10	10	0	20	0.8%	52	1.0%
15. Digital archive training in logistic area	6	10	10	26	1.0%	20	20	20	60	2.4%	86	1.7%
16. Computing system for identity card	12	6	6	24	0.9%	6	6	6	18	0.7%	42	0.8%
17. Human rights and monitoring mechanism	7	6	6	19	0.7%	7	7	7	21	0.8%	40	0.8%
18. Designer editing news, layout, photographer	6	6	6	18	0.7%	7	7	7	21	0.8%	39	0.8%

19. Study mission or exchange with public defense of Brazil	6	6	6	18	0.7%	6	6	6	18	0.7%	36	0.7%
20. Specific training in civil wedding celebration area in Portugal	5	5	5	15	0.6%	5	5	5	15	0.6%	30	0.6%
21. Training on LIDAR data application for planning	5	5	5	15	0.6%	5	5	5	15	0.6%	30	0.6%
22. Comparative study	6	6	0	12	0.5%	0	0	0	0	0.0%	12	0.2%
Vocational education/Polytechnic												
1. Continuation of vocational training for prisoners	577	600	600	1777	75.7%	700	700	700	2100	78.7%	3877	77.3%
2. Technical training in prison services area	188	188	188	564	24.0%	188	188	188	564	21.1%	1128	22.5%
3. Diploma III in correctional science academy (AKIP)	5	0	0	5	0.2%	5	0	0	5	0.2%	10	0.2%
Scholarships – tertiary education												
1. Bachelor Degree in Survey Mapping area	26	0	0	26	59.1%	45	0	0	45	na	71	na
2. Coordination Council Scholarship (in short term 2 masters and 4 bachelors)	6	0	0	6	13.6%	10	0	0	10	na	16	na
3. Master's in Management and Leadership in Risk Management and Internal Control	na	na	na	4	9.1%	na	na	na	na	na	na	na
4. Bachelor Degree in Indonesia in Geodesy and Geography area	3	0	0	3	6.8%	6	0	0	6	na	9	na
5. Master Degree in Computing area	2	0	0	2	4.5%	0	0	0	0	na	2	na
6. Master Degree in Law area	1	0	0	1	2.3%	2	0	0	2	na	3	na
7. Master Degree in Geomatics or Geography area	1	0	0	1	2.3%	4	0	0	4	na	5	na
8. Bachelor Degree in Financial Management	1	0	0	1	2.3%	2	0	0	2	na	3	na

Change in training requirements over time

The numbers of training positions indicated by the ministry are relatively constant over the short to medium term (only a 5% increase from short to medium term), showing a sharp increase in the long term (95% increase from medium to long term). Further consultation with

the ministry is required to understand the reason for the sharp increase in training requirements over the long term other than being a longer period of nine years. The composition of training requirements over short term 2016-2018 suggests maximum training is to happen through professional development programs, which include on-the-job training such as seminars, workshops, short courses etc. This is followed by vocational education training programs. Training through vocational education is focused on improving the prison management system as it includes training for prisoners and staff employed in prison management services.



Critical training needs

The Ministry of Justice has indicated the following areas as critical for building skills:

- Criminal investigation and scientific police (PCIC/CISP)
- Training for judiciary
- Cadastral mapping and land survey
- Justice sector officials
- Notary services
- Inspection and audit
- Public defender
- Information technology
- Social reintegration for prisoners
- Emotion management for guards and prisoners
- Legal translation and Portuguese language

Currently the ministry faces the greatest difficulty in recruiting legal translators, civil engineers, trainers for prison management services and psychologist for social reintegration of prisoners and legal trainers for training staff at the Ministry of Justice.

Donor Organizations

The Ministry of Justice receives support from United Nations Development Programme (UNDP), Programa das Nações Unidas para o Desenvolvimento (PNUD) Brazil, The United Nations Children's Fund (UNICEF) and Portuguese-speaking African countries (Países Africanos de Língua Oficial Portuguesa, PALOP) and UE-Camões.ep.

Issues related to skills development and training

The Ministry of Justice has commented that to build skills in the justice sector does not necessarily require overseas training or international advisors in all cases. Rather the approach can be to train Timorese people to become qualified trainers who can then conduct training for local people. For conducting training in Portuguese and English the ministry prefers to have international trainers. Budget allocation to all areas needs to be a considered decision.

2.10. MINSITRY OF COMMERCE, INDUSTRY AND ENVIRONMENT

The role of the Ministry of Commerce, Industry and Environment is to conceive, execute, coordinate and define policy assessed and approved by the Council of Ministers in the areas of economic activity including commercial and industrial, cooperative sector, micro and small businesses and the environment.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), Ministry of Commerce, Industry and Environment had approximately 824 total staff, composed of 339 permanent staff, 89 in management and leadership positions, 96 vacancies for which recruitment was underway and 300 projected additional staff for 2016-2018.

To support the execution and achievement of the strategic objectives the ministry has identified the following areas of training needs to help build staff skills and competencies.

Administration, accounting and finance	Increase employees knowledge in various directorates in administration, finance and accounting areas to be able to conduct tasks effectively and efficiently, including directorates of environment and biodiversity, Trade Directorate General Office (GDGC), human resources, Gabinete Inspeksaun Auditoria Interna (Internal Audit Office), environment and climate change, and cooperatives management.
Leadership course	Improve leadership skills of staff in various directorates of the Ministry of Commerce, Industry and Environment.
Portuguese and English Language	Language training for effective communication, ability to analyze data, interact with international advisor and participate in international events.
Database, IT, software, web	Industrial development: Database/data Entry course and

design and marketing	<p>training on promotion material design (brochure, pamphlet, poster, label etc.) to increase employee capacity to be able to better develop crafts in industry groups and identify the progress and problems of each group and seek solution. Also be able to design products and promote craft industry in future.</p> <p>Training in online database and web design for directorate of Trade Directorate General Office (GDGC), climate change, cooperative and micro-small business, Gabinete Inspeksaun Auditoria Interna (Internal Audit Office) and implementation of national trade regulation.</p> <p>Marketing management course for Trade Directorate General Office (GDGC).</p>
Climate change management	<p>Train employees in climate changes and biodiversity, improve services centre for climate change at national and district level, database, inventory, research and technology development (qualified employees in technology development in climate change), crocodile management in Darwin-Australia, geographic information system (GIS) course for biodiversity resource mapping and introductory course for new employees.</p>
Project management	<p>Increase employees knowledge in project management framework, risk analysis and risk mitigation.</p>
Training for product development	<p>Increase employees knowledge of the Food Industry and local crafts to conduct train-the-trainer for small industry groups to industrialize agriculture products including design and package of industrial products:</p> <ul style="list-style-type: none"> - Training on agriculture product: fruit for juices/jams/candies (lollies); - Training on product diversification: corn, cassava, potato, banana, taro and other products such as cakes, etc; - Technical training on product diversification: furniture, bamboo, rattan, webbing, tais (Timor-Leste traditional weave) for other varieties products; - Capacity building for employees on pottery handicraft industry in Indonesia; - Food processing training.
Cooperative sector development	<p>Increase knowledge and build capacity in the following areas:</p> <ul style="list-style-type: none"> - Strategies to develop cooperative sector; - Training of Trainer of Cooperative area; - Cooperative Management training; - Cooperative Audit training; and - Training on Decree-Law and Cooperative Statute.

Micro and Small Business development	To increase trainers knowledge in micro to small business area to support businesspeople to manage their own business in the future: <ul style="list-style-type: none"> - Training of Trainer of SME's; - Business Accounting and management training; - Family Business Plan training; and - Business Software (IT) training.
Strategies to implement fair price (Decree-Law no. 29/2011, national trade regulation direction)	Increase understating and knowledge to be able to implement public selling price especially for essential goods. Implement fair price to protect consumers' rights.
Comparative study	Comparative study for industry development to observe production activity in production place and workplace so as to apply to existing small industry groups in Timor-Leste. Comparative study for government institution on processing and industrial activities licensing.
Product quality control	<ul style="list-style-type: none"> - Training on food product quality control. - Training on dangerous industry product control and management. - Laboratory training on Test-Kit (industrial development).
Introductory course for new employees	Introductory course for new employees in various directorates (including GDGC, environment and biodiversity, human resources) for them to be able to provide professional services.
Law, economy and management area	Scholarship for employees in law and management area in GDGC and environment and biodiversity.
Management capacity building on action and service quality control	Build employee motivation, increase capacity to be able to solve problems, increase employees involvement and knowledge of designing plans.
Training in Planning	Increase knowledge of employees in directorate national of human resources in planning.
Commerce, English and logistic	Increase knowledge of GDGC employees in this area.
Capacity building for ISO (International Organization for Standardization) (Management capacity building for ISO - International Standardization for Organization)	Provide knowledge to employees to study and harmonize the standards from various countries to develop a Timor-Leste national standard to be used as standards for product development.
Microsoft Office	Improve skills in excel and access.
Strategic plan and service performance	Increase knowledge in understating and implementing strategic plan for national trade regulation.

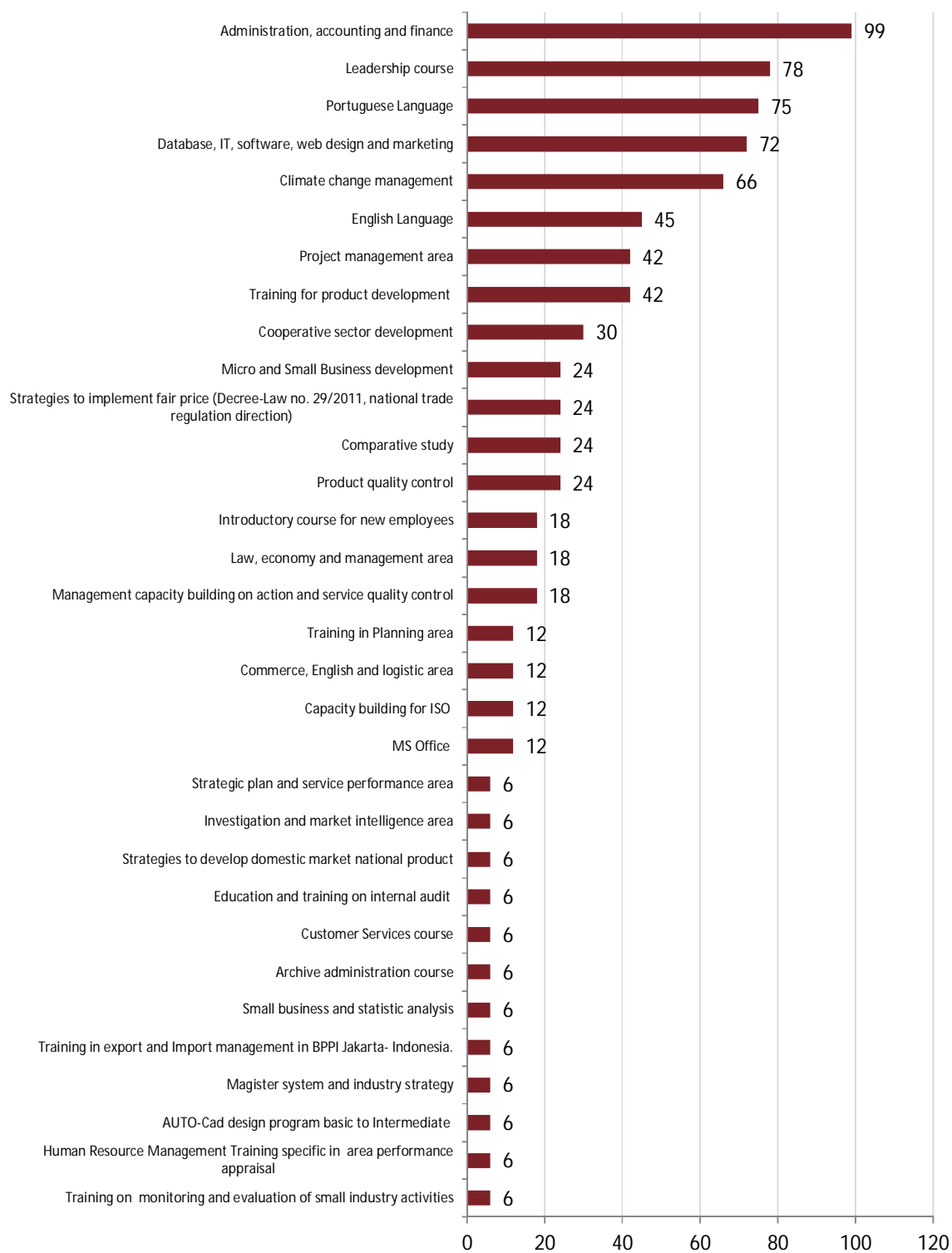
Investigation and market intelligence	Under national trade regulation to protect consumers so that they obtain quality goods without speculation.
Strategies to develop domestic market national product	Develop and implement strategies for domestic products to enter national market under national trade regulation.
Education and training on internal audit	For employees of Gabinete Inspeksaun Auditoria Interna (Internal Audit Office)
Customer Services course	For employees of Trade Directorate General Office (GDGC)
Archive administration course	For employees of Trade Directorate General Office (GDGC).
Small business and statistical analysis	For employees of Trade Directorate General Office (GDGC).
Training in export and Import management in BPPI Jakarta-Indonesia (Indonesian Heritage Preservation Hall)	For employees of Trade Directorate General Office (GDGC).
Magister system and industry strategy	For employees involved in industrial development.
AUTO-CAD design program basic to Intermediate	For employees involved in industrial development increase capacity to design product package for small industry and design simple machines to reduce imports that are produced using simple machines.
Human Resource Management Training in performance appraisal	For employees involved in industrial development.
Training on monitoring and evaluation of small industry activities	For employees involved in industrial development to be able to track progress and identify problems for different local industry craft groups.
Scholarships	As presented below in the graph.

Skills training requirement breakup

The Ministry of Commerce, Industry and Environment has presented the following broad break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. The data provided has been clustered into two levels of training: professional development; and tertiary education including master's and bachelor's degrees.

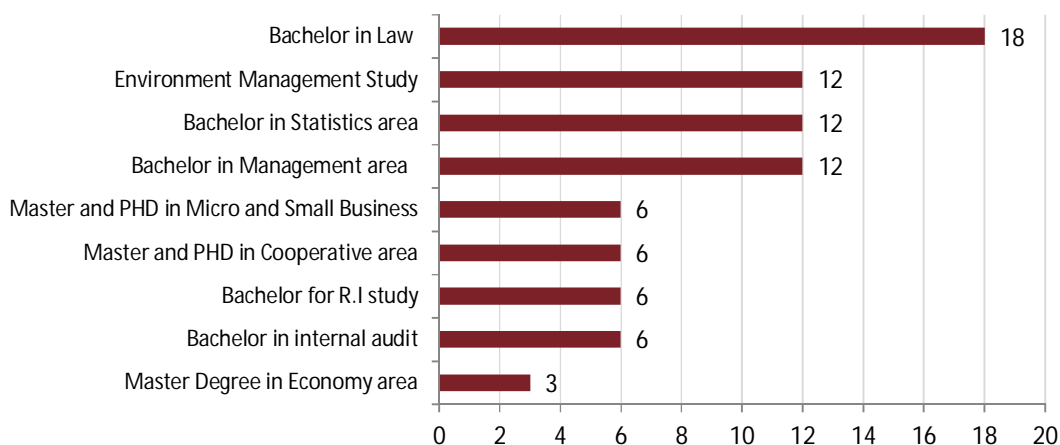
Number of training positions - Professional Development

■ Short term 2016-2018



Number of training positions - Scholarships

■ Short term 2016-2018



Number of training positions - Professional Development

■ Medium term 2019-2021



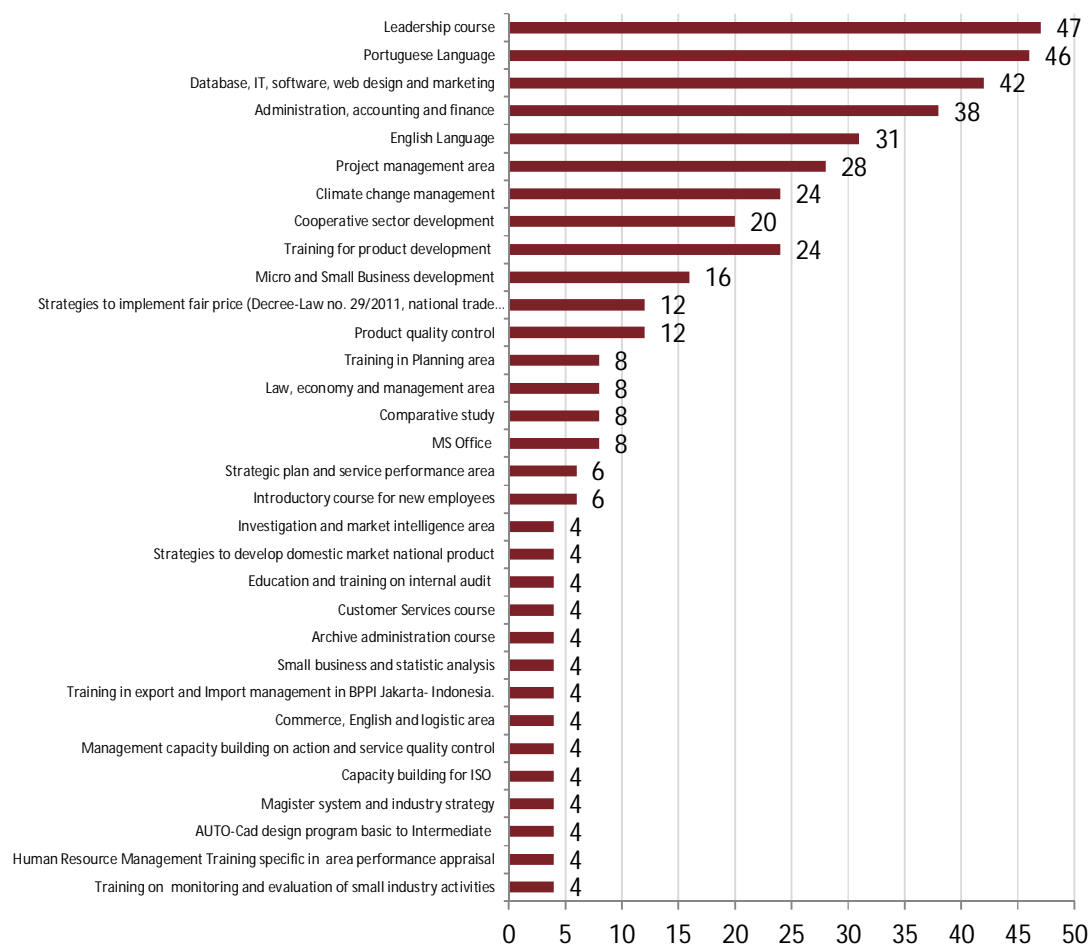
Number of training positions - Scholarships

■ Medium term 2019-2021



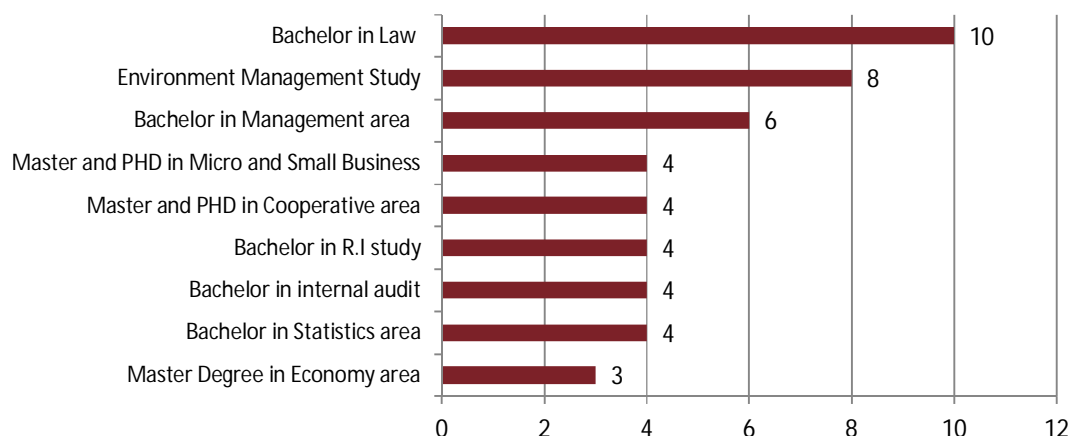
Number of training positions - Professional Development

■ Upto 2030 Long term



Number of training positions - Scholarships

■ Upto 2030 Long term



Key training areas	2016	2017	2018	Short term (2016-2018)	2019	2020	2021	Medium term (2019- 2020)	Long term up to 2030
Professional development training									
1. Administration, accounting and finance	33	33	33	99	28	28	28	84	38
1.1 Administration and finance (environment and biodiversity)	4	4	4	12	4	4	4	12	4
1.2 Administration, accounting and finance (GDGC)	4	4	4	12	4	4	4	12	4
1.3 Administration and finance in Indonesia (DNHR)	15	15	15	45	10	10	10	30	10
1.4 Basic Accounting course (Dept. of Dangerous Industry Product Control)	2	2	2	6	2	2	2	6	4
1.5 Education and training in accounting (Gavinete Inspeksaun Auditoria Interna)	2	2	2	6	2	2	2	6	4
1.6 Education and training in finance management (Gavinete Inspeksaun Auditoria Interna)	2	2	2	6	2	2	2	6	4
1.7 Administration and Finance - one month training in Indonesia (environment and climate change)	2	2	2	6	2	2	2	6	4
1.8 Accounting training in cooperative area	2	2	2	6	2	2	2	6	4
2. Leadership course	26	26	26	78	21	21	21	63	47
3. Portuguese Language	25	25	25	75	25	25	25	75	46
4. Database, IT, software, web design and marketing	24	24	24	72	22	22	22	66	42
4.1 Database/data Entry course (industrial development)	2	2	2	6	2	2	2	6	4
4.2 Training on promotion material design (brochure, pamphlet, poster, label etc.)	2	2	2	6	2	2	2	6	4
4.3 Training in online database and web design area (IT) (climate change)	4	4	4	12	4	4	4	12	4
4.4 Training in online database and web design area (IT) - GDGC	2	2	2	6	2	2	2	6	4
4.5 Market management course (GDGC)	2	2	2	6	2	2	2	6	4
4.6 Online database and web design area training (DNHR)	4	4	4	12	4	4	4	12	4
SPSS program(Gavinete Inspeksaun Auditoria Interna)	2	2	2	6	2	2	2	6	4

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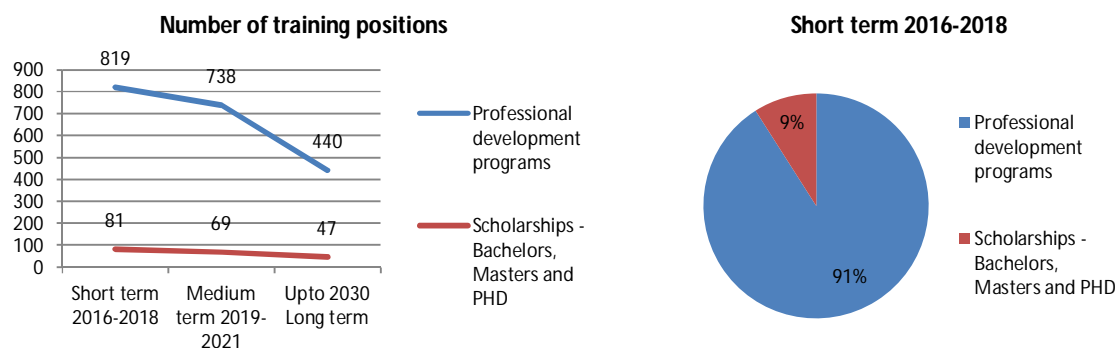
4.7 Education and training on information and technology (IT) (Gavinete Inspeksaun Auditoria Interna)	2	2	2	6	2	2	2	6	4
4.7 Database training (national trade regulation)	2	2	2	6	2	2	2	6	4
4.8 Online database and web design course in Indonesia and Malaysia for 3 months (Environment and climate change)	2	2	2	6	2	2	2	6	4
4.9 Cooperative Software (IT) training (cooperative and micro-small business)	2	2	2	6	2	2	2	6	4
5. Climate change management	22	22	22	66	22	22	22	66	24
5.1 Train employees in climate changes and bio diversity	4	4	4	12	4	4	4	12	4
5.2 Improve service centre for climate changes in national and district level, database, inventory, 5.3 research and technology development (qualified employees in technology development in climate change area)	4	4	4	12	4	4	4	12	4
5.4 Introductory course for employees	4	4	4	12	4	4	4	12	4
5.5 Crocodile management in Darwin-Australia	4	4	4	12	4	4	4	12	4
5.6 GIS course (geographic information system)	4	4	4	12	4	4	4	12	4
5.7 Design Strategic plan/One month training in Indonesia	2	2	2	6	2	2	2	6	4
6. English Language	15	15	15	45	14	14	14	42	31
7. Project management	14	14	14	42	14	14	14	42	28
8. Training for product development	14	14	14	42	12	12	12	36	24
8.1 Training on agriculture product: fruits for juices/jams/candies (lollies)	2	2	2	6	2	2	2	6	4
8.2 Training on product diversification: corn, cassava, potato, banana, taro and other products such as cakes, etc.	2	2	2	6	2	2	2	6	4
8.3 Technical training on product diversification: furniture, bamboo, rattan,webbing, tais (TL traditional weave) for other varieties products.	2	2	2	6	2	2	2	6	4
8.4 Design of small industry product package	2	2	2	6	2	2	2	6	4
8.5 Capacity building for employees on pottery handicraft industry in Indonesia	4	4	4	12	2	2	2	6	4
8.6 Food processing training	2	2	2	6	2	2	2	6	4
9. Cooperative sector development	10	10	10	30	10	10	10	30	20
9.1 Strategies to develop cooperative sector	2	2	2	6	2	2	2	6	4
9.2 Training of Trainer of Cooperative area	2	2	2	6	2	2	2	6	4
9.3 Cooperative Management training	2	2	2	6	2	2	2	6	4
9.4 Cooperative Audit training	2	2	2	6	2	2	2	6	4
9.5 Training on Decree-Law and Cooperative Statute	2	2	2	6	2	2	2	6	4
10. Micro and Small Business development	8	8	8	24	8	8	8	24	16
10.1 Training of Trainer of SME's	2	2	2	6	2	2	2	6	4
10.2 Business Accounting and management training	2	2	2	6	2	2	2	6	4
10.3 Family Business Plan training	2	2	2	6	2	2	2	6	4
10.4 Business Software (IT) training	2	2	2	6	2	2	2	6	4
11. Strategies to implement fair price (Decree-Law no. 29/2011, national trade regulation direction)	6	6	6	24	6	6	6	24	12
12. Comparative study	8	8	8	24	4	4	4	12	8
12.1 Comparative study for home industry development	2	2	2	6	2	2	2	6	4

12.2 Comparative study for government institution on processing and industrial activities licensing	6	6	6	18	2	2	2	6	4
13. Product quality control	8	8	8	24	6	6	6	18	12
13.1 Training on food product quality control	2	2	2	6	2	2	2	6	4
13.2 Training on dangerous industry product control & management	2	2	2	6	2	2	2	6	4
13.3 Laboratory training on Test-Kit (industrial development)	4	4	4	12	2	2	2	6	4
14. Introductory course for new employees	6	6	6	18	4	4	4	12	6
15. Law, economy and management area	6	6	6	18	6	6	6	18	8
15.1 Scholarship for employees in law and management area (GDGC)	4	4	4	12	4	4	4	12	4
15.2 Law/Economy	2	2	2	6	2	2	2	6	4
13. Management capacity building on action and service quality control	6	6	6	18	2	2	2	6	4
14. Training in Planning area	4	4	4	12	4	4	4	12	8
15. Commerce, English and logistic area	4	4	4	12	4	4	4	12	4
16. Capacity building for ISO International Standardization for Organization	4	4	4	12	4	4	4	12	4
17. MS Office	4	4	4	12	4	4	4	12	8
18. Strategic plan and service performance area	2	2	2	6	2	2	2	6	6
19. Investigation and market intelligence area	2	2	2	6	2	2	2	6	6
20. Strategies to develop domestic market national product	2	2	2	6	2	2	2	6	4
21. Education and training on internal audit	2	2	2	6	2	2	2	6	4
22. Customer Services course	2	2	2	6	2	2	2	6	4
23. Archive administration course	2	2	2	6	2	2	2	6	4
24. Small business and statistical analysis	2	2	2	6	2	2	2	6	4
25. Training in export and Import management in BPPI Jakarta- Indonesia	2	2	2	6	2	2	2	6	4
26. Magister system and industry strategy	2	2	2	6	2	2	2	6	4
27. AUTO-Cad design program basic to Intermediate	2	2	2	6	2	2	2	6	4
28. Human Resource Management Training specific in area performance appraisal	2	2	2	6	2	2	2	6	4
29. Training on monitoring and evaluation of small industry activities	2	2	2	6	2	2	2	6	4
Scholarships – tertiary education									
Bachelor in Law	6	6	6	18	5	5	5	15	10
Environment Management Study	4	4	4	12	4	4	4	12	8
Bachelor in Statistics area	4	4	4	12	2	2	2	6	4
Bachelor in Management area	4	4	4	12	2	2	2	6	4
Master and PHD in Micro and Small Business	2	2	2	6	2	2	2	6	4
Master and PHD in Cooperative area	2	2	2	6	2	2	2	6	4
Bachelor for R.I study	2	2	2	6	2	2	2	6	4
Bachelor in internal audit	2	2	2	6	2	2	2	6	4
Master Degree in Economy area	1	1	1	3	1	1	1	3	3

Change in training requirements over time

The numbers of training positions provided by the ministry show a decline from short to medium and long term. A plausible explanation for this decline could be that the ministry plans

to cover training for most of their staff over the next three years (819 training positions) against a total staff of 824 (including 300 projected staff for 2016-2018) outlined in the annual plan. However, this explanation for this trend needs to be confirmed through further consultation with the ministry. *The composition of training requirements over the short term 2016-2018 suggests most training is to happen through professional development programs which include on-the-job training such as seminars, workshops, short courses etc.



Critical training needs

The Ministry has provided the following feedback in response to critical skills needs:

- Employees are attending technical training in laboratory (product quality standard);
- Eight people attended training in drug and food testing in Jakarta, Indonesia for 3 months from October to December 2015;
- Seven employees attended training in auditing in Malang, Indonesia and ten employees attended software (IT) training in Bali, Indonesia, but the length of the training was insufficient. Hence some audit and software (IT) concepts were difficult to grasp. Hence the ministry suggests providing more days for training in order to build capacity of employees so as to support and reinforce Timor-Leste Cooperative Movement;
- Training in cooperatives and micro-small businesses is critical; and
- Staff with a bachelor degree in law is required to better interpret cooperative law.

It is difficult to find candidates with capability in law, human resources management and administration management. Hence the Directorate National of Human Resources has suggested scholarships in this area. The ministry has highlighted that employees have knowledge in accounting, leadership, management, marketing, business and IT, but do not have sufficient experience in these areas.

Issues related to skills development and training

The ministry has highlighted the following issues related to skills development and training:

- Training and skills development motivates employees to better performance duties and builds institutional capacity. Due to high volume of required training and limited budget some employees are not able to participate in training. Most of the training has been conducted in Timor-Leste rather than overseas.
- Budget limitation restricts the volume of training that can be provided. For example, 'capacity building for small industry group' requires more trainers. It is important that more employees undergo train-the-trainer so that they can become national trainers rather than utilizing foreign trainers.
- Language becomes an obstacle for employees to attend overseas events. Employees need to improve their ability in languages in order to be able to participate in overseas seminars or training programs.
- The duration of training for some programs is not sufficient to gain knowledge and build skills. For example, technical training for laboratory analysis for quality products for duration of three months is insufficient. The ministry suggests providing scholarship for these areas, so candidates can attend overseas universities and achieve better qualifications.

2.11. MINSITRY OF STATE ADMINISTRATION

The Ministry of State Administration (MAE) is the central agency of the Government responsible for design, implementation, coordination and evaluation of policies defined and approved by the Council of Ministers, in the areas of local government, administrative decentralization, rural and local development, the organization and execution of elections processes and referenda, and the official documents preservation.

The Ministry of State Administration has provided an estimated workforce for 2015 of about 2,071 people, comprising 1,378 permanent staffs, 121 vacancies for which recruitment was underway and 271 management and leadership positions. The additional staff projection for the period 2016-2018 is about 301 staff. This number does not include political appointment of staffs.

To support the execution and achievement of the strategic objectives the ministry has identified the following areas of training need to help build staff skills and competencies. Please note that the training numbers include training for village development (chiefs in villages) under community programs (external training programs).

Leadership, management, administration and ethics	<p>Training in leadership, management and administration to build capacity to support the following areas:</p> <ul style="list-style-type: none"> - Execute human resource training plan for administrative pre-decentralization structure. More than 50% of employees linked with administrative pre-decentralization structure participate in training action and personal valorisation; - Provide training for Chiefs of Villages (442); - Capacity building and training for National Directorate development assessment public policy (DNPAGE) employees; and - Increase Inspector General Cabinet and internal audit (GIGAI) technical and administrative trainer's quality. Village community leader, agents and administrative employees to manage their administrative activities effectively and efficiently.
Budget, accounting and financial management	<p>Training in budget, accounting and financial management to build capacity to support the following areas:</p> <ul style="list-style-type: none"> - Execute HR training plan for Administrative Pre-decentralization Structure. More than 50% of employees linked with administrative pre-decentralization structure participate in training action and personal valorisation - Provide training for chiefs of villages (442); - Budget and accounting management for Unit of Procurement Decentralized (UAD) employees; - Financial management and accounting for Secretariat for Technical Electoral Administration (STAE) employees; and - Digital accounting and financial management training for GIGAI employees.
Document writing	<p>Training to be able to write official documents:</p> <ul style="list-style-type: none"> - Provide training for Chiefs of Villages (442); - Increase GIGAI employees administrative capacity to write official documents - Build skills for noting and writing official documents to support national archive system implementation; and - Build skills for writing documents to support archive system in five districts.
Communication and team work	<p>Communication and team work skills in the following areas:</p> <ul style="list-style-type: none"> - Effective communication to support the execution of HR training plan for administrative pre-decentralization structure; - Training on team work skill for chiefs of villages; and - Training on working in effective teams for Unit of Procurement Decentralized (UAD) employees.
IT training in statistics, accounting, computing management and digital	<p>Non-formal and academic training for employees of DNDAPP, finance directorate, IT and procurement unit to increase employees ability in IT for various bodies of work requiring special ability.</p>

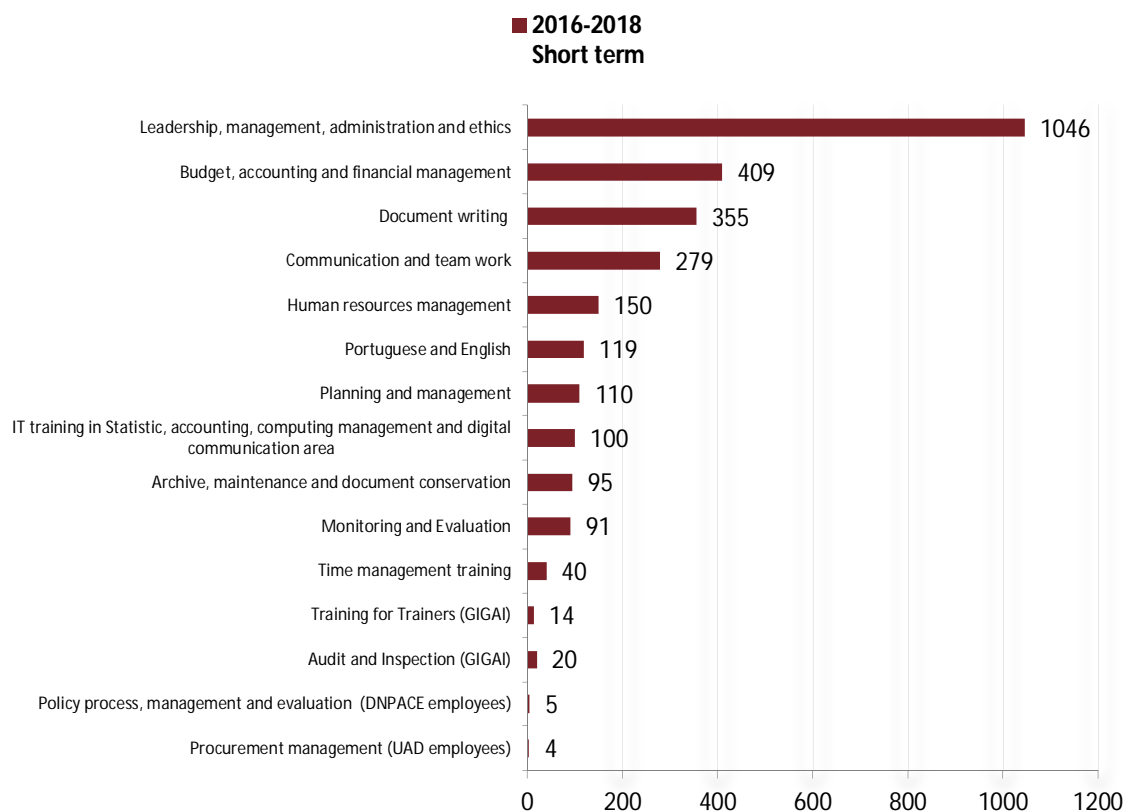
communication area	
Local human resource management	To execute HR training plan for administrative pre-decentralization structure. More than 50% of employees linked with administrative pre-decentralization structure participate in training action and personal valorisation
Portuguese and English	Training in Portuguese and English language for employees in different departments to be able to effectively perform assigned job duties
Planning and management	<p>Training in planning and management to support the following areas:</p> <ul style="list-style-type: none"> - Execute HR training plan for administrative pre-decentralization structure. More than 50% of employees linked with administrative pre-decentralization structure participate in training action and personal valorisation; - Planning management for Unit of Procurement Decentralized (UAD) employees; - Planning management, strategic planning for National Directorate development assessment public policy (DNPAGE) employees; and - Development and planning management for Inspector General Cabinet and internal audit (GIGAI) employees.
Archive, maintenance and document conservation	Empower and provide technical guidance on management and archive system for different bodies in public administration. Ten employees from different bodies in public administration will learn to support national archive system implementation.
Monitoring and Evaluation	<p>Build skills in conducting monitoring and evaluation in the following areas:</p> <ul style="list-style-type: none"> - Monitoring, evaluation management for local development to support execution of human resource training plan for administrative pre-decentralization structure More than 50% of employees linked with administrative pre-decentralization structure participate in training action and personal valorisation; - Monitoring and evaluation management for DNPAGE employees; and - Monitoring, evaluation management for GIGAI employees.
Time management training	Training for employees in managing time management to perform duties related to archiving, maintenance and conservation of official documents.
Training for Trainers (GIGAI)	Training for Trainers at junior, medium, senior and executive level to increase capacity of village community leader, agents and administrative employees to manage their administrative

	activities effectively and efficiently
Audit and Inspection (GIGAI)	Increase employees capacity to conduct their responsibilities related to inspection, investigation and audit through professional development short courses, international seminar and comparative studies.
Policy process, management and evaluation (DNPACE employees)	Capacity building and training for DNPACE employees to conduct responsibilities related to development, planning and evaluation of public policy.
Procurement management (UAD employees)	Training for UAD employees to improve procurement service system effectiveness and efficiency.
Scholarships	Scholarships in areas as presented below in the graphs.

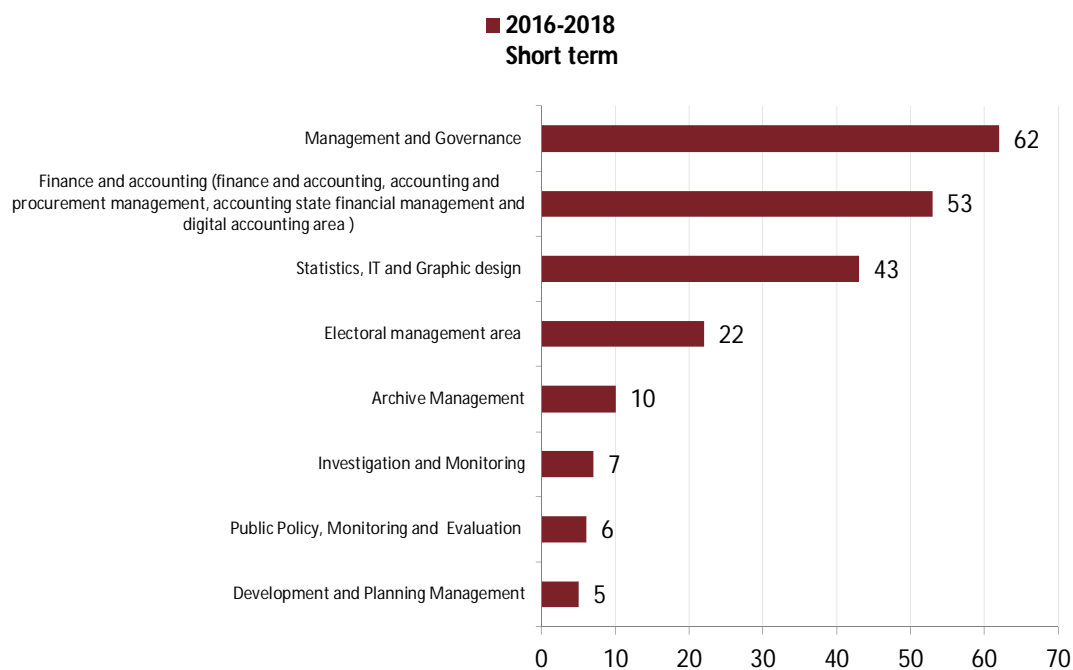
Skills training requirement breakup

The Ministry of State Administration has presented the following broad break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. The data provided has been clustered into two levels of training: professional development (workshops, seminar, short courses) and community programs; and tertiary education including master's and bachelor's degrees.

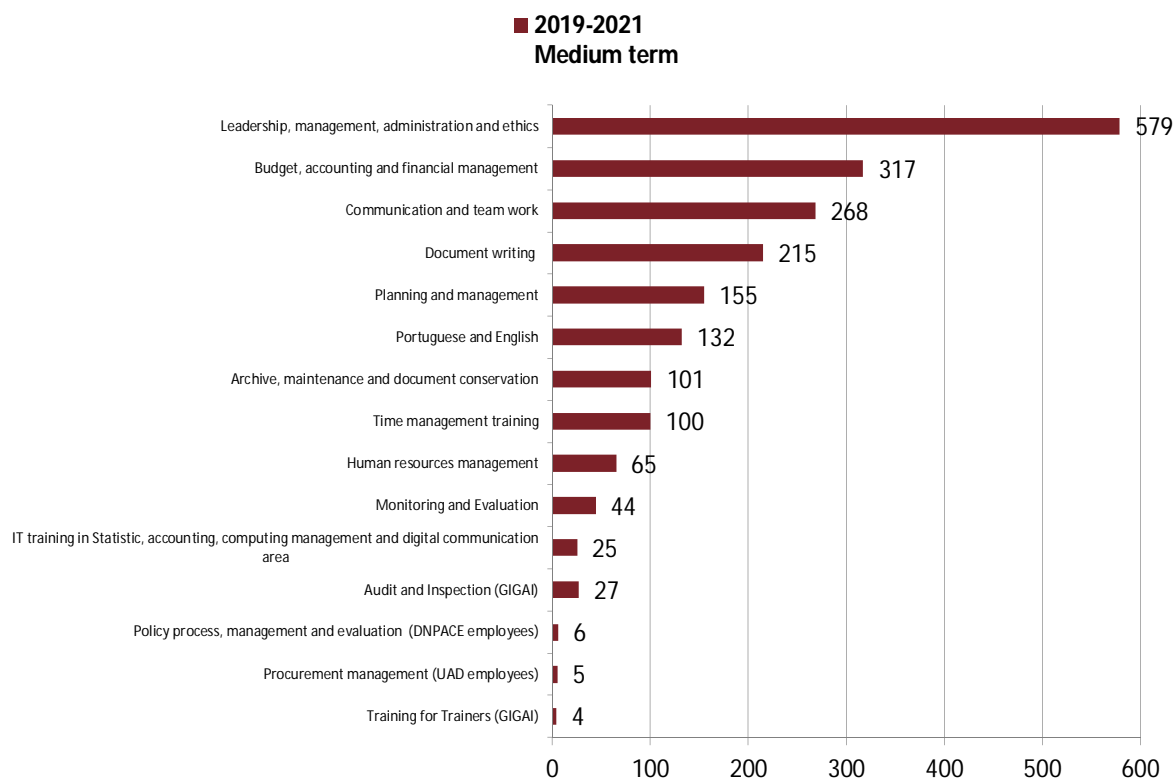
Number of training positions - Professional Development



Number of training positions - Scholarships



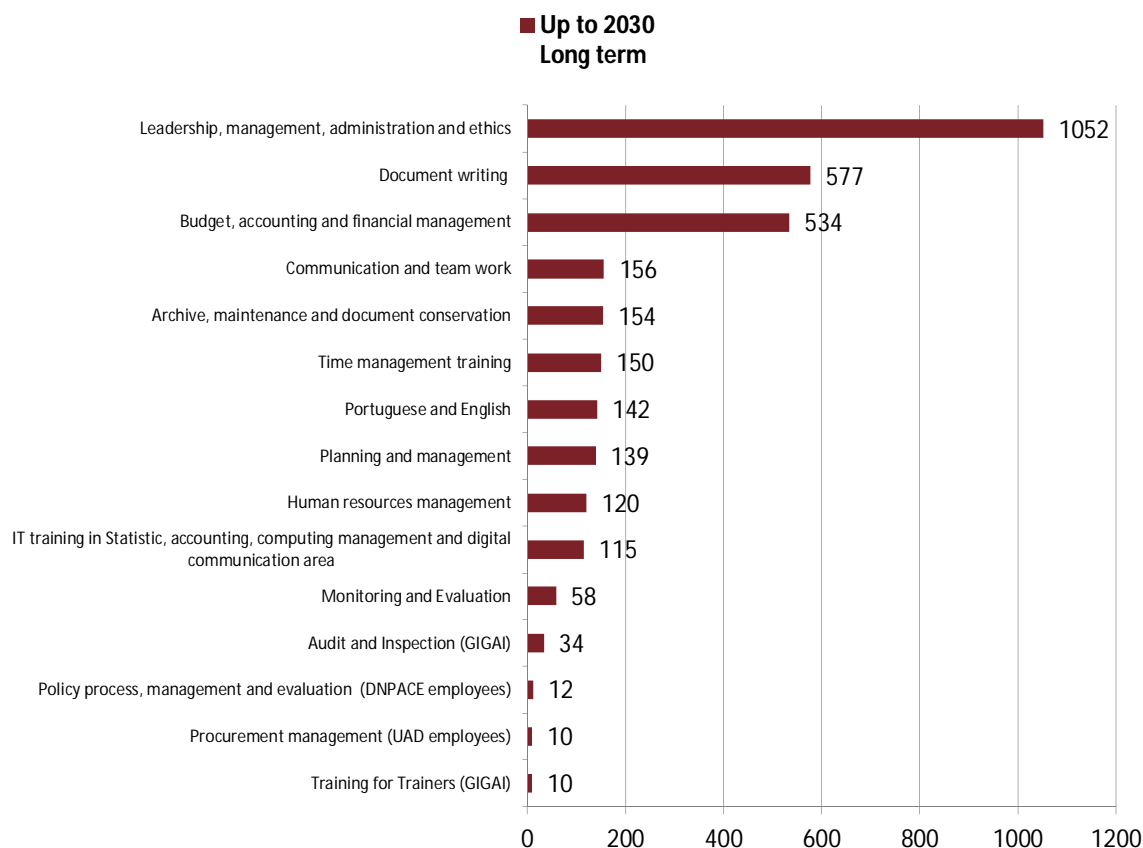
Number of training positions - Professional Development



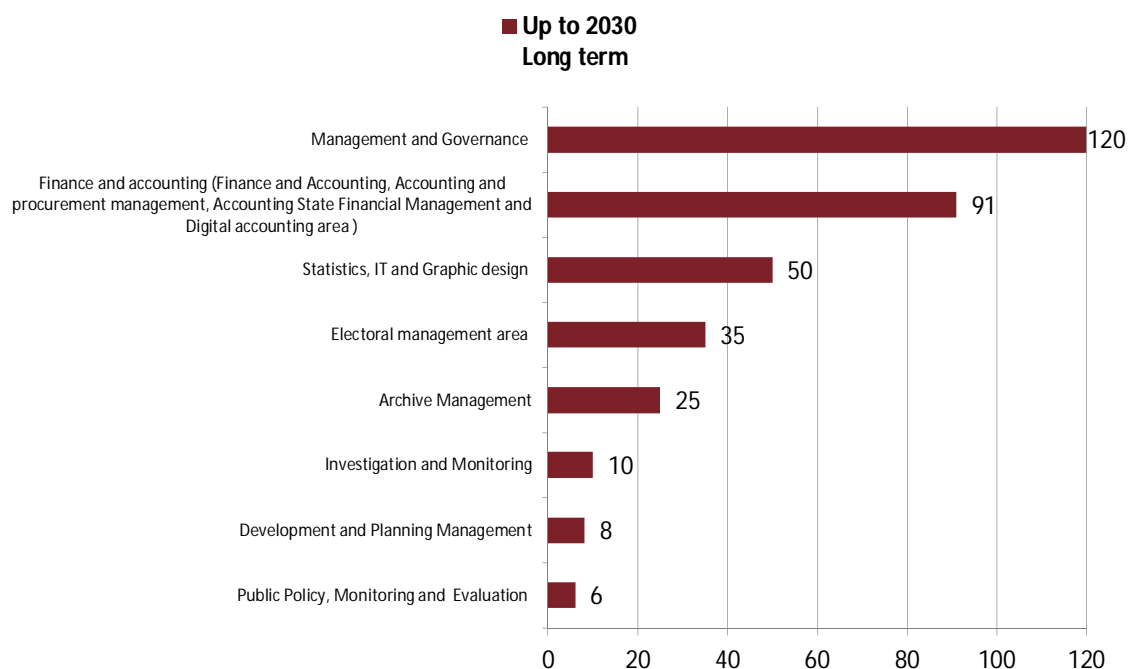
Number of training positions - Scholarships



Number of training positions - Professional Development



Number of training positions - Scholarships



S.no	Key training areas (Professional development and community programs)	Year 2016	Year 2017	Year 2018	2016-2018 Short term		Year 2019	Year 2020	Year 2021	2019-2021 Medium term		Up to 2030 Long term	
1	Leadership, management, administration and ethics	na	na	na	1046	37 %	na	na	na	579	28 %	1052	32 %
1.1	Public administration and ethics (HR training plan for Administrative Pre-decentralization Structure)	26	26	26	78		26	12	12	12		80	
1.2	Management, leadership, public administration (Provide training for Chiefs of Villages (442))	na	na	na	412		na	na	na	224		442	
1.3	Local village management (provide training for Chiefs of Villages (442))	50	100	200	350		50	100	50	200		300	
1.4	National and Local Development Management (DNPACE employees)	3	2	1	6		3	3	3	6		10	
1.5	Training for Certificate IV (GIGAI)	na	na	na	10		6	2	4	12		20	
1.6	Leadership training for senior, medium and lower manager (GIGAI)	25	50	25	100		15	25	35	75		100	
1.7	Administrative management training (GIGAI)	15	25	50	90		20	20	30	50		100	
2	Budget, accounting and financial management	na	na	na	409	14 %	na	na	na	317	16 %	534	16 %
2.1	Public and local financial management (HR training plan for Administrative Pre-decentralization Structure)	25	25	25	75		15	10	10	25		50	
2.2	Budget and accounting management (HR training plan for Administrative Pre-decentralization Structure)	na	na	na	95		40	30	30	100		200	
2.3	Finance Management (Provide training for Chiefs of Villages (442))	40	40	100	180		90	20	20	130		200	
2.4	Budget and	na	na	na	5		2	1	2	5		10	

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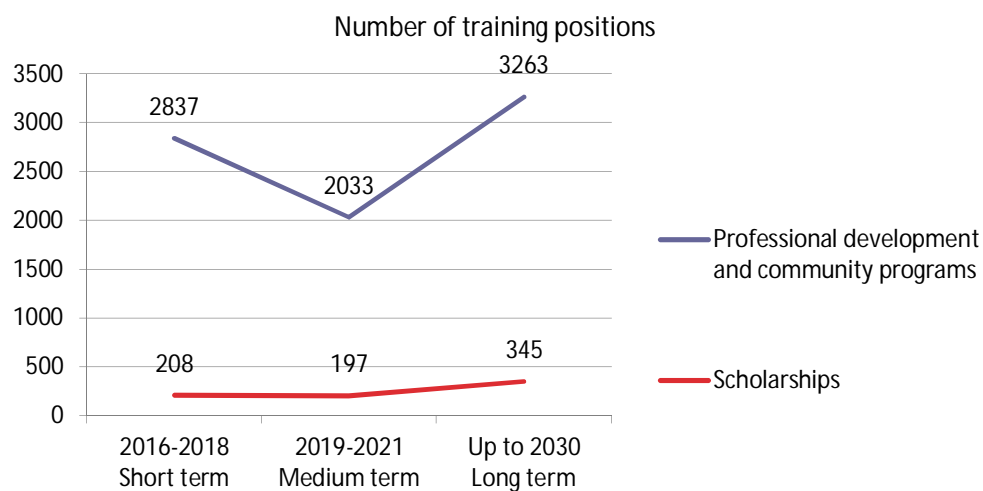
	accounting management (UAD employees)												
2.5	Financial management (STAE employees)	na	na	na	20		na	na	na	16		24	
2.6	Accounting management (STAE employees)	na	na	na	25		na	na	na	35		40	
2.7	Digital accounting and financial management training (GIGAI employees)	na	na	na	9		na	na	na	6		10	
3	Document writing	na	na	na	355	13 %	na	na	na	215	11 %	577	18 %
3.1	Official document writing and management (Provide training for Chiefs of Villages (442))	na	na	na	200		na	na	na	110		442	
3.2	Official document writing and management (GIGAI)	25	50	20	95		30	30	20	50		60	
3.3	Writing official document (to support national archive system implementation)	na	na	na	35		na	na	na	40		50	
3.4	Writing documents management training (to support archive system in five districts)	na	na	na	25		na	na	na	15		25	
4	Communication and team work	na	na	na	279	10 %	na	na	na	268	13 %	156	5%
4.1	Effective communication (HR training plan for Administrative Pre-decentralization Structure)	na	na	na	95		na	na	na	40		50	
4.2	Team work (Provide training for Chiefs of Villages (442))	na	na	na	180		124	50	50	224		100	
4.3	Working in Effective Team (UAD employees)	1	2	1	4		2	1	1	4		6	
5	IT training in Statistic, accounting, computing management and digital communication area	25	25	50	100	4%	na	na	na	25	1 %	115	4%
6	Local human resource management (HR training plan for Administrative Pre-decentralization)	50	50	50	150	5%	39	39	26	65	3 %	120	4%

	Structure)												
7	Portuguese and English	na	na	na	119	4%	na	na	na	132	6 %	142	4%
7.1	Portuguese and English Training (DNPAGE employees)	na	na	na	9		na	na	na	7		12	
7.2	Portuguese language training (archiving and document conservation)	na	na	na	85		25	50	25	100		100	
7.3	Portuguese language training (archiving and document conservation in districts)	na	na	na	25		10	5	10	25		30	
8	Planning and management	na	na	na	110	4%	na	na	na	155	8 %	139	4%
8.1	Training in planning and local development management (HR training plan for Administrative Pre-decentralization Structure)	25	15	10	50		15	35	25	80		50	
8.2	Planning management for UAD employees	1	1	2	4		2	2	2	4		4	
8.3	Planning management, strategic planning (DNPAGE employees)	2	2	2	6		2	1	3	6		10	
8.4	Development and planning management (GIGAI)	na	na	na	50		na	na	na	65		75	
9	Archive, maintenance and document conservation	na	na	na	95	3%	na	na	na	101	5 %	154	5%
9.1	Archive, maintenance and document conservation management training	na	na	na	35		na	na	na	45		50	
9.2	Archive management training	na	na	na	15		10	5	5	20		40	
9.3	Document Conservation and maintenance management training	na	na	na	20		na	na	na	20		40	
9.4	File management system (management on how to organize file documents)	na	na	na	25		na	na	na	16		24	
10	Monitoring and	na	na	na	91	3%	na	na	na	44	2	58	2%

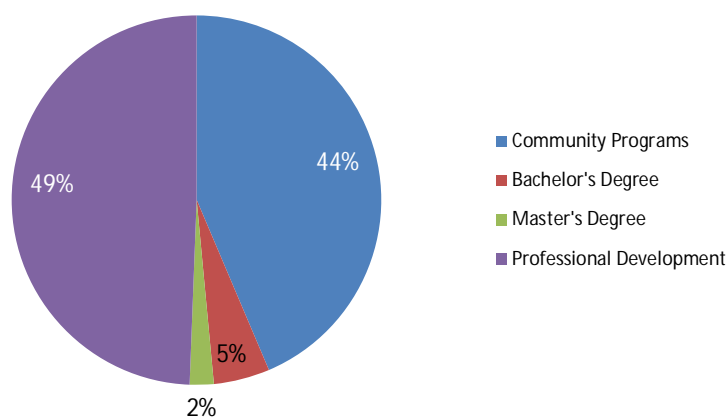
	Evaluation										%		
10	Monitoring, evaluation management for local development (HR training plan for Administrative Pre-decentralization Structure)	na	na	na	74		10	10	10	30		40	
10	Monitoring and evaluation management (DNPAGE employees)	na	na	na	4		na	na	na	4		8	
10	Monitoring, evaluation management (GIGAI)	5	3	5	13		3	4	3	10		10	
11	Time management training	20	10	10	40	1%	na	na	na	100	5%	150	5%
12	Training for Trainers (GIGAI)	4	4	6	14	0.5%	4	4	4	4	0%	10	0.3%
13	Audit and inspection	na	na	na	20	1%	9	9	9	27	1%	34	1%
13	Audit and inspection professional development (GIGAI)	na	na	na	8		2	3	5	10		15	
13	International Seminar	3	2	1	6		4	2	3	9		9	
13	Comparative study (GIGAI)	na	na	na	6		3	4	1	8		10	
14	Policy process, management and evaluation (DNPAGE employees)	na	na	na	5	0.2%	2	1	3	6	0%	12	0.4%
15	Procurement management (UAD employees)	na	na	na	4	0.1%	2	2	1	5	0%	10	0.3%

Change in training requirements over time

Ministry of State Administration has provided numbers covering training for both its own staff and running community programs for providing training for chiefs of villages. The numbers of training positions presented below include both of these training types and hence the total number of positions exceeds the total number of people to be employed by the ministry over the short term 2016-2018. The ministry expects to increase the number of training positions over the long term to 2030. Further consultation is required to understand the reason for this sharp increase in training numbers. For its internal staff training is to largely be conducted through professional development programs including short courses, workshops, and seminars to increase awareness and knowledge, followed by scholarships in higher education (bachelor's and master's). Community programs are external training programs for increasing the capacity of chiefs in villages. The breakup of training programs has been given below in the table.



Short term training 2016-2018



S.no	Key training areas	Total short term 2016-2018	Community Programs	Bachelor's Degree	Master's Degree	Professional Development (on-the-job career development)
1	Leadership, management, administration and ethics	1046				
1.1	Public administration and ethics (HR training plan for Administrative Pre-decentralization Structure)	78				78
1.2	Management, leadership, public administration (Provide training for Chiefs of Villages (442))	412	412			
1.3	Local village management (provide training for Chiefs of Villages (442))	350	350			
1.4	National and Local Development Management (DNPACE employees)	6				6
1.5	Training for Certificate IV (GIGAI)	10				10

1.6	Leadership training for senior, medium and lower manager (GIGAI)	100				100
1.7	Administrative management training (GIGAI)	90				90
2	Budget, accounting and financial management	409				
2.1	Public and local financial management (HR training plan for Administrative Pre-decentralization Structure)	75				75
2.2	Budget and accounting management (HR training plan for Administrative Pre-decentralization Structure)	95				95
2.3	Finance Management (Provide training for Chiefs of Villages (442))	180	180			
2.4	Budget and accounting management (UAD employees)	5				5
2.5	Financial management (STAE employees)	20				20
2.6	Accounting management (STAE employees)	25				25
2.7	Digital accounting and financial management training (GIGAI employees)	9				9
3	Document writing	355				
3.1	Official document writing and management (Provide training for Chiefs of Villages (442))	200	200			
3.2	Official document writing and management (GIGAI)	95				95
3.3	Writing official document (to support national archive system implementation)	35				35
3.4	Writing documents management training (to support archive system in five districts)	25				25
4	Communication and team work	279				
4.1	Effective communication (HR training plan for Administrative Pre-decentralization Structure)	95				95
4.2	Team work (Provide training for Chiefs of Villages (442))	180	180			
4.3	Working in Effective Team (UAD employees)	4				4
5	IT training in Statistic, accounting, computing management and digital communication area	100				100
6	Local human resource management (HR training plan for Administrative Pre-decentralization Structure)	150				150
7	Portuguese and English	119				
7.1	Portuguese and English Training (DNPAGE employees)	9				9
7.2	Portuguese language training (archiving and document conservation)	85				85
7.3	Portuguese language training (archiving and document conservation in districts)	25				25
8	Planning and management	110				
8.1	Training in planning and local development management (HR training plan for Administrative Pre-decentralization Structure)	50				50

8.2	Planning management for UAD employees	4				4
8.3	Planning management, strategic planning (DNPAGE employees)	6				6
8.4	Development and planning management (GIGAI)	50				50
9	Archive, maintenance and document conservation	95				
9.1	Archive, maintenance and document conservation management training	35				35
9.2	Archive management training	15				15
9.3	Document Conservation and maintenance management training	20				20
9.4	File management system (management on how to organize file documents)	25		10	6	9
10	Monitoring and Evaluation	91				
10	Monitoring, evaluation management for local development (HR training plan for Administrative Pre-decentralization Structure)	74				74
10	Monitoring and evaluation management (DNPAGE employees)	4				4
10	Monitoring, evaluation management (GIGAI)	13				13
11	Time management training	40				40
12	Training for Trainers (GIGAI)	14				14
13	Audit and inspection	20				
13	Audit and inspection professional development (GIGAI)	8				8
13	International Seminar	6				6
13	Comparative study (GIGAI)	6				6
14	Policy process, management and evaluation (DNPAGE employees)	5				5
15	Procurement management (UAD employees)	4				4
16	Scholarships	208				
16	Development and Planning Management	5		2	3	
16	Public Policy, Monitoring and Evaluation	6		3	3	
16	Investigation and Monitoring	7			7	
16	Archive Management	10	na	na	na	na
17	Electoral management area	22		16	6	
17	Statistics, IT and Graphic design	43		36	7	
17	Finance and accounting (finance and accounting, accounting and procurement management, accounting state financial management and digital accounting area)	53		33	20	
17	Management and Governance	62		50	12	

Critical training needs

Following areas have been indicated as critical for skills development:

- Project development and management

- Information in graphic design and statistics area
- Assets and logistics management

The ministry finds it hardest to recruit employees in the following areas:

- Accounting and financial management
- Public policy process and evaluation
- Capacity in Legal issues
- Portuguese language
- Procurement and budget management
- Investigation
- Digital accounting

Donor organizations

Donor support is received in the following areas:

- Japan International Cooperation Agency (JICA) provides support for training and scholarship in administration and development management.
- AUSAID offers assistance for scholarship and training in different areas including public sector management.
- The Korea International Cooperation Agency (KOICA) offers assistance for training in public sector development program.

Issues related to skills development

In response to the question on issues related to skills development the data provided by the ministry did not highlight any issues, however the ministry has outlined the following training requirements:

- Need special training in organizational development and changes;
- Training in anti-corruption and Investigation; and
- Competence and performance management.

Training Plan of DGDA and PNDS for Human Resources Mapping in Timor-Leste

Direcção Geral do Decentralização Administrativa (DGDA) and Programa Nacional do Desenvolvimento Sucos (PNDS) play important roles in the Ministry of State Administration in decentralization processes and community driven development. The initiatives of central government to push decentralization of administrative process cannot be achieved without empowering technical staff in sub-national level. Continuous capacity development to staff in the municipal, administrative post and villages level are fundamental. Therefore, in order to support the execution and achievement of the strategic objectives, DGDA and PNDS have

identified the following areas of training needs to help build staff knowledge, skills and competencies to perform quality service to the public.

Below is the key training areas for DGDA and PNDS in short term, medium term and long term (refer to the list in the attachment).

Key training areas	2016	2017	2018	2016-2018 short term	2019	2020	2021	2019-2021 Medium term
Directorate General of Administrative Decentralization								
Management Public Finance	na	100	25	125	25	25	25	75
Procurement training	na	50	50	100	50	25	25	100
Planning Course	na	38	132	170	132	132	132	396
Monitoring and Surveillance	na	42	21	63	21	21	21	63
Administrative modernization	na	na	142	142	142	141	141	424
Administration Office	na	na	37	37	37	36	36	109
Archiving system	na	na	29	29	29	28	28	85
Protocol, Media and Communication	na	na	84	84	84	83	83	250
Training in Human Character (Leadership)	na	na	121	121	121	121	120	362
Logistical Service and patrimony Management	na	110	94	204	93	93	93	279
Management and Supervision Project, design and cost estimation	na	24	12	36	12	na	na	12
Portuguese language	na	na	96	96	96	95	95	286
Tetum language	na	na	96	96	96	95	95	286
Civic Education and campaign on administrative decentralization	na	na	150	150	150	150	150	450
Secretarial training for management positions	na	na	29	29	29	28	28	85
Training in juice administration area "filling 14 book" used in the administration of villages	na	na	823	823	823	823	823	2469
National Program Villages Development (PNDS)								
Technical training in the area of development of the return program of basic economy (Preb)	na	35	41	76	42	42	42	126
Technical training in the area specialization on drinking water piping system, installation of electricity / solar panel, management and supervision of	na	35	33	68	na	na	na	0

project quality								
Technical training in specialized area for the construction of roads and drinking water system	na	12	18	30	na	na	na	0
Training in ICT area focused on graphical and site design, Windows Server Advance & Red Head, electronic governance and application of MIS report	na	na	11	11	11	na	na	11
Training in management of patrimony and logistic service	na	na	17	17	na	na	na	0
Training in budget management and archive document - PDNS project implementation villages	na	na	608	608	608	608	607	1823
English and Portuguese language training	na	31	31	62	31	na	na	31
Training in the area of monitoring and evaluation of the Community project	na	na	10	10	10	na	na	10

2.12. MINISTRY OF INTERIOR

The function of Ministry of Interior is to coordinate, evaluate and execute policy for matters related to public security, criminal investigation and migration. As per the latest information available in Annual Plan 2015 (book 2) the Secretary State of Security (actually Ministry of Interior) indicated for 2015 an estimated workforce about of 1,659 people, composed of 1,495 permanent employees, 69 managers and 39 vacancies for which recruitment was underway. The projection for 2016-2018 was about 56 additional people.

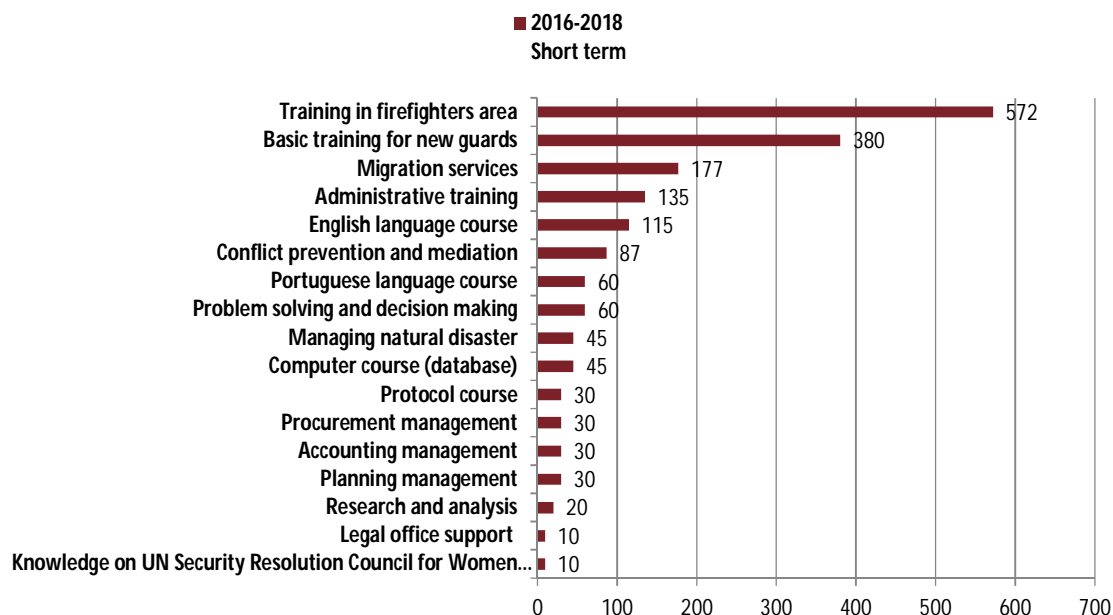
To support the execution and achievement of the strategic objectives the ministry has identified the following areas of training needs to help build staff skills and competencies.

- Training in firefighting
- Basic training for new guards
- Migration services
- Portuguese language course
- Problem solving and decision making
- Managing natural disaster
- Computer course (database)
- Protocol course
- Knowledge on UN
- Security Resolution Council for Women Peace and Security
- Administrative training
- English language course
- Conflict prevention and mediation
- Procurement management
- Accounting management
- Planning management
- Research and analysis
- Legal office support

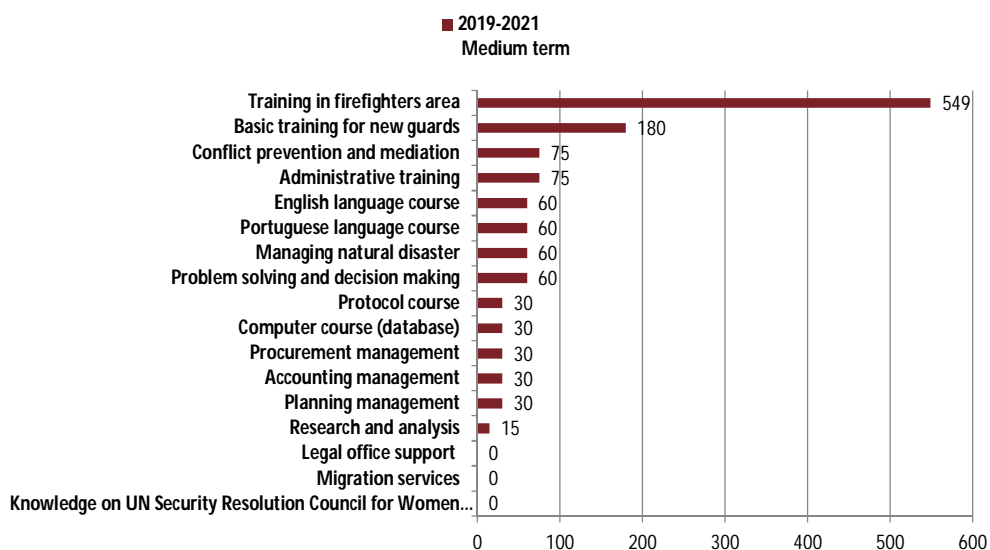
Skills training requirement breakup

The Ministry of Internal Affairs has presented the following break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. The data provided includes training through professional development programs (on-the-job-training like workshops, short courses, seminars etc.), and tertiary education including master's and bachelor's degrees.

Number of training positions



Number of training positions



Number of training positions



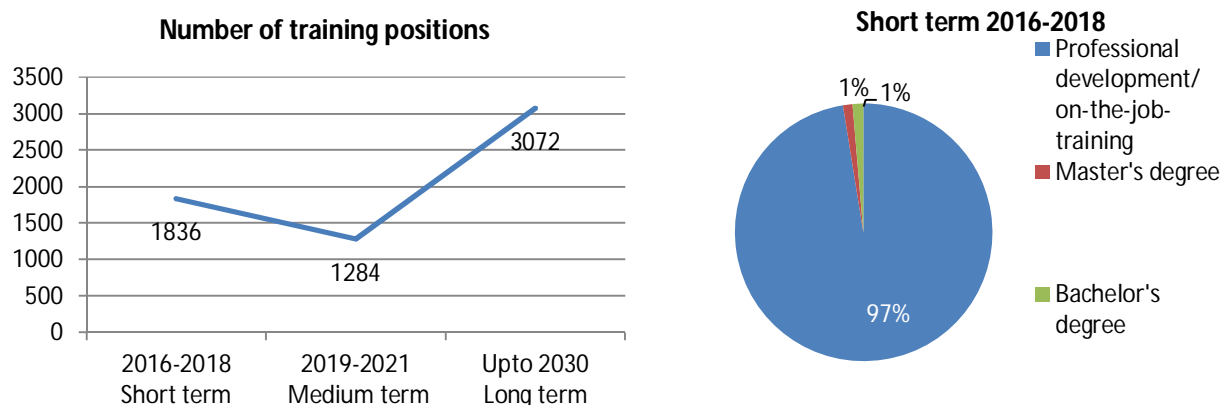
S.no	Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term		Year 2019	Year 2020	Year 2021	2019-2021 Medium term		Upto 2030 Long term	
1	Training in firefighters area	228	164	180	572	31%	157	183	209	549	43%	1085	35%
1.1	Training for Trainer (TOT) in Indonesia	5	5	5	15		5	5	5	15		30	
1.2	Training for Trainer (TOT) in Portugal	5	5	5	15		5	5	5	15		30	
1.3	Comparative study in Indonesia	3	4	5	12		7	8	9	24		0	
1.4	Training for intervention operational Group (GOI/IOG)	35	40	45	120		40	45	50	135		255	
1.5	Advanced training for firefighters	40	45	50	135		40	50	60	150		285	
1.6	Specific training for Intervention Operation, (Search and rescue, Extrication training, Maritime Rescue training, Hazardous Material training, Collapsed Structure training)	60	65	70	195		60	70	80	210		405	
1.7	Specific training for Firefighters staffs in Firefighters Municipality body	80	0	0	80		0	0	0	0		80	
2	Basic training for new guards	250	60	70	380	21%	50	60	70	180	14%	560	18%
3	Migration services	89	44	44	177	10%	0	0	0	0	0%	165	5%
3.1	Investigation in migration Service	15	0	0	15		0	0	0	0		15	

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	area												
3.2	Seminar in immigration service area	30	0	0	30		0	0	0	0		30	
3.3	Training in migration area (SEF-Portugal)	4	4	4	12		0	0	0	0		0	
3.4	Basic training for migration staffs	40	40	40	120		0	0	0	0		120	
4	Administrative training	85	25	25	135	7%	25	25	25	75	6%	210	7%
4.1	Technical administrative training	30	0	0	30		0	0	0	0		30	
4.2	General administration management	25	25	25	75		25	25	25	75		150	
4.3	Office management technical training	30	0	0	30		0	0	0	0		30	
5	English language course	70	20	25	115	6%	15	20	25	60	5%	175	6%
5.1	English language course	40	20	25	85		15	20	25	60		145	
5.2	Intermediate English language in Migration Service area	30	0	0	30		0	0	0	0		30	
6	Conflict prevention and mediation	32	25	30	87	5%	20	25	30	75	6%	162	5%
6.1	Conflict prevention course	15	20	25	60		15	20	25	60		120	
6.2	Community dialogue mediation technical course	5	5	5	15		5	5	5	15		30	
6.3	Prevention and Conflict for Coordinators, Focal Points and National Mediators	12	0	0	12		0	0	0	0		12	
7	Portuguese language course	15	20	25	60	3%	15	20	25	60	5%	120	4%
8	Problem solving and decision making	20	20	20	60	3%	20	20	20	60	5%	120	4%
9	Managing natural disaster	10	15	20	45	2%	15	20	25	60	5%	105	3%
10	Computer course (database)	15	15	15	45	2%	10	10	10	30	2%	75	2%
11	Protocol course	5	10	15	30	2%	5	10	15	30	2%	60	2%
12	Procurement management	10	10	10	30	2%	10	10	10	30	2%	60	2%
13	Accounting management	10	10	10	30	2%	10	10	10	30	2%	60	2%
14	Planning management	10	10	10	30	2%	10	10	10	30	2%	60	2%
15	Research and analysis	7	7	6	20	1%	5	5	5	15	1%	35	1%
15.1	Research, analysis and report writing	5	5	5	15		5	5	5	15		30	
15.2	Research area course	2	2	1	5		0	0	0	0		5	
16	Legal office support	10	0	0	10	1%	0	0	0	0	0%	10	0%
17	Knowledge on UN Security Resolution Council for Women Peace and Security	10	0	0	10	1%	0	0	0	0	0%	10	0%

Change in training requirements over time

The numbers of training positions provided by the ministry show a decline from short to medium term, and then an increase in the long term. It is to be noted that the data shows a 139% increase in projected training positions from the medium to long term which is more than double. The table above shows that some training positions have been indicated as nil over the medium term and then increase again over the long term, and in many cases match the same number of positions as in the short term. To understand the reason behind this trend, further consultation is required with the ministry, however it could be inferred that the ministry would like to train more people over the short term who can continue to form a skilled workforce base over the medium term. The composition of training requirements over the short term 2016-2018 suggests the most training is to happen through professional development programs which include on-the-job training such as seminars, workshops, short courses etc.



S.no	Key training areas	Total Short term 2016-2018	Bachelor's degree	Master's degree	Professional development/ on-the-job-training
1	Training in firefighters area	572			
1.1	Training for Trainer (TOT) in Indonesia	15			15
1.2	Training for Trainer (TOT) in Portugal	15			15
1.3	Comparative study in Indonesia	12			12
1.4	Training for intervention operational Group (GOI/IOG)	120			120
1.5	Advanced training for firefighters	135	4		131
1.6	Specific training for Intervention Operation, (Search and rescue, Extrication training, Maritime Rescue training, Hazardous Material training, Collapsed Structure training)	195			195
1.7	Specific training for Firefighters staffs in Firefighters Municipality body	80			80
2	Basic training for new guards	380			380
3	Migration services	177			

3.1	Investigation in migration Service area	15		2	13
3.2	Seminar in immigration service area	30			30
3.3	Training in migration area (SEF-Portugal)	12			12
3.4	Basic training for migration staffs	120			120
4	Administrative training	135			
4.1	Technical administrative training	30			30
4.2	General administration management	75		6	69
4.3	Office management technical training	30			30
5	English language course	115			
5.1	English language course	85	2	2	81
5.2	Intermediate English language in Migration Service area	30			30
6	Conflict prevention and mediation	87			
6.1	Conflict prevention course	60	2		58
6.2	Community dialogue mediation technical course	15			15
6.3	Prevention and Conflict for Coordinators, Focal Points and National Mediators	12			12
7	Portuguese language course	60			60
8	Problem solving and decision making	60			60
9	Managing natural disaster	45	4		41
10	Computer course (database)	45			45
11	Protocol course	30	5		25
12	Procurement management	30	4	2	24
13	Accounting management	30		6	24
14	Planning management	30		6	24
15	Research and analysis	20			
15.1	Research, analysis and report writing	15			15
15.2	Research area course	5			5
16	Legal office support	10		2	8
17	Knowledge on UN Security Resolution Council for Women Peace and Security	10			10

Critical training needs

The Ministry of Internal Affairs has identified training in the following areas as critical for skills development:

- English language
- Training for leadership and team building
- Training for leadership in migration services area
- Training for fraud auditing
- Training for peace building

The ministry has identified the following areas as the hardest areas to recruit people with requisite skills:

- Community conflict prevention

- Civil protection
- Migration
- Technical skills for firefighters

Donor Organizations

The ministry has received donor support from UN Women and International Organization for Migration (IOM)

Issues related to skills development and training

- Conducting training in Timor-Leste is more economic however not very effective because:
- Employees often have to prioritize work responsibilities over training;
- Lecturer/ instructor do not have enough capacity and experience on the subject matter;
- Premises in which training is organized by government lack required facilities and infrastructure; and
- The organizing committee is unable to organize training.
- When training is provided overseas employees are able to well utilize their time and concentrate on training. However the challenges are that is expensive and employees lack self-confidence and commitment to implement learnings in workplace.
- Based on the experience of employees attending training in Indonesia, the employees need to be committed to utilizing the opportunity to its full advantage to gain knowledge and implement what has been learnt when they return. The ministry believes that the local institution also has to play a role in preparing employees to take advantage of opportunities and utilize their time well.

2.13. SECRETARY OF STATE FOR VOCATIONAL TRAINING POLICY AND EMPLOYMENT (SEPFOPE)

The Secretary of State for Vocational Training Policy and Employment (SEPFOPE) is responsible for assisting the Minister of State, Coordinator of Economic Affairs (MECAE) in design, implementation and supervision of general policy in areas of labour, vocational training and employment.

To support the execution and achievement of the strategic objectives the ministry has identified the following areas of training needs to help build staff skills and competencies. SEPFOPE has provided their training needs in two categories:

- To increase the capacity of SEPFOPE employees; and
- To build capacity of accredited training centre and provide community with national qualification for youths in Timor-Leste

The training needs for building capacity of SEPFOPE employees are presented below, followed by a table presenting the training plan for youth in communities.

Training in TVET system	<ul style="list-style-type: none"> • Research methodology to understand industry needs - internship program [(National Directorate Vocational Training, DNAFOP), (National Institute Development Labour INDMO) employees]; • Comparative study program (TVET and industry relation for DNAFOP, INDMO, DNRT employees); • Training in TVET area Diploma II, Bachelor and Master Degree [employees and director of Accredited Training Centre (CFA), DNAFOP, INDMO]; and • Learning and evaluation resource development program (Dept. of Qualification in Technical and Vocational Education training relevant area).
English and Portuguese language	Improve communication skills so that employees can easily communicate in English and Portuguese without the need for translators.
Public speaking, correspondence etc.	Improve skills in public speaking, correspondence, office management archive system.
Capacity building in business start-ups and self-employment	Reinforce the capacity of professional training organization that can help community members be self-employed or start their own businesses
Counselling skills	Training to increase capacity of employees in National Employment Directorate (DNE), National Directorate Vocational Training (DNAFOP), National Institute Development Labour (INDMO), National Directorate Relation to Workers (DNRT) in counselling so they can advise youth regarding training and services.
Design, plan and conduct audit	Professional developments for SEPFOPE employees to better design the plan and conduct effective audit.
IT area (database creation)	Capacity building for DNIMT and SEPFOPE employees in IT Software Nvivo / statistics and MS access for database.
Administer training centre for youth competitions	Timor-Leste participates in National Ability Competition for Regional and Worldwide level (Association of Southeast Asian Nations, ASEAN).
Security, hygiene and health service (Labour General Inspection (IGT) employees to conduct field work effectively)	Training to focus on security, hygiene and health services.
Civil engineering, structure design analysis computer, asphalt testing , road design computer (desktop) program, topography survey and laboratory (LB3)	Increase engineer capacity to analyze the land to build new quality roads.
Design, plan and conduct	Training to build capacity of DNAPMA employees in

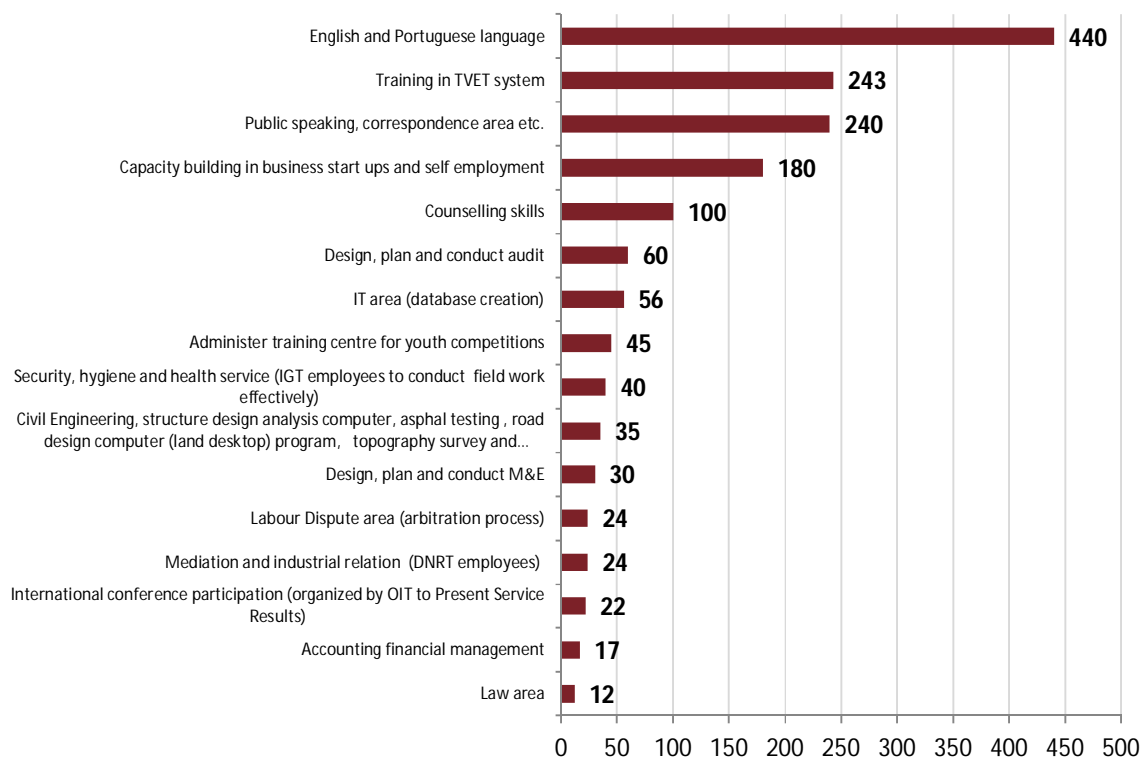
monitoring and evaluation	planning management; and monitoring and evaluation.
Mediation and industrial relation (DNRT employees)	Training to capacitate DNRT employees in mediation and industrial relation administration area; training in dialogue and labour education.
Labour dispute area (arbitration process)	Increase SACNT employees capacity and knowledge on labour dispute (arbitration) to build a transparent labour dispute process between employees and employers
International conference participation (organized by OIT to Present Service Results)	Participate in international conference organized by OIT (ILO) in Geneva. IGT, DNRT employees attend the conference to gain experience.
Accounting and financial management	Training in service administration domain, accounting and financial management.
Law area	Professional development for SEPFOPE employees to attend training in law.

Skills training requirement breakup

SEPFOPE has presented the following break-up of the number of candidates (SEPFOPE employees) to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030.

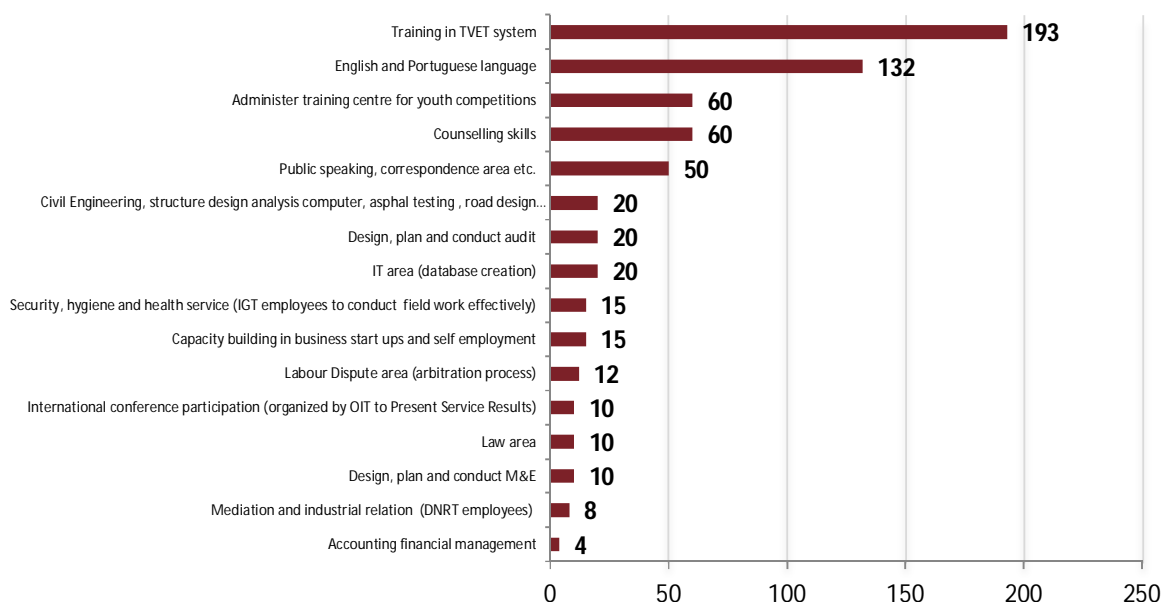
Number of training positions

■ 2016-2018
Short term

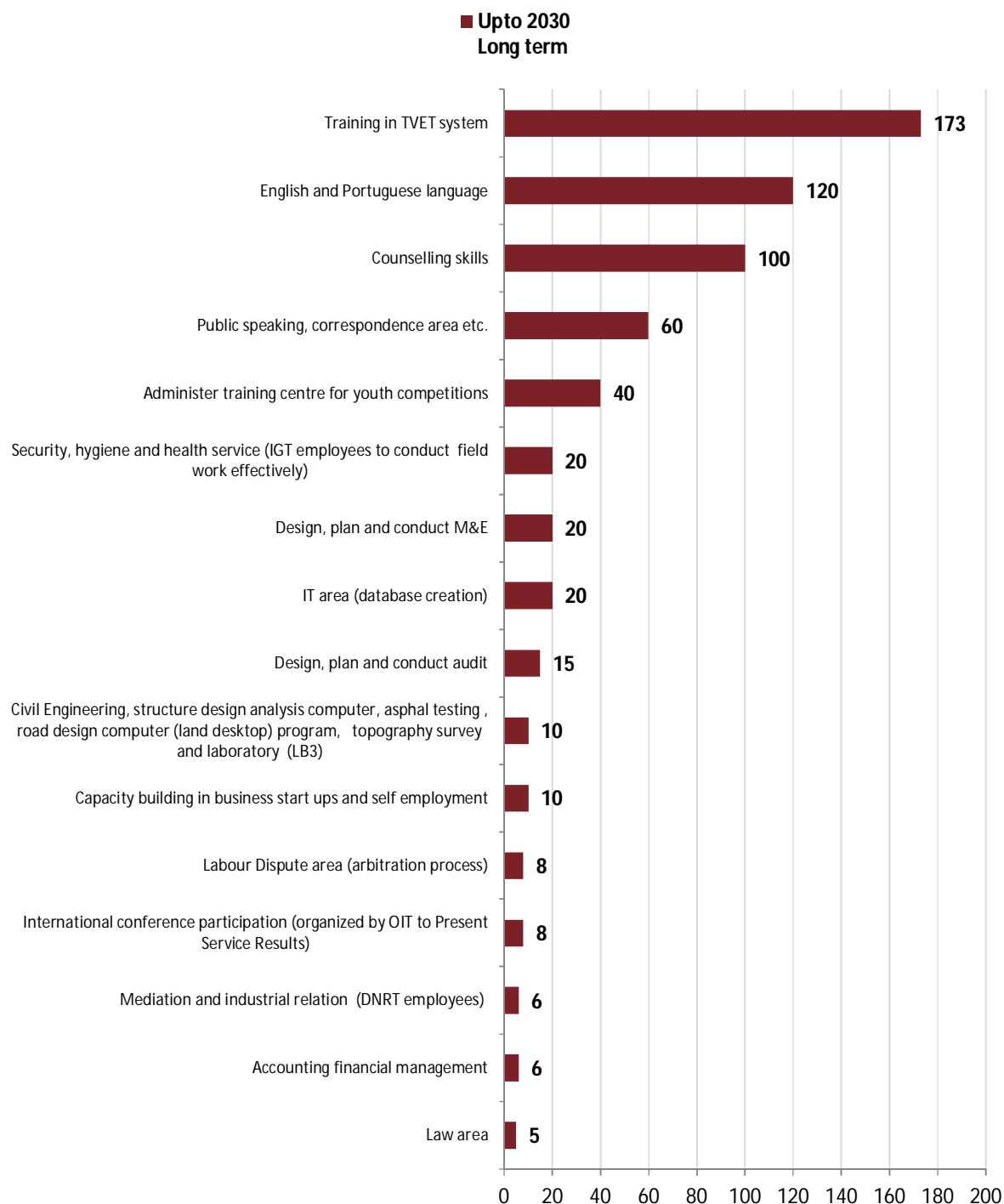


Number of training positions

■ 2019-2021
Medium term



Number of training positions





S.no	Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term		Year 2019	Year 2020	Year 2021	2019-2021 Medium term		Up to 2030 Long term	
1	English and Portuguese language	194	159	87	440	28%	0	112	20	132	21%	120	19%
1.1	English and Portuguese language training course	50	60	40	150		0	50	0	50		20	
1.2	English and Portuguese language (elementary)	80	44	0	124		0	50	0	50		40	
1.3	Portuguese language (elementary)	50	40	32	122		0	0	20	20		40	
1.4	English and Portuguese (IGT, DNRT)	14	15	15	44		0	12	0	12		20	
2	Public speaking, correspondence area etc.	120	60	60	240	15%	0	50	0	50	8%	60	10%
3	IT area (database creation)	18	18	20	56	4%	0	0	20	20	3%	20	3%
4	Counselling skills	40	40	20	100	6%	20	20	20	60	9%	100	16%
5	Training in TVET system	85	80	78	243	15%	66	66	61	193	30%	173	28%
5.1	Research methodology to understand industry needs - internship program (DNAFOP, INDMO)	15	10	10	35		10	10	10	30		35	
5.2	Comparative study program (TVET and industry relation for DNAFOP, INDMO, DNRT employees)	20	20	25	65		20	20	25	65		30	
5.3	Training in TVET area Diploma II, Bachelor and Master Degree (employees and director of CFA DNAFOP - INDMO)	20	20	20	60		30	20	20	70		60	
5.4	Capacity building and employees knowledge in TVET area (INDMO and DNAFOP employees)	20	20	15	55			10		10		30	
5.5	Learning and evaluation resource development program (Dept. of Qualification in TVET relevant area)	10	10	8	28		6	6	6	18		18	
6	Design, plan and conduct audit	20	20	20	60	4%	0	20	0	20	3%	15	2%
7	Design, plan and conduct M&E	20	0	10	30	2%	0	10	0	10	2%	20	3%
8	Capacity building in business start ups and self employment	50	50	80	180	11%	0	15	0	15	2%	10	2%
9	Security, hygiene and health service (IGT employees to conduct field work effectively)	20	10	10	40	3%	0	15	0	15	2%	20	3%

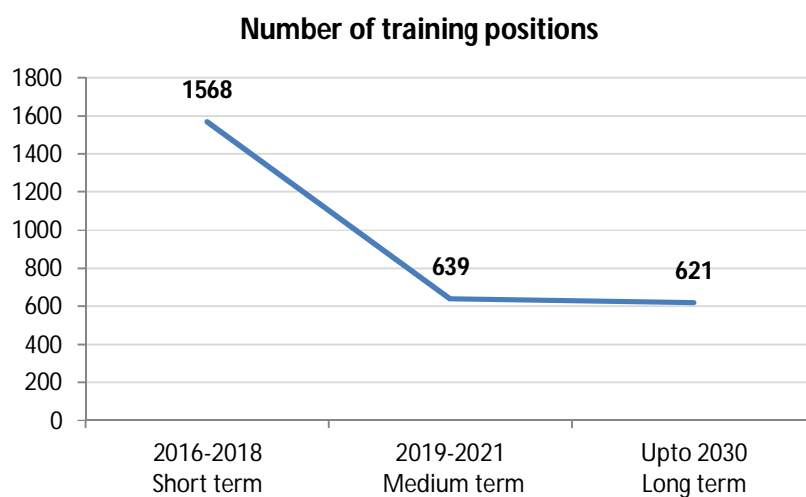


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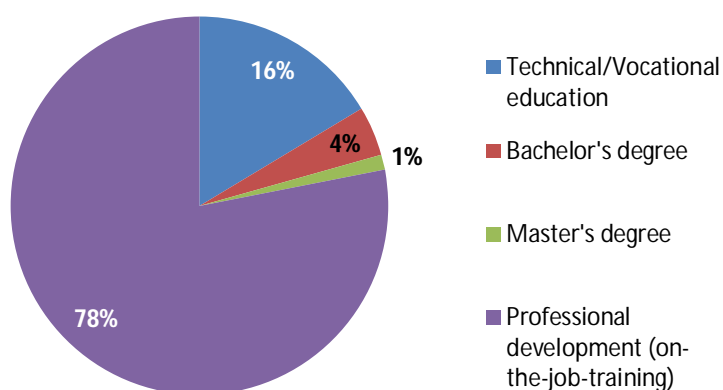
10	Accounting financial management	4	5	8	17	1%	0	4	0	4	1%	6	1%
11	Law area	2	4	6	12	1%	0	10	0	10	2%	5	1%
12	International conference participation (organized by OIT to Present Service Results)	6	8	8	22	1%	0	10	0	10	2%	8	1%
13	Civil Engineering, structure design analysis computer, asphal testing , road design computer (land desktop) program, topography survey and laboratory (LB3)	10	15	10	35	2%	10	10	0	20	3%	10	2%
14	Mediation and industrial relation (DNRT employees)	8	8	8	24	2%	0	8	0	8	1%	6	1%
15	Labour Dispute area (arbitration process)	8	8	8	24	2%	4	4	4	12	2%	8	1%
16	Administer training centre for youth competitions	15	15	15	45	3%	20	20	20	60	9%	40	6%

Change in training requirements over time

The numbers of training positions show a steep drop in numbers from the short to medium term and are then forecasted to remain relatively constant. The composition of training requirements over the short term 2016-2018 suggests that SEPFOPe plans to use a combination of training methods, as presented below, to train their employees.



Short term 2016-2018



S.no	Key training areas	2016-2018 Short term	Technical/ Vocational education	Bachelor's degree	Master's degree	Professional development (on-the-job- training)
1	English and Portuguese language	440				
1.1	English and Portuguese language training course	150				150
1.2	English and Portuguese language (elementary)	124				124
1.3	Portuguese language (elementary)	122				122
1.4	English and Portuguese (IGT, DNRT)	44				44
2	Public speaking, correspondence area etc.	240				240
3	IT area (database creation)	56				56
4	Counselling skills	100				100
5	Training in TVET system	243				
5.1	Research methodology to understand industry needs - internship program (DNAFOP, INDMO)	35				35
5.2	Comparative study program (TVET and industry relation for DNAFOP, INDMO, DNRT employees)	65				65
5.3	Training in TVET area Diploma II, Bachelor and Master Degree (employees and director of CFA DNAFOP - INDMO)	60	20 (Diploma II)	20	20	
5.4	Capacity building and employees knowledge in TVET area (INDMO and DNAFOP employees)	55	20	35		
5.5	Learning and evaluation resource development program (Dept. of Qualification in TVET relevant area)	28	28			
6	Design, plan and conduct audit	60				60
7	Design, plan and conduct M&E	30				30
8	Capacity building in business start ups and self employment	180	Training for HIN, BIN KIN (180)			
9	Security, hygiene and health service (IGT employees to conduct field work effectively)	40				40
10	Accounting financial management	17	9			8
11	Law area	12		12		
12	International conference participation (organized by OIT to Present Service Results)	22				22
13	Civil Engineering, structure design analysis computer, asphal testing, road design computer (land desktop) program, topography survey and laboratory (LB3)	35				35
14	Mediation and industrial relation (DNRT)	24				24

	employees)					
15	Labour Dispute area (arbitration process)	24				24
16	Administer training centre for youth competitions	45				45

Critical training needs

SEPFOPE has identified the following training needs as critical for the skills development of their employees and fulfilment of their mandate:

- Building capacity and knowledge of SEPFOPE employees in English and Portuguese language area, administration and financial Management, audit and IT (Database, Specific areas related to TVET, IGT, DNRT etc.);
- Reinforce accredited training centre, registered and community to provide national qualification to youth in Timor-Leste in general construction, hospitality, tourism and welding; and
- Increase trainer's capacity through Certificate level III, IV and Diploma II, Bachelor and Master Degree.

SEPFOPE reportedly faces difficulty in recruiting staff in legal area who deal with policy related to mediation and arbitration, internal audit, monitoring and evaluation. Currently there are no trainers prepared and skilled to deliver training in training centres in these specific areas: maritime (oil and gas), heavy equipment, aviation and other areas.

Donor Organizations

Currently SEPFOPE is getting support from Asia Development Bank (ADB) to build capacity for the training centre to 2017.

Training to reinforce accredited training centre and provide community with national qualification for youths in Timor-Leste.

Area of training	Certificate level (TVET training)	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
General civil construction		380	380	380	1140	380	380	380	1140	3400
General civil construction in Electricity area	I, II, III	188	188	188	564	188	188	188	564	3000
General civil construction in Carpenter area	I, II, III	188	188	188	564	188	188	188	564	3000
General civil construction in Plumbing area	I, II, III	188	188	188	564	188	188	188	564	3000
General civil construction in Mason area	I, II, III	188	188	188	564	188	188	188	564	3750
Basic welding		100	100	100	300	100	80	80	260	2400
Welding	I, II, III	188	188	188	564	188	160	160	508	1800
Automotive area	I, II, III	94	94	94	282	94	84	84	262	1800
Refrigeration (AC) area	I, II	94	94	94	282	94	84	84	262	900
Motorbike area	I, II, III	94	94	94	282	94	84	84	262	120
Hospitality area: Restaurant, Bar, House Keeping, Cooking	I, II, III	517	517	517	1551	517	462	462	1441	4800
Hospitality area: Tourist Guide	I, II	35	35	35	105	35	35	35	105	300
Hospitality area: Bakery	I	20	20	20	60	20	20	20	60	450
Administration and Finance area	I, II, III, IV	280	280	280	840	200	200	200	600	600
IT/Informatics area	I, II	160	160	160	480	160	160	160	480	600
General Sewing area	I, II	160	160	160	480	100	100	100	300	600
Customer Service and Sales Service area	I, II	45	45	45	135	40	40	40	120	1200



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Training for Operator for Heavy Equipment's Excavator, Loader, Green etc.)	na	60	60	60	180	60	60	60	180	600
Training for Mechanic for Heavy Equipment's Excavator, Loader, Green etc.)	na	20	20	20	60	20	20	20	60	400
Maritime (CREW) especially for Captain, Mechanic for ship service) AFF, ANTD, ATTD	na	35	35	35	105	35	35	20	90	600
Hospitality area (inside the ship), including OJT (overseas)	Diploma I, II	80	100	100	280	100	100	100	300	2000
Hospitality and Travelling area, including OJT (overseas)	Diploma I, II	70	70	70	210	70	70	30	170	600
Training in Oil and Gas area, Exp. Drilling	III, IV	50	50	50	150	50	50		100	300
Maritime training (Fishing)	I, II	30	30	30	90	30	30		60	400
General Agriculture area	I, II, III, IV	195	195	195	585	195	195	30	420	1800
Mason (specific in setting up the natural stone, brush stone etc.)	na	20	20	20	60	20	20	20	60	300
Mobile Training, general construction area in 12 Municipalities	na	640	640	640	1920	640	640	480	1760	6000
Mason Brick (laterite and white ground)	I, II, III	135	135	135	405	115	115	60	290	800
Local product/ BAMBOO, Rattan (communal training)	na	60	60	60	180	60	60	20	140	200
Protocol area	na	45	45	45	135	45	45	20	110	140
Aviation area (Crew: flight attendant)	na	90	90	90	270	90	90	20	200	800
Training in Korean language for candidates who want to work in South Korea	na	1700	2000	2250	5950	1700	1700	3000	6400	35000
Reinforce Graduated capacity for OJT (in areas: General Construction, Weld, Mechanic, Hospitality etc. (In-Country)	na	2500	2500	2500	7500	2500	2500	1000	6000	10000
Training to capacitate youth in Community Health area	na	20	20	20	60	20	20		40	200



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Training for Trainers: Certificate III, IV, Training and Evaluation III and Training for Assessment IV, Electricity II, Mason III, Plumbing III, Carpentry III, Welding III, and other specific areas.	II, III, IV	175	175	175	525	175	175	20	370	400
Increase professional trainers knowledge through technical update in each relevant area. Diploma II and Bachelor (Online Bachelor Study) on TVET Plan	Diploma II and Bachelor (Online Bachelor Study)	30	30	60	120	30	30	20	80	100
Training in workplace (OJT) area hospitality	na	50	80	100	230	50	50		100	450
Total		8924	9274	9574	27772	8779	8646	7561	24986	92810

2.14. MINISTRY OF HEALTH

The National Health Sector Plan 2011-2030 provides in-depth analysis and understating of the health sector in Timor-Leste. The plan informs the Ministry of Health about the current health services in country and aim to lay a guiding framework for the Ministry of Health to focus its attention in required areas. As per the plan a comprehensive workforce plan detailing staffing gaps, training opportunities and recruitments as per health facility and service level was to be developed with priorities given to district health services. The National Health Sector Plan presented the following staffing profile for the Ministry of Health for the period 2002-2010.

	2002	20014	2006	2008	2010
Medical specialist	0	0	0	8	9
Doctor	6	13	21	29	30
Nurse	462	723	796	891	1007
Midwife	199	296	343	386	431
Lab. Technician	17	37	42	73	128
Pharmacist	5	12	14	43	137
Radiologist	12	16	16	16	17
Public health officer	45	71	82	115	164
Health managers and administrators	149	475	674	900	1101

The Ministry of Heath has identified training needs and provided data categorized into two areas:

- Training programs for staff (classified under general “regime” by the Ministry of Health); and
- Scholarships for medicine professionals (classified under special “regime” by the Ministry of Health).

Skills training requirement breakup

The Ministry of Health has presented the following break-up of the number of candidates (MoH staff and health professionals) to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. Please note due to the volume of the data no graphs are being presented.

Training programs for staff (classified under general "regime" by the Ministry of Health):

S.no	Key training areas (programs for staff)	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
1	Portuguese course	100	100	100	300	100	100	100	300	600
2	English course	90	90	90	270	90	90	90	270	540
3	Tetun language course	40	40	40	120	40	40	40	120	240
4	Haemodialysis training	25	25	25	75	25	25	25	75	150
5	Project management training	25	25	25	75	25	25	25	75	150
6	Procurement management training	25	25	25	75	25	25	25	75	150
7	Leadership management	21	21	21	63	21	21	21	63	126
8	Report writing training	20	20	20	60	20	20	20	60	120
9	Medical record system training	20	20	20	60	20	20	20	60	120
10	Training for trainers	20	20	20	60	20	20	20	60	120
11	Training on hospital nurse management	20	20	20	60	20	20	20	60	120
12	Documentation System Administration	20	20	20	60	20	20	20	60	120
13	Administration training	20	20	20	60	20	20	20	60	120
14	Cardiology training	15	15	15	45	15	15	15	45	90
15	Clinical Instructor	15	15	15	45	15	15	15	45	90
16	Clinical competency training skill	15	15	15	45	15	15	15	45	90
17	Mental health training	15	15	15	45	15	15	15	45	90
18	Health researcher training	15	15	15	45	15	15	15	45	90
19	Training for driver	15	15	15	45	15	15	15	45	90
20	Secretary training for Ministry of Health employees	15	15	15	45	15	15	15	45	90
21	Computer accountability	12	12	12	36	12	12	12	36	72
22	Logistic training	12	12	12	36	12	12	12	36	72
23	Management of Training (MOT)/ Personnel/ HR Management	12	12	12	36	12	12	12	36	72



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24	Chemotherapy training	10	10	10	30	10	10	10	30	60
25	Training for Secretariat committee members on ethics techniques	10	10	10	30	10	10	10	30	60
26	Data entry training	10	10	10	30	10	10	10	30	60
27	Training on finance management	10	10	10	30	10	10	10	30	60
28	Auditor training	10	10	10	30	10	10	10	30	60
29	Health professional ethics	6	6	6	18	6	6	6	18	36
30	Training management	6	6	6	18	6	6	6	18	36
31	Curriculum development	6	6	6	18	6	6	6	18	36
32	Palliative Care	6	6	6	18	6	6	6	18	36
33	Policy and Health Planning	6	6	6	18	6	6	6	18	36
34	Competency for National Laboratory	6	6	6	18	6	6	6	18	36
35	Tropical Community Health Care and Research	6	6	6	18	6	6	6	18	36
36	Regional workshop on protecting human health from climate change	6	6	6	18	6	6	6	18	36
37	Maternal and Neo Natal Nursing	6	6	6	18	6	6	6	18	36
38	Pediatric Critical Care Developing Countries	6	6	6	18	6	6	6	18	36
39	Human Resources for health	6	6	6	18	6	6	6	18	36
40	Health police capacity Development	6	6	6	18	6	6	6	18	36
41	Health Policy and Management	6	6	6	18	6	6	6	18	36
42	Basic Life Support	6	6	6	18	6	6	6	18	36
43	Adult Critical Care	6	6	6	18	6	6	6	18	36
44	ToT TBC Child Birth and Safety	6	6	6	18	6	6	6	18	36
45	TBC program	6	6	6	18	6	6	6	18	36
46	Environmental health	6	6	6	18	6	6	6	18	36
47	Family Planning	6	6	6	18	6	6	6	18	36
48	Nutrition and Food Safety	6	6	6	18	6	6	6	18	36
49	Malnutrition	6	6	6	18	6	6	6	18	36
50	Ophthalmology	6	6	6	18	6	6	6	18	36



FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

51	Food Safety	6	6	6	18	6	6	6	18	36
52	Capacity Building on HIV/AIDS	6	6	6	18	6	6	6	18	36
53	Survey data Base on Environmental Health	6	6	6	18	6	6	6	18	36
54	Youth Innovation Program	6	6	6	18	6	6	6	18	36
55	Tec.laboratorium Haemoglobin Malaria and TBC	6	6	6	18	6	6	6	18	36
56	Family planning Counselling	6	6	6	18	6	6	6	18	36
57	anesthesia Training	6	6	6	18	6	6	6	18	36
58	Blood transfusion basic training	6	6	6	18	6	6	6	18	36
59	Infection Control Child Health	6	6	6	18	6	6	6	18	36
60	Orthopedic	6	6	6	18	6	6	6	18	36
61	ICU Adult	6	6	6	18	6	6	6	18	36
62	Infection Pediatric	6	6	6	18	6	6	6	18	36
63	Prevention and Care Children and Vulnerable	6	6	6	18	6	6	6	18	36
64	Survey data Base Environmental health	6	6	6	18	6	6	6	18	36
65	Capacity building in the Prevention of Contagious Diseases	6	6	6	18	6	6	6	18	36
66	Clean Care is Safer Care	6	6	6	18	6	6	6	18	36
67	HIV and care for children and Vulnerable Young People	6	6	6	18	6	6	6	18	36
68	Quality Assurance and Education accreditation of nursing and Midwifery	6	6	6	18	6	6	6	18	36
69	Introductory course and field epidemiology	6	6	6	18	6	6	6	18	36
70	Revisiting Community Based Health Worked	6	6	6	18	6	6	6	18	36
71	Nutrition and life skills for Maternal child Health	6	6	6	18	6	6	6	18	36
72	Intercountry Workshop on Integrated Management of Emergency	6	6	6	18	6	6	6	18	36



FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

73	Hospital Emergency Preparedness and Response (HEPR)	6	6	6	18	6	6	6	18	36
74	Effective Vaccine Management Through Global	6	6	6	18	6	6	6	18	36
75	Principle of Toxicology	6	6	6	18	6	6	6	18	36
76	HIV Freven and care for children	6	6	6	18	6	6	6	18	36
77	Advanced Nursing Specialty	6	6	6	18	6	6	6	18	36
78	Seminar for Officials on Field Epidemiology	6	6	6	18	6	6	6	18	36
79	Emergency Respond training	6	6	6	18	6	6	6	18	36
80	Hospital Management for Asian Courtiers	6	6	6	18	6	6	6	18	36
81	Maternal and Child Health Handbook	6	6	6	18	6	6	6	18	36
82	Pharmacy staffs to undertake overseas	6	6	6	18	6	6	6	18	36
83	Community Mental Health	6	6	6	18	6	6	6	18	36
84	Introduction to Pharmatitotical Analysis	6	6	6	18	6	6	6	18	36
85	Countermeasure for Maternal and Child Health and Child Welfare	6	6	6	18	6	6	6	18	36
86	Training Course on Urologic Endoscopy for Asian and European Countries	6	6	6	18	6	6	6	18	36
87	Technical training on Nursing for Portuguese Speaking countries	6	6	6	18	6	6	6	18	36
88	Training Course Malaria Elimination for Asian Countries	6	6	6	18	6	6	6	18	36
89	Workshop on laboratory based Surveillance of Antimicrobial	6	6	6	18	6	6	6	18	36
90	Epidemiological Surveillance Management	6	6	6	18	6	6	6	18	36
91	Population and Reproductive Health	6	6	6	18	6	6	6	18	36



FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

92	South/East ASIA Regional Workshop on Data Analysis and Report Writing for Non-Communicable Disease Risk Surveys	6	6	6	18	6	6	6	18	36
93	WHO Malaria Control Training for the South east and Western Pacific regions	6	6	6	18	6	6	6	18	36
94	Training program in Health Policy Development	6	6	6	18	6	6	6	18	36
95	Training program on capacity Development of Maternal and Child Health Promotion and Family Planning	6	6	6	18	6	6	6	18	36
96	Regional Workshop on Implementation of Health in All Policies (HiAP)	6	6	6	18	6	6	6	18	36
97	Graduation for Medical Doctors	6	6	6	18	6	6	6	18	36
98	Seminar of Technology of Prevention and Treatment of Craniocerebral Trauma for Developing Countries	6	6	6	18	6	6	6	18	36
99	Seminar for Asian Officials on Field Epidemiology	6	6	6	18	6	6	6	18	36
100	Workshop on Malaria of Developing Countries	6	6	6	18	6	6	6	18	36
101	Training course on Hepatobiliary Nursing for Developing countries	6	6	6	18	6	6	6	18	36
102	Training Program on Systematic knowledge of Traditional Medical Countries	6	6	6	18	6	6	6	18	36
103	Seminar of Establishment and Management of Disease Control and Prevention system for developing Country	6	6	6	18	6	6	6	18	36
104	Training Course for General Practitioners from Developing Countries	6	6	6	18	6	6	6	18	36



105	Seminar of Design and Evaluation as Well as Management of Health Project towards Asian and African Countries	6	6	6	18	6	6	6	18	36
106	Seminar of Reproductive Health Service and product safety supply for Developing Countries	6	6	6	18	6	6	6	18	36
107	Human Resource Management	5	5	5	15	5	5	5	15	30
108	Training for driver on TOT	5	5	5	15	5	5	5	15	30
109	Analysis and research	2	2	2	6	2	2	2	6	12
110	Legal training course	2	2	2	6	2	2	2	6	12

Scholarships for medicine professionals (classified under special "regime" by the Ministry of Health):

S.no	Training/Scholarship	Year 2015	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
1	Nurse	374	323	323	323	1343	323	323	324	970	2313
2	Midwife	216	221	221	221	879	221	221	222	664	1543
3	General Medicine	232	57	57	57	403	57	57	57	171	876
4	Technical Analyst	87	98	97	97	379	97	97	100	294	673
5	Technical pharmacist	85	0	40	0	125	0	0	0	0	125
6	Specialist Nurse	0	33	33	33	99	33	33	33	99	198
7	Technical Optical	3	28	28	28	87	28	28	28	84	171
8	Dentist Medicine	67	0	6	6	79	6	6	5	17	96
9	Technical radiologist	40	4	4	4	52	4	4	4	12	64
10	Technical physiotherapy	20	7	7	7	41	7	7	8	22	63
11	Technical anesthetist	7	9	9	9	34	9	9	9	27	61
12	Master Degree	2	5	5	5	17	5	5	5	15	32
13	Medicine Specialist Internist	3	4	4	4	15	4	4	4	12	27
14	Medicine Specialist in obstetrician gynecology	2	4	4	4	14	4	4	5	13	27
15	Medicine Specialist Pediatrician	2	4	4	4	14	4	4	5	13	27

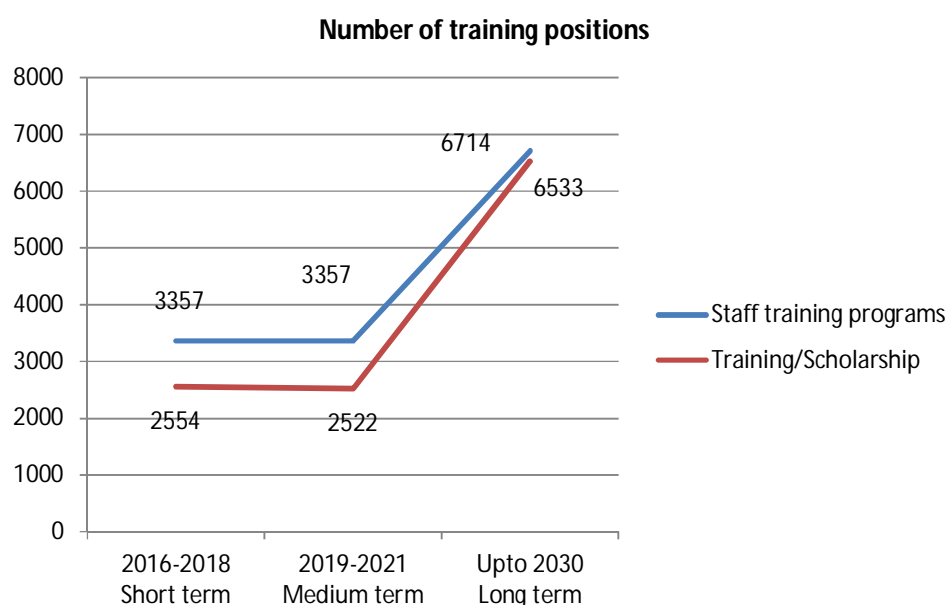


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16	Medicine Specialist in Surgery	2	4	4	4	14	4	4	5	13	27
17	Medicine Specialist in Aesthesia	2	4	4	4	14	4	5	5	14	28
18	Medicine Specialist in Radiology	1	4	4	4	13	4	4	5	13	26
19	PHD	2	2	3	3	10	2	2	2	6	14
20	Medicine Specialist in pulmonology	1	3	3	3	10	2	2	2	6	16
21	Chemical nutrition	0	0	10	0	10	0	0	0	0	10
22	Medicine Specialist in Dentist	2	1	1	1	5	1	1	0	2	7
23	Medicine Specialist in Dermatology	1	1	1	1	4	1	1	1	3	7
24	Medicine Specialist in ENT	1	1	1	1	4	1	1	1	3	7
25	Medicine Specialist in Orthopedic	1	1	1	1	4	1	1	2	4	8
26	Medicine Specialist in Cardiology	1	1	1	1	4	1	1	2	4	8
27	Medicine Specialist in Medical Rehabilitation	1	1	1	1	4	1	1	0	2	6
28	Medicine Specialist in Pathology	1	1	1	1	4	1	1	1	3	7
29	Medicine Specialist in Perinatology	0	2	1	1	4	2	1	1	4	8
30	Medicine Specialist in Psychiatric	0	1	1	1	3	1	1	2	4	7
31	Medicine Specialist in Ophthalmology	0	1	1	1	3	1	1	2	4	7
32	Medicine Specialist in Urology	0	1	1	1	3	2	2	1	5	8
33	Medicine Specialist in Neonatology	0	1	1	1	3	1	1	2	4	7
34	Medicine Specialist in Forensic	0	1	1	1	3	1	1	2	4	7
35	Medicine Specialist in traumatology	1	0	1	1	3	1	1	1	3	6
36	Health Management Information System	0	0	0	2	2	0	0	0	0	2
37	Medicine Specialist in Radiotherapy	0	0	1	0	1	1	0	0	1	2
38	Medicine Specialist in dietitian	0	0	0	1	1	0	1	0	1	2
39	Medicine Specialist in gastro-herpetologist	0	0	1	0	1	0	1	1	2	3
40	Rheumatologist Medicine Specialist in rheumatologist	0	0	0	1	1	0	1	1	2	3
41	Medicine Specialist in oncologist	0	0	1	0	1	0	1	0	1	2
42	Medicine Specialist in Geriatric	0	0	0	1	1	0	1	0	1	2

Change in training requirements over time

The ministry has not provided data on the composition of training programs for staff covered under general “regime” classification however has provided details of composition of training through scholarships for health professionals covered under special “regime”, outlined below in the table. The numbers of training positions are constant over the short to medium term and then show a steep increase in numbers from medium to long term. Further consultation is required to understand the reason for this trend.



Scholarships for medicine professionals.

S.no	Training/Scholarship	Total short term 2016-2018	Technical/Vocational education	Bachelor's degree	Medicine specialist	Master's degree	PHD
1	Nurse	1343	675	668			
2	Midwife	879	449	430			
3	General Medicine	403		403			
4	Technical Analyst	379	279	100			
5	Technical pharmacist	125	100	25			
6	Specialist Nurse	99			99		
7	Technical Optical	87	47	40			
8	Dental Medicine	79		79			
9	Technical radiologist	52	42	10			
10	Technical physiotherapy	41	31	10			
11	Technical anesthetist	34	24	10			
12	Master Degree	17				17	

13	Medicine Specialist Internist	15			15		
14	Medicine Specialist in obstetrician gynecology	14			14		
15	Medicine Specialist Pediatrician	14			14		
16	Medicine Specialist in Sugery	14			14		
17	Medicine Specialist in Anesthesia	14			14		
18	Medicine Specialist in Radiology	13			13		
19	PHD	10					10
20	Medicine Specialist in pulmonology	10			10		
21	Clinical Nutrition	10		10			
22	Medicine Specialist in Dentist	5			5		
23	Medicine Specialist in Dermatology	4			4		
24	Medicine Specialist in ENT	4			4		
25	Medicine Specialist in Orthopedic	4			4		
26	Medicine Specialist in Cardiology	4			4		
27	Medicine Specialist in Medical Rehabilitation	4			4		
28	Medicine Specialist in Pathology	4			4		
29	Medicine Specialist in Perinatology	4			4		
30	Medicine Specialist in Psychiatric	3			3		
31	Medicine Specialist in Ophthalmology	3			3		
32	Medicine Specialist in Urology	3			3		
33	Medicine Specialist in Neonatology	3			3		
34	Medicine Specialist in Forensic	3			3		
35	Medicine Specialist in traumatologist	3			3		
36	Health Management Information System	2	0	2			
37	Medicine Specialist in Radiotherapy	1			1		
38	Medicine Specialist in dietitian	1			1		
39	Medicine Specialist in gastro-hepatologist	1			1		

40	Medicine Specialist in rheumatologist	1			1		
41	Medicine Specialist in oncologist	1			1		
42	Medicine Specialist in Geriatric	1			1		

Critical training needs

The Ministry of Health recognizes the importance of the 'national health sector plan strategic plan 2011-2030' and is working to the recommendations (workforce development data) provided in the report. However, the ministry needs to be realistic with the targets set in the strategic plan based on the budget allocation received from HCDF. When the ministry received funding from HCDF a few years ago it was utilized to prioritize training of health professionals (covered under the special regime classification of the ministry) to fill gaps that have been identified in the 'national health sector plan strategic plan 2011-2030'. Health professionals (special regime employees) number 3195 and are spread across all districts in Timor-Leste. Currently 172 employees are studying overseas in Indonesia, Australia, Fiji, Papua New Guinea, Portugal, China and others. Through bilateral cooperation, the MoH also sends some employees to study overseas. This is financed by international agencies. Though the MoH provides more opportunities to health professionals (covered under the special regime classification of the ministry), it considers training in administration and management for employees included in general regime very important, as these skills support service system and public administration capacity. Some of the critical areas under general regime classification include human resource management, finance, accounting, health rights, public administration, policy, and health management and administration and information technology for the health sector.

The MoH has recommends the development of an independent and credible body to conduct competency examinations for health professionals. The ministry also recommends developing standards for customer services (patient care) in the health sector so that health professionals can conduct their duties in accordance with the developed standards.

The Ministry faces challenges in recruiting for positions in human resource management, finance, accounting, administration, and health rights. The ministry has also indicated that many candidates successfully complete the recruitment and interview process and demonstrate all competencies required, but are unable to implement these competencies in the real work environment.

Donor Organizations

International agencies that continue to support human resource development in the Ministry of Health include World Health Organization (WHO), Australian Aid (AUSAID), Thailand International Cooperation Agency (TICA), Korea International Cooperation Agency (KOICA) and the Government of China.

Issues related to skills development

- a. Limited budget is affects the human resource development process
- b. Areas in which funds are received from the Government of Timor-Leste (HCDF) and other international agencies do not always align to the priorities identified by the Ministry of Health. The ministry has recommended the government coordinate with international agencies and development partners to synchronize their plans with MoH plans and priorities.
- c. There is a need to review public administration law on professional training to develop a framework that directly provides scholarships for candidates. After candidates finish their studies they should not need to undergo the recruitment process again. This is to ensure that the students can be retained for work in the government sector over the private sector including international agencies operating in Timor-Leste.
- d. Employees are unable to receive and complete even the minimum required hours of annual training as stipulated within the law. According to public administration law each employee needs to attend training for at least 48 hours annually. However due to poor management plans and sometimes limited budget staff does not meet even these minimum requirements.
- e. The human resource management process is poor which impacts the human resource development process of the ministry.
 - Distribution of staff in terms of numbers, qualifications and work streams is unbalanced;
 - Job positions and descriptions are not clear;
 - There is a lack of written guidelines for various human resource management processes;
- f. Guidelines related to protocol that regulates the structure and work of the ministry are lacking; and
- g. The current organization structure does not correctly fit the needs of the institution as a generic structure has been adopted.
- h. Support related to office facilities, materials and equipment is inadequate.
- i. Lastly, MoH has indicated that it requires support from the government of Timor-Leste to fix the human resource development system, as it is difficult for the ministry to resolve these issues independently.

2.15. THE UNIVERSIDADE NACIONAL TIMOR-LOROSAE (UNTL)

As per the latest information available in Annual Plan 2015 (book 2), UNTL indicated for 2015 an estimated workforce of about 538 people, composed of 361 permanent employees, 41 managers, 21 agents of government. The projection for 2016-2018 was about 115 additional people. In addition, UNTL has about 418 employees, comprising 326 existing teachers, 92 teaching positions.

UNTL has presented their training plan categorized by training needs in different departments and faculties. While conducting analysis, the data was re-organized and collated to present

training needs categorized by key development areas. Broadly the data was organized and compiled under the following heads.

Portuguese language	Increase skills in reading, writing and understanding Portuguese language.
English language	Increase skills in reading, writing and understanding English language.
Research, software, statistics and data analysis	Training in understanding research methodology, technical research related to respective field, conducting data analysis by using different software packages. Building proficiency in MS suite (word, powerpoint, excel, access).
Knowledge sharing and updates (seminar, conference, international symposium)	Attending seminars and conferences to share knowledge of research conducted in Timor-Leste on international platform and gaining knowledge on latest studies, trends and technologies.
Accounting, finance, management and communication	Increase knowledge in accounting and finance to administer and manage expenditures.
Pedagogy course	Training for teachers and lecturers on best practice methods for teaching students in different study areas.
Certification and accreditation	Increase knowledge of staff in academic evaluation on certification of teachers and evaluation method. Improve quality assurance process so that postgraduate courses are delivered with quality.
Administration, database creation and management	General management of faculty and students. Creation and management of a database to manage students and teachers.
Science and health for future teachers	Increase knowledge through professional development in the field of science.
Master's degree (technical areas)	In various study areas as per the data provided by all faculties.
PHD and post-doctoral (technical areas)	In various study areas as per the data provided by all faculties.
Laboratory training, testing and management	Build skills in conducting laboratory training (experiments) to be able to conduct practical study sessions. Handling and management of equipment.
Tetun language	Increase skills in reading, writing and understanding Tetun language.
Information technology and E-learning	Integrating the use of IT in teaching and learning process.
Human resource management	Improving skills, systems and process in managing human resources (evaluation, performance appraisal, career evaluation, standard operating procedures etc.).

Economy and management areas (Qualified teachers in informal course)	Increasing the skills of staff in Faculty of Economy and Management in various areas as given in the break-up list in following table.
Mandarin Language	Increase skills in reading, writing and understanding Mandarin language.
Comparative studies	Undertake comparative studies to understand and benchmark various services against other countries for further development.
Writing skills (reports etc.)	Improve writing skills for reports, letters etc.
Audit and inspection	Improve methodology for conducting audit and inspection.
Logistics and asset management	Improve knowledge in areas related to logistics and assist to be better manage public property and be prepared for audit.
Procurement process	Skills to manage procurement process and tender management system.
Leadership training	Leadership training for teachers and lectures as indicated by the faculties presented below in the table.
Law curriculum development	Capacity building for improving the development and implementation of law curriculum.

Skills training requirement breakup

The data provided by UNTL presents the following break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. Please note due to the volume of the data no graphs are being presented.



No.	Key training areas	Faculty Name	2016	2017	2018	2016-2018 Short term	2019	2020	2021	2019-2021 Medium term	Up to long term 2030
1	Portuguese language		222	210	204	636	196	206	216	618	1254
1.1	Head of UNTL office	Head of UNTL office	60	60	60	180	60	70	80	210	390
1.2	Portuguese language course	Faculty of Agriculture (Agro socio-economic)	6	7	7	20	9	9	9	27	47
1.3	Portuguese language course	Faculty of Agriculture (animal health department)	4	4	4	12	4	4	4	12	24
1.4	Portuguese Language Course	Faculty of Agriculture (agro livestock department)	4	4	4	12	4	4	4	12	24
1.5	Portuguese Language Course	Faculty of Agriculture (department of Agronomy)	12	12	12	36	12	12	12	36	72
1.6	Portuguese Language Course	Faculty of Education, Arts and Humanities	58	48	43	149	30	30	30	90	239
1.7	Portuguese Language Course	Faculty of Engineering	21	18	17	56	12	12	12	36	92
1.8	Portuguese Language Course	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
1.9	Portuguese Language Course	Faculty of Social Science (community development department)	2	2	2	6	2	2	2	6	12
1.10	Portuguese Language Course	Faculty of Social Science (community development department)	5	5	5	15	7	7	7	21	36
1.11	Portuguese Language Course	Faculty of Medicine and Health Science	25	25	25	75	25	25	25	75	150
1.12	Portuguese Language Course - Qualified teachers in informal course (language)	Faculty of Economy and Management	15	15	15	45	20	20	20	60	105
1.13	English Language Course - Qualified staffs in informal course (language)	Faculty of Economy and Management	5	5	5	15	6	6	6	18	33



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2	Portuguese Language Course	Faculty of Philosophy	3	3	3	9	3	3	3	9	18
2.1	English language		211	199	195	606	201	212	225	638	1244
2.2	English language course	Head of UNTL office	50	50	50	150	50	60	70	180	330
2.3	English language course	Faculty of Agriculture (Agro socio-economic)	7	5	6	19	8	9	12	29	48
2.4	English language course	Faculty of Agriculture (animal health department)	4	4	4	12	4	4	4	12	24
2.5	English Language Course	Faculty of Agriculture (agro livestock department)	4	4	4	12	4	4	4	12	24
2.6	English Language Course	Faculty of Agriculture (department of Agronomy)	12	12	12	36	12	12	12	36	72
2.7	English Language Course	Faculty of Education, Arts and Humanities	41	34	30	105	30	30	30	90	195
2.8	English Language Course	Faculty of Engineering	21	18	17	56	12	12	12	36	92
2.9	English Language Course	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
2.10	English Language Course	Faculty of Social Science (social communication department)	20	20	20	60	20	20	20	60	120
2.11	English Language Course	Faculty of Social Science (community development department)	5	5	5	15	8	8	8	24	39
2.12	English Language Course	Faculty of Medicine and Health Science	25	25	25	75	25	25	25	75	150
2.13	English Language Course - Qualified teachers in informal course (language)	Faculty of Economy and Management	15	15	15	45	20	20	20	60	105
2.14	English Language Course - Qualified staffs in informal course (language)	Faculty of Economy and Management	5	5	5	15	6	6	6	18	33
2.15	English Language Course	Faculty of Philosophy	3	3	3	9	3	3	3	9	18
3.0	Research, software, statistics and data analysis		167	163	163	493	167	162	163	492	985



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3.1	Computer course - software (Microsoft access etc.)	Faculty of Agriculture (Agro socio-economic)	2	2	1	5	5	5	5	15	20
3.2	Methodology research course (statistical model) and software use (Amos, SPSS, STATA, EVIWS, NVIVO, etc.) 2.PhD Course	Faculty of Agriculture (Agro socio-economic)	5	6	6	17	8	8	8	24	41
3.3	Experimental design including qualitative and quantitative research dimensions	Faculty of Agriculture (animal health department)	3	3	3	9	3	3	3	9	18
3.4	Use technology software to improve animal production including prediction software method - Best Linear Unbiased Prediction (BLUP) applied and genetic heritage analysis	Faculty of Agriculture (animal health department)	3	4	4	11	3	4	4	11	22
3.5	Software data analysis application (SPSS and others)	Faculty of Agriculture (animal health department)	2	2	4	8	2	2	2	6	14
3.6	Experimental design including qualitative and quantitative research dimensions	Faculty of Agriculture (agro livestock department)	3	3	3	9	3	3	3	9	18
3.7	Use technology software to improve animal production including prediction software method - Best Linear Unbiased Prediction (BLUP) applied and genetic heritage analysis.	Faculty of Agriculture (agro livestock department)	3	4	4	11	3	4	4	11	22
3.8	Software data analysis application (SPSS and others).	Faculty of Agriculture (agro livestock department)	2	2	4	8	2	2	2	6	14
3.9	Training in statistics	Faculty of Agriculture (department of Agronomy)	2	1	1	4	2	1	2	5	9
3.10	Department research	Faculty of Agriculture (department of Agronomy)	2	2	2	6	2	2	2	6	12



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3.11	Integrated research between department and faculty	Faculty of Agriculture (department of Agronomy)	5	5	5	15	5	5	5	15	30
3.12	Training in design	Faculty of Agriculture (department of Agronomy)	2	2	2	6	1	2	2	5	11
3.13	Intensive training in genetic and management and technology in genetic improvement and animal production, seed management and artificial insemination to (cows, buffalos, pigs, goats, chickens and animals extinct etc.).	Faculty of Agriculture (agro livestock department)	3	4	4	11	3	4	4	11	22
3.14	Training in research methodology - and use research software and data analysis	Faculty of Education, Arts and Humanities	32	28	26	86	38	30	30	98	184
3.15	Research Methodology Course	Faculty of Engineering	21	18	17	56	12	12	12	36	92
3.16	Computer Course - software support	Faculty of Engineering	3	3	3	9	5	5	5	15	24
3.17	Research methodology course	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
3.18	Computer Course - software support	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
3.19	Research methodology course	Faculty of Social Science (social communication)	4	4	4	12	3	3	3	9	21
3.20	Computer Course - software support	Faculty of Social Science (social communication)	5	5	5	15	5	5	5	15	30
3.21	Research methodology course	Faculty of Social Science (community development department)	4	4	4	12	5	5	5	15	27
3.22	Computer Course - software support	Faculty of Social Science (community development department)	3	3	3	9	5	5	5	15	24



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3.23	Research Methodology Course - and software use	Faculty of Medicine and Health Science	12	12	12	36	12	12	12	36	72
3.24	Training in research methodology	Faculty of Economy and Management	20	20	20	60	15	15	15	45	105
3.25	Training in software use (NVivo, MYOB, SPSS, SEM-Structural Equation Modelling)	Faculty of Economy and Management	12	12	12	36	10	10	10	30	66
3.26	Training in computer (Microsoft Excel, Word, PowerPoint)	Faculty of Economy and Management	4	4	4	12	5	5	5	15	27
3.27	Methodology of scientific research course	Faculty of Law	2	2	2	6	2	2	2	6	12
3.28	Methodology of scientific research course	Faculty of Philosophy	2	2	2	6	2	2	2	6	12
3.29	Computer Training - software support	Faculty of Philosophy	2	2	2	6	2	2	2	6	12
4.0	Knowledge sharing and updates (seminar, conference, international symposium)		150	150	154	452	132	132	132	396	848
4.1	Scientific information through conferences and seminars	Faculty of Agriculture (Agro socio-economic)	3	3	3	9	4	4	4	12	21
4.2	Share information results of research to other institution in overseas	Faculty of Agriculture (Agro socio-economic)	3	3	3	9	5	5	5	15	24
4.3	Advance Academic research method and attend international symposium	Faculty of Agriculture (animal health department)	3	3	3	9	2	2	2	6	15
4.4	International conference	Faculty of Agriculture (agro livestock department)	2	3	4	7	5	5	5	15	22
4.5	Advanced Academic method research to attend international symposium	Faculty of Agriculture (agro livestock department)	3	3	3	9	2	2	2	6	15
4.6	National Conference	Faculty of Education, Arts and Humanities	27	27	27	81	23	23	23	69	150



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4.7	International conference	Faculty of Education, Arts and Humanities	27	27	27	81	23	23	23	69	150
4.8	Lecturer exchange	Faculty of Education, Arts and Humanities	36	36	36	108	27	27	27	81	189
4.9	Students Exchange	Faculty of Education, Arts and Humanities	36	36	36	108	27	27	27	81	189
4.10	Workshops/seminars/conference (participate to present work and update knowledge)	Faculty of Exact Science	8	7	10	25	12	12	12	36	61
4.11	Workshops/seminars/conference (acquire knowledge in new scientific instruments, technology and tools to improve the quality at the FCE laboratories)	Faculty of Exact Science	2	2	2	6	2	2	2	6	12
5.0	Accounting, finance, management and communication		179	187	184	550	202	211	223	636	1186
5.1	Intensive course for directors position about leaderships, management competency, human resources management and university management, protocol, multimedia and communication and planning management activities.	Head of UNTL office	45	50	50	145	50	60	70	180	325
5.2	Accounting course	Head of UNTL office	7	7	7	21	8	7	7	22	43
5.3	Post graduate scholarships in accounting area, multimedia, protocol and communication	Head of UNTL office	3	3	3	9	3	3	3	9	18



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5.4	Scholarship for Masters degree in administration, accounting and business management, protocol, multimedia and communication	Head of UNTL office	3	3	3	9	3	3	3	9	18
5.5	Training in accounting	Research department, audit for quality control	1	1	1	3	2	2	1	5	8
5.6	Master scholarships in public administration area	Research department, audit for quality control	2	2	2	6	2	2	2	6	12
5.7	Training in accounting	National Direction academic evaluation (DNAA)	2	2	2	6	2	2	2	6	12
5.8	Master degree course in public administration, accounting and business management, protocol, multimedia and communication	National Direction academic evaluation (DNAA)	1	1	1	3	1	1	1	3	6
5.9	Accounting course	National Direction students attendance and Faculties	12	12	12	36	12	12	12	36	72
5.10	Accounting Course	National Direction Library Management (DNJB)	1	2	1	4	1	1	1	3	7
5.11	Accounting course	National Direction for Informatics and Technology	1	1	1	3	1	1	1	3	6
5.12	Accounting course	National Direction for Human Resource Management (DNJRU)	4	4	4	12	4	4	4	12	24
5.13	Accounting course	National Direction Transport and Logistic	2	2	2	6	2	2	2	6	12
5.14	Accounting course	National Direction for Procurement	2	2	2	6	2	2	2	6	12
5.15	Training in business management, cooperative, accounting, graphic design, production technic, report and graphic operation.	National Direction for Investment and cooperative	2	2	2	6	3	3	3	9	15



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5.16	Diploma course in graphic management area	National Direction for Investment and cooperative	1	1	1	3	2	2	2	6	9
5.17	Accounting course	Faculty of Agriculture (Agro socio-economic)	2	2	1	5	5	5	5	15	20
5.18	Training in administration and finance management	Faculty of Education, Arts and Humanities	11	11	11	33	11	11	11	33	66
5.19	Accounting Course	Faculty of Engineering	5	5	5	15	4	4	7	15	30
5.20	Accounting Course	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
5.21	Accounting Course	Faculty of Social Science (social communication department)	1	2	2	5	2	2	2	6	11
5.22	Accounting Course	Faculty of Social Science (community development department)	3	3	3	9	4	4	4	12	21
5.23	Database creation to manage faculty	Faculty of Economy and Management	4	4	4	12	5	5	5	15	27
5.24	Accounting course	Faculty of Economy and Management	4	4	4	12	5	5	5	15	27
5.25	Training in public finance	Faculty of Economy and Management	4	4	4	12	4	4	4	12	24
5.26	Training in program, planning and finance system	Faculty of Law	2	2	2	6	2	2	2	6	12
5.27	Accounting training	Faculty of Philosophy	2	2	2	6	4	4	4	12	18
5.28	Accounting course	National directorate of Plan and Finance	5	6	5	16	6	6	6	18	34
5.29	Training in annual plan system	National directorate of Plan and Finance	45	45	45	135	50	50	50	150	285
6	Pedagogy course		121	112	96	329	122	117	108	347	676
6.1	Pedagogy course (Method to teach) cognitive simulations	Faculty of Agriculture (animal health department)	3	2	2	7	2	3	3	8	15
6.2	Pedagogy course (Method to teach) cognitive simulations	Faculty of Agriculture (agro livestock department)	4	2	2	8	3	3	3	9	17



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6.3	Training in methodology of teaching	Faculty of Agriculture (department of Agronomy)	5	6	2	13	6	6	6	18	31
6.4	Pedagogy training for lectures	Faculty of Agriculture (department of Agronomy)	6	6	6	18	6	5	6	17	35
6.5	Training in strategy and methodology teaching	Faculty of Education, Arts and Humanities	37	31	20	88	40	35	25	100	188
6.6	Pedagogy training (method of teaching)	Faculty of Engineering	21	18	17	56	15	15	15	45	101
6.7	Pedagogy training (method of teaching)	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
6.8	Pedagogy training (method of teaching)	Faculty of Social Science (social communication department)	3	3	3	9	3	3	3	9	18
6.9	Pedagogy training (method of teaching)	Faculty of Social Science (community development department)	5	5	5	15	6	6	6	18	33
6.10	Pedagogy training (method of teaching)	Faculty of Medicine and Health Science	12	12	12	36	12	12	12	36	72
6.11	Pedagogy training (method of teaching)	Faculty of Economy and Management	20	20	20	60	20	20	20	60	120
6.12	Pedagogy training (method of teaching)	Faculty of Law	2	3	3	8	3	3	3	9	17
6.13	Pedagogy training (method of teaching)	Faculty of Philosophy	1	2	2	5	4	4	4	12	17
7	Administration, database creation and management		88	75	74	237	80	80	80	240	477
7.10	Administration area (database creation of teachers and students)	Faculty of Agriculture (Agro socio-economic)	2	2	1	5	5	5	5	15	20
7.20	Administration area (database creation of teachers and students)	Faculty of Engineering	7	7	7	21	5	5	5	15	36



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7.30	Administration area (database creation of teachers and students)	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
7.40	Administration area (database creation of teachers and students)	Faculty of Social Science (social communication department)	2	2	2	6	2	2	2	6	12
7.50	Administration area (database creation of teachers and students)	Faculty of Social Science (community development department)	3	3	3	9	3	3	3	9	18
7.60	Administration area (database creation of teachers and students)	Faculty of Economy and Management	4	4	4	12	5	5	5	15	27
7.70	Administration area (database creation of teachers and students)	Faculty of Philosophy	2	2	2	6	2	2	2	6	12
7.80	Training in academic management	Faculty of Education, Arts and Humanities	11	11	11	33	11	11	11	33	66
7.90	Training in students management	Faculty of Education, Arts and Humanities	11	11	11	33	11	11	11	33	66
7.10	Training in faculty management	Faculty of Education, Arts and Humanities	4	4	4	12	4	4	4	12	24
7.11	Training in data base area	National Direction for Human Resource Management (DNJRU)	3	3	3	9	6	6	6	18	27
7.12	File management	National Direction for Human Resource Management (DNJRU)	33	20	20	73	20	20	20	60	133
7.13	Electronic presence	National Direction for Human Resource Management (DNJRU)	2	2	2	6	2	2	2	6	12
7.14	Registration and file management	Faculty of Law	2	2	2	6	2	2	2	6	12
8.0	Certification and accreditation		76	88	88	249	89	89	89	267	516
8.1	Training in lecturer certification area and certification process	National Direction academic evaluation (DNAA)	18	20	20	58	20	20	20	60	118



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8.2	Specific training in accreditation area	National Direction academic evaluation (DNAA)	5	5	5	15	5	5	5	15	30
8.3	Training in SIRA and online, certificate evaluation and accreditation	National Direction students attendance and Faculties	50	60	60	170	60	60	60	180	350
8.4	Quality assurance (academic quality)	National Direction academic evaluation (DNAA)	3	3	3	6	4	4	4	12	18
9.0	Science and health for future teachers		60	58	61	179	59	75	78	212	391
9.1	Internal medicine specialize training	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.2	Specialist training in Pediatric	Faculty of Medicine and Health Science	1	2	2	5	2	2	2	6	11
9.3	Specialist training in general medicine Integral	Faculty of Medicine and Health Science	2	2	2	6	1	2	3	6	12
9.4	Specialist training in clinical laboratory	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.5	Specialist training in microbiology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.6	Specialist training in Hygiene and epidemiology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.7	Specialist training in biostatistics	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.8	Specialist training in Neonatology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.9	Specialist training in Psychiatry	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.10	Specialist training in Medicine Legal	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.11	Specialist training in dermatology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.12	Specialist training in anatomy and pathology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12



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9.13	Specialist training in immunology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.14	Nursing management in hospital	Faculty of Medicine and Health Science	2	2	2	6	2	4	4	10	16
9.15	Specialist training in gynecology and obstetric	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.16	Specialist training in general surgery	Faculty of Medicine and Health Science	2	2	2	6	2	1	2	5	11
9.17	Specialist training in orthoepy and traumatology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.18	Specialist training in ophthalmology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.19	Specialist training in Otorhinolaryngology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.20	Specialist training in urology	Faculty of Medicine and Health Science	2	2	2	6	2	2	2	6	12
9.21	Pediatric nursing	Faculty of Medicine and Health Science	2	2	2	6	4	4	4	12	18
9.22	Surgical Nursing	Faculty of Medicine and Health Science	2	2	2	6	2	4	4	10	16
9.23	Psychiatric nursing	Faculty of Medicine and Health Science	1	1	1	3	1	4	5	10	13
9.24	Child Health	Faculty of Medicine and Health Science	4	4	4	12	4	4	8	16	28
9.25	Pediatric (Parteira)	Faculty of Medicine and Health Science	4	4	4	12	4	8	4	16	28
9.26	Periodontology	Faculty of Medicine and Health Science	2	1	2	5	1	2	2	5	10
9.27	Endodoncia	Faculty of Medicine and Health Science	2	1	2	5	1	2	2	5	10
9.28	Imageology	Faculty of Medicine and Health Science	2	1	2	5	1	2	2	5	10
9.29	Maxillo-Facial	Faculty of Medicine and Health	1	1	1	3	1	2	2	5	8



		Science									
9.30	Oral Health Community	Faculty of Medicine and Health Science	1	1	1	3	1	2	2	5	8
10	Master's degree (technical areas)		62	58	57	177	51	49	46	146	323
10.1	Masters degree (science concepts, scientific methodology, research experience)	Faculty of Agriculture (animal health department)	3	3	3	9	3	3	3	9	18
10.2	Master degree scholarship in Public Policy area	National Direction for Procurement	1	2	3	6	2	2	2	6	12
10.3	Master degree Course (goats production, genetics and animal improvement, wild life animal, etc.)	Faculty of Agriculture (agro livestock department)	1	1	1	3	3	2	2	7	10
10.4	Master degree	Faculty of Agriculture (department of Agronomy)	2	2	2	6	3	3	3	9	15
10.5	Master degree course	Faculty of Education, Arts and Humanities	8	13	14	35	2	2	1	5	40
10.6	Masters degree	Faculty of Engineering	7	3	1	11	3	3	3	9	20
10.7	Masters degree Course	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
10.8	Masters degree Course	Faculty of Social Science (social communication department)	2	2	2	6	2	2	2	6	12
10.90	Masters degree	Faculty of Social Science (community development department)	2	2	2	6	2	2	2	6	12
10.10	Masters degree Course	Faculty of Medicine and Health Science	12	12	8	32	10	8	8	26	58
10.11	Masters degree Course	Faculty of Economy and Management	3	3	3	9	4	4	4	12	21
10.12	Masters degree Course	Faculty of Law	9	4	4	17	2	2	2	6	23



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10.13	Masters degree Course	Faculty of Exact Science	6	6	6	18	6	6	6	18	36
10.14	Masters in management accounting	National directorate of Plan and Finance	2	1	3	6	3	3	3	9	15
10.15	Masters degree Course	Faculty of Philosophy	2	2	3	7	4	5	3	12	19
11	PHD and post doctoral (technical areas)		44	50	52	146	58	50	57	165	311
11.1	PHD	Faculty of Agriculture (agro livestock department)	2	2	3	7	2	2	2	6	13
11.2	Post doctoral research extension	Faculty of Agriculture (agro livestock department)	1	1	1	3	2	2	5	9	12
11.3	PHD course (complexity of advanced methodology, research experience to contribute to research and teaching in UNTL.)	Faculty of Agriculture (animal health department)	2	2	2	6	2	2	2	6	12
11.4	Post doctoral research extension	Faculty of Agriculture (animal health department)	2	2	2	6	2	2	2	6	12
11.5	PHD	Faculty of Agriculture (department of Agronomy)	2	2	2	6	2	2	2	6	12
11.6	PHD	Faculty of Education, Arts and Humanities	7	11	10	28	15	10	10	35	63
11.7	PHD	Faculty of Engineering	9	10	8	27	5	5	6	16	43
11.8	PHD	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
11.9	PHD	Faculty of Social Science (social communication department)	2	2	2	6	3	3	3	9	15
11.10	PHD	Faculty of Social Science (community development department)	1	2	3	6	3	3	3	9	15
11.11	PHD	Faculty of Medicine and Health Science	3	1	1	5	5	4	6	15	20
11.12	Post doctoral	Faculty of Medicine and Health Science	1	1	1	3	1	1	1	3	6



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11.13	PHD	Faculty of Economy and Management	3	3	4	10	4	4	4	12	22
11.14	Post doctoral	Faculty of Economy and Management	2	2	4	8	2	2	2	6	14
11.15	PHD	Faculty of Law	2	3	3	8	4	2	2	8	16
11.16	PHD course (laboratory technician)	Faculty of Exact Science	2	2	2	6	2	2	2	6	12
11.17	PHD	Faculty of Philosophy	1	2	2	5	2	2	3	7	12
12	Laboratory training, testing and management		46	72	53	152	53	54	55	162	314
12.1	Laboratory management, microbiology, immunology analysis, biochemistry, nutrition and animal food, animal parasitology etc.	Faculty of Agriculture (animal health department)	2	3	3	8	3	3	3	9	17
12.2	Polytechnic course, pharmaceutical, technical laboratory, administrative and management	Faculty of Agriculture (animal health department)	3	3	3	9	2	2	2	6	15
12.3	Professional lectures in veterinary area (establish technical professional in laboratory)	Faculty of Agriculture (animal health department)	4	4	3	11	3	3	2	8	19
12.4	Laboratory course (Management, Maintenance and material use in laboratory). Biology analysis, chemistry, microbiology, molecular, parasitology. Technical laboratory course	Faculty of Agriculture (agro livestock department)	2	5	5	12	4	4	4	12	24
12.5	Food clinic analysis (protein, amino acids, total energy, carbohydrate, Fibroid (ADF,	Faculty of Agriculture (agro livestock department)	3	4	4	11	2	3	3	8	19



	NDF), minerals etc.										
12.6	Laboratory clinical analysis for anti-nutrients including (aflatoxins, food toxin) with animal health impact and public health	Faculty of Agriculture (agro livestock department)	3	3	3	9	2	2	2	6	15
12.7	Training in animal ranch, mini forages, mini ranch no animal food (buffalos, cows, goats, pigs, chickens etc.) and practice equipment including training to administrative staffs.	Faculty of Agriculture (agro livestock department)	2	4	4	10	2	2	4	8	18
12.8	Training in Materials area	Faculty of Engineering	5	5	5	15	5	5	5	15	30
12.9	Training in Hydraulics	Faculty of Engineering	3	3	4	10	5	5	5	15	25
12.10	Training in Soil	Faculty of Engineering	2	2	2	6	3	3	3	9	15
12.11	Training in structure and construction	Faculty of Engineering	2	21	2	6	2	2	2	6	12
12.12	Training in topography area	Faculty of Engineering	2	2	2	6	2	2	2	6	12
12.13	Training in energy implementation	Faculty of Engineering	2	2	2	6	3	3	3	9	15
12.14	Training in Automotive	Faculty of Engineering	2	2	2	6	3	3	3	9	15
12.15	Training in Machine operation	Faculty of Engineering	2	2	2	6	3	3	3	9	15
12.16	Training in power system	Faculty of Engineering	2	2	2	6	3	3	3	9	15
12.17	Training in equipment maintenance	Faculty of Engineering	5	5	5	15	6	6	6	18	33
13	Tetum language		39	34	33	106	33	33	33	99	205
13.1	Tetum Language	Faculty of Agriculture (department of Agronomy)	7	7	7	21	7	7	7	21	42
13.2	Tetum Language	Faculty of Education, Arts and Humanities	27	22	21	70	20	20	20	60	130



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13.3	Tetum Language	Faculty of Engineering	5	5	5	15	6	6	6	18	33
13.4	Information technology and E-learning		32	32	32	96	32	32	32	96	192
13.5	Technology Information and Communication (TIC) Course (use of technology in teaching)	Faculty of Engineering	10	10	10	30	7	7	7	21	51
13.6	E-learning Course	Faculty of Engineering	5	5	5	15	5	5	5	15	30
13.7	Technology Information and Communication (TIC) Course.	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
13.8	E-learning Course	Faculty of Social Science (public administration department)	2	2	2	6	2	2	2	6	12
13.9	Training, short course multimedia journalism area	Faculty of Social Science (social communication)	2	2	2	6	2	2	2	6	12
13.10	Training, short course in photo journalism and video editing.	Faculty of Social Science (social communication)	2	2	2	6	2	2	2	6	12
13.11	Technology Information and communication course (ICT)	Faculty of Social Science (community development department)	3	3	3	9	3	3	3	9	18
13.12	E-learning Course	Faculty of Social Science (community development department)	3	3	3	9	3	3	3	9	18
13.13	Technology Information and Communication (TIC) training	Faculty of Philosophy	1	1	1	3	2	2	2	6	9
13.14	E-learning Course	Faculty of Philosophy	2	2	2	6	4	4	4	12	18
14	Human resource management		24	25	26	75	35	36	39	110	185
14.1	Recruitment system	National Direction for Human Resource Management (DNJRU)	3	3	3	9	4	4	4	12	21
14.2	Service delivery	National Direction for Human Resource Management (DNJRU)	2	2	2	6	3	3	3	9	15
14.3	Performance evaluation	National Direction for Human Resource Management (DNJRU)	2	2	2	6	3	3	3	9	15



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14.4	Human Resource Management Training in Performance Appraisal area	National Direction for Human Resource Management (DNJRU)	4	4	4	12	5	5	5	15	27
14.5	training in SOP's/Standard Operational Procedures	National Direction for Human Resource Management (DNJRU)	2	2	2	6	4	6	8	18	24
14.6	Post graduate training Management area specifically Performance Appraisal area	National Direction for Human Resource Management (DNJRU)	3	3	3	9	4	4	4	12	21
14.7	Human Resource Management Training (specifically Job Analyst)	National Direction for Human Resource Management (DNJRU)	4	4	4	12	4	4	4	12	24
14.8	Scholarships in human resource area	National Direction for Human Resource Management (DNJRU)		1	2	3	2	1	1	4	7
14.9	Training in Public Speaking	National Direction for Human Resource Management (DNJRU)	4	4	4	12	6	6	7	19	31
15.0	Mandarin Language		16	15	16	47	16	15	16	47	92
15.1	Mandarin language	Faculty of Agriculture (animal health department)	2	1	2	5	2	1	2	5	8
15.2	Mandarin Language Course	Faculty of Agriculture (department of Agronomy)	2	2	2	6	2	2	2	6	12
15.3	Mandarin Language Course	Faculty of Agriculture (department of Agronomy)	12	12	12	36	12	12	12	36	72
16.0	Economy and management areas (Qualified teachers in informal course)		17	17	17	51	23	23	23	69	120
16.1	Training in scientific article writing	Faculty of Economy and Management	12	12	12	36	10	10	10	30	66
16.2	Training in hospitality	Faculty of Economy and Management	1	1	1	3	3	3	3	9	12
16.3	Training in guiding	Faculty of Economy and Management	1	1	1	3	2	2	2	6	9
16.4	Training in travelling	Faculty of Economy and Management	1	1	1	3	3	3	3	9	12



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16.5	Training in book writing (publish books nationally and internationally)	Faculty of Economy and Management	2	2	2	6	5	5	5	15	21
17.0	Comparative studies		12	12	12	36	13	13	13	39	75
17.1	Comparative study with universities and collaborate with other foreign research centres.	Faculty of Agriculture (Agro socio-economic)	3	3	3	9	4	4	4	12	21
17.2	Exchange of experts to joint research	Faculty of Agriculture (Agro socio-economic)	4	4	4	12	4	4	4	12	24
17.3	Training, short course and comparative studies about Community Base Rehabilitation.	Faculty of Social Science (community development department)	5	5	5	15	5	5	5	15	30
18.0	Writing skills (reports etc.)		11	11	11	33	14	14	14	42	75
18.1	Training in report	National Direction for Human Resource Management (DNJRU)	3	3	3	9	5	5	5	15	24
18.2	Training in report writing	Faculty of Economy and Management	4	4	4	12	5	5	5	15	27
18.3	Training in formal and informal letter writing	Faculty of Economy and Management	4	4	4	12	4	4	4	12	24
19.0	Audit and inspection		10	10	10	30	11	11	11	33	63
19.1	Training in inspection procedure and audit	Research department, audit for quality control	2	2	2	6	2	2	2	6	12
19.2	Training in audit	Research department, audit for quality control	2	2	2	6	2	2	2	6	12
19.3	Basic training in inspection and oversight in the public sector including identification of infrastructure project, finance audit.	National Direction for Procurement	4	4	4	12	5	5	5	15	27
19.4	Training in inspection for heritage status	Research department, audit for quality control	2	2	2	6	2	2	2	6	12
20.0	Logistics and asset management		9	9	9	27	15	15	15	45	72



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20.1	Training in logistic management, facilities and assets	National Direction Transport and Logistic:	3	3	3	9	5	5	5	15	24
20.2	Training in classroom management system	National Direction Transport and Logistic:	3	3	3	9	5	5	5	15	24
20.3	Diploma and post graduate course in assets management	National Direction Transport and Logistic:	2	2	2	6	3	3	3	9	15
20.4	Master degree course in state asset management	National Direction Transport and Logistic:	1	1	1	3	2	2	2	6	9
21.0	Procurement process		8	8	8	24	10	10	10	30	54
21.1	Training in procurement process	Research department, audit for quality control	2	2	2	6	2	2	2	6	12
21.2	Training in procurement system	National Direction for Procurement	3	3	3	9	4	4	4	12	21
21.3	Tender system	National Direction for Procurement	3	3	3	9	4	4	4	12	21
22.0	Leadership training		8	8	8	24	7	8	7	22	46
22.1	Leadership training to Lecturers	Faculty of Agriculture (department of Agronomy)	6	6	6	18	5	6	5	16	34
22.2	Team work and cooperation with other universities	Faculty of Agriculture (department of Agronomy)	2	2	2	6	2	2	2	6	12
23.0	Law curriculum development		6	6	6	18	6	5	5	16	34
23.1	Training in methodology of design and curriculum program	Faculty of Law	4	4	4	12	4	3	3	10	22
23.2	Training in capacity and skill organization and implementation of curriculum program;	Faculty of Law	2	2	2	6	2	2	2	6	12

Critical training Needs

The various faculties and departments under UNTL have presented their critical skills needs as follows:

General Administration

- Staff in law area to analyze laws and create internal procedures;
- Staff in financial economics;
- Engineering for inspection of works;
- Staff in the accounting field and inspection service; and
- Internal audit.

Faculty of Agriculture

- Pedagogy Course;
- Management, maintenance and use of laboratory equipment;
- Food analysis including (protein analysis, amino acid, total energy, carbohydrate starch), Fibro (ADF -Acid Fibrio Deterjent, NDF Non - Detergent Fibrio) and minerals;
- Laboratory analysis impacts on public health and animal health including (aflatoxins, food toxin);
- Experts in the area of chemistry, biochemistry, anatomy and physiology;
- Management and contemporary technology in improving animal production including on seed management and artificial insemination (cows, buffalo, chickens goats pigs and others);
- Technology livestock;
- Use software technology improvement of production animals;
- Software application for data analysis; and
- Animal enclosure technique, mini forages, mini ranch and animal feed.

Faculty of Education, Arts and Humanities

- Teaching methodology
- Research Methodology
- Ability to work for community (community service)

Faculty of Law

The Faculty of Law faces the following issues related to staff skills and attitude:

- Lack of attendance and punctuality of staff during working hours; lack of commitment and seriousness of staff in implementing and executing tasks effectively and responsibly;
- Lack of ability to write in English, ability to write reports, notes and minutes of meetings; and
- The faculty is unable to fulfil its annual requirement for recruiting teachers in various disciplines of law, which will continue to be a staffing gap next year as well. This

makes the faculty externally dependent in order to fulfil the shortage. However this is not an ideal and timely solution.

The faculty would like to increase the knowledge and skills of staff related to maintaining records and files, programming and planning activities.

Faculty of Engineering

The most important human development needs are:

- Training related to the laboratory management especially for laboratory activity planning and maintenance of the lab equipment (laboratory technicians);
- Training for department management especially the development of a data base system;
- English and Portuguese language course for lecturers, training each lecturer in specific area; and
- The faculties have informed that they face difficulties in recruiting candidates in areas such as environmental science, management, design, geoscience, IT security and geophysics.

Faculty of Philosophy

It is important to increase the scientific and pedagogical knowledge of teachers including advanced training (master, doctorate and post- doctorate). In addition, there is a need to increase the relevant training of administrative staff in order to increase the quality and efficiency of administrative management in the faculty; and training for faculty leaders to enhance the capacity of policy makers in areas including administration, teaching, and research and community service.

Faculty of Medicine

- Administrative staff need more training in financial management, administrative management and computer skill;
- The Teachers need more training in research methodology, computer software course to support research [like SPSS (Statistical Package for the Social Sciences) & EPI Info], information technology, communication, and e-learning course; and
- The faculty faces difficulties in recruiting medical specialist in clinical area.

Faculty of Exact Science

- There is a lack of lectures with PHD and Master's Degree in specific areas such as Mathematics, Physics and Chemistry. The faculty needs lectures to sustain the course over the next five years. For this, it is essential to maintain the scientific and pedagogical knowledge of the members of the Faculty by providing continuous quality education opportunities to develop knowledge of the members. Therefore, the faculty recommends that new lectures study PhD and Masters in Science degrees in international recognized universities in the specific areas such as Mathematics, Physics and Chemistry;

- It is also important to provide training to increase skills for managing and maintaining the Chemistry and Physics laboratories as currently there is a shortage of technicians with the required knowledge and skills to do so; and
- As Portuguese language, has been adopted as the official language of education it is important to hire Portuguese native lectures to improve the language skills of both students and staff.

2.16. MINISTRY OF AGRICULTURE AND FISHERIES (MAF)

The Medium Term Operational Plan 2014-2018 for the agriculture sector development has identified the following constraints:

- Poor decentralization in planning and decision making;
- Capacity constraints with MAF to address constraints effectively and deliver services;
- Poor planning, monitoring and evaluation of investments in agriculture;
- Unreliable data for planning and decision making; and
- Inadequate skills and knowledge of delivery agents.

The operational plan also discusses various programs that can lead to sustainable increase in production and productivity in the sector. The objectives of these programs are to:

- Introduce and implement new technologies, practices and strategies, including increasing the provision of technologies and knowledge to end users;
- Improve research and development activities;
- Decentralize extension services and increase education in the agriculture sector;
- Increase the capacity for policy analysis; and
- Create databases to record agricultural statistics and develop an effective ministry-wide monitoring and evaluation strategy.

As per the latest information available in Annual Plan 2015 (book 2), Ministry of Agriculture and Fisheries has indicated for 2015 an estimated workforce about of 4,147 people, composed of 1,644 permanent employees, 125 in management and leadership positions, 432 agents of the current public administration, 39 vacancies for which recruitment was underway and 1,907 additional projected staff for the period 2016-2018. In Addition, the Ministry of Agriculture and Fisheries still has Agricultural Teachers in Natarbora, Bobonaro and Oecussi and Fuiloro in total 95 people.

Skills training requirement breakup

The Ministry of Agriculture has presented the following break-up of the number of candidates across all national directorate and departments to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. The training needs have been categorized into two categories, scholarships for vocational education, bachelor's degree, master's degree and PHD; training through professional

development including workshops, seminars and on-the-job-development. Please note due to the volume of the data no graphs are being presented.



Scholarships	Department	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
Vocational/Technical Education Scholarships										
Vocational high school of forestry (SMKK) Kadipaten-West Jawa -Indonesia)	Forestry General Directorate, Coffee and Industrial Plants	5	5	5	15	15	15	15	45	60
Forest technical staff in Diploma III	Forestry General Directorate, Coffee and Industrial Plants	2	2	2	6	3	3	3	9	15
Diploma III in aquaculture area (open for public)	National Directorate of Fisheries and Fisheries Resources Management	10	10	10	30	10	10	10	30	60
Diploma IV in aquaculture area (Aquaculture technical employees)	National Directorate of Fisheries and Fisheries Resources Management	2	2	2	6	0	0	0	6	6
Diploma III in inspection area (open for public)	National Directorate of Fisheries and Fisheries Resources Management	10	10	10	30	10	10	10	30	60
Diploma III in fishery industry and fishery resource management area (open for public)	National Directorate of Fisheries and Fisheries Resources Management	10	10	10	30	10	10	10	30	60
Bachelor or Diploma IV in inspection area (inspection technical staffs)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	0	0	0	0	3
Bachelor or Diploma IV in fishery industry and fishery resource management area (technical employees)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	0	0	0	0	3
Bachelor or Diploma IV in administration and financial management area (administration and finance staffs)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	0	0	0	0	3
Bachelors Degree Scholarships										
Forest technical staff Bachelor to Master level	Forestry General Directorate, Coffee and Industrial Plants	0	0	0	0	1	1	1	3	15
Technical staff in Bachelor and Master Degree	Forestry General Directorate, Coffee and Industrial Plants	2	0	0	2	0	0	0	0	2
Scholarship Bachelor Degree in information technology	National Directorate of Research (Department of IT Support)	0	2	1	3	1	0	0	1	4
Bachelor Degree in administration and finance	National Directorate of Administration and Finance	2	2	2	6	2	2	2	6	12



Bachelor Degree in human resources management	National Directorate of Human Resources	2	2	2	6	2	2	2	6	12
Bachelor Degree in area of agriculture mechanization	National Directorate of Agriculture and Extension (Department of Mechanization)	3	3	3	9	3	3	0	6	15
Masters Degree Scholarships										
Master Degree in inspection and Audit area	Cabinet Inspector of Inspection and Audit	0	1	2	3	1	1	1	3	6
Masters Degree in creation	National Directorate of Research (Department of Creation and Production)	1	3	2	6	2	2	0	4	10
Masters Degree in production	National Directorate of Research (Department of Creation and Production)	0	3	5	8	2	2	0	4	12
Masters Degree in technology innovation and post-harvest area	National Directorate of Research (Department of Innovation, Technology and Post-Harvest)	0	2	3	5	1	2	0	3	8
Master Degree - soil, nutrition of plants	National Directorate of Research (department of Soils, Nutrition of Plants)	0	2	2	4	1	2	0	3	7
Masters Degree in geographic information systems (GIS)	National Directorate of Research (Department of ALGIS, Agro-Meteorology and Statistics)	0	1	0	1	0	1	0	1	2
Masters Degree in Agro- meteorology (applicable weather)	National Directorate of Research (Department of ALGIS, Agro-Meteorology and Statistics)	0	1	1	2	0	0	0	0	0
Masters Degree in Statistics	National Directorate of Research (Department of ALGIS, Agro-Meteorology and Statistics)	0	1	2	3	0	1	0	1	4
Master Degree in information technology	National Directorate of Research (Department of IT Support)	0	1	0	1	0	1	0	1	2
Master Degree in food security area	Cabinet of food security service, nutrition and cooperation	1	1	1	3	1	1	0	2	5
Master Degree in international relation	Cabinet of food security service, nutrition and cooperation	1	1	1	3	1	1	0	2	5



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Master in accounting management	Cabinet of food security service, nutrition and cooperation	1	1	1	3	1	1	0	2	5
Bachelor to Master Degree in administration and finance	National Directorate of Administration and Finance	1	1	1	3	1	1	1	3	6
Master Degree in human resources	National Directorate of Human Resources	1	1	1	3	1	1	1	3	6
Master Degree in aquaculture area (Aquaculture Technical employees)	National Directorate of Fisheries and Fisheries Resources Management	5	5	5	15	5	0	0	5	20
Master in inspection area (Inspection technical staffs)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	1	0	0	1	4
Master Degree in fishery industry and fishery resource management area (technical employees)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	1	0	0	4	5
Master Degree in administration and financial Management area (administration and finance staffs)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	1	0	0	1	4
Master Degree in mechanization area	National Directorate of Agriculture and Extension (Department of Mechanization)	2	2	2	6	0	0	0	0	6
Master Degree in food processing and agronomy	National Directorate of Agriculture and Extension (Department of Mechanization)	1	1	1	4	1	1	1	3	7
Master Degree in development and media communication	National Directorate of Agriculture and Extension (Department of Mechanization)	1	1	1	3	1	1	0	2	5
Master Degree in specialized areas: Clinical Veterinary, Animal Nutrition, Vocational Technology Education, Agricultural Products Processing, Vegetable Science, Enterprise Management.	National directorate of Agricultural Technical Training	6	6	6	18	na	na	na	na	na
Master Degree in irrigation	National Directorate Irrigation and Water Use Management	3	3	3	9	na	na	na	na	na
PHD Scholarships										



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PHD - soil, nutrition of plants	National Directorate of Research (department of Soils, Nutrition of Plants)	0	1	2	3	0	0	0	0	3
PHD in GIS area scholarships	National Directorate of Research (Department of ALGIS, Agro-Meteorology and Statistics)	0	1	0	1	0	0	0	0	1
PHD in Aquaculture area (Aquaculture Technical employees)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	0	0	0	0	3
PHD in Inspection area (Inspection technical staffs)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	0	0	0	0	0
PHD in Administration and Financial Management area (Administration and finance staffs)	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	0	0	0	0	3

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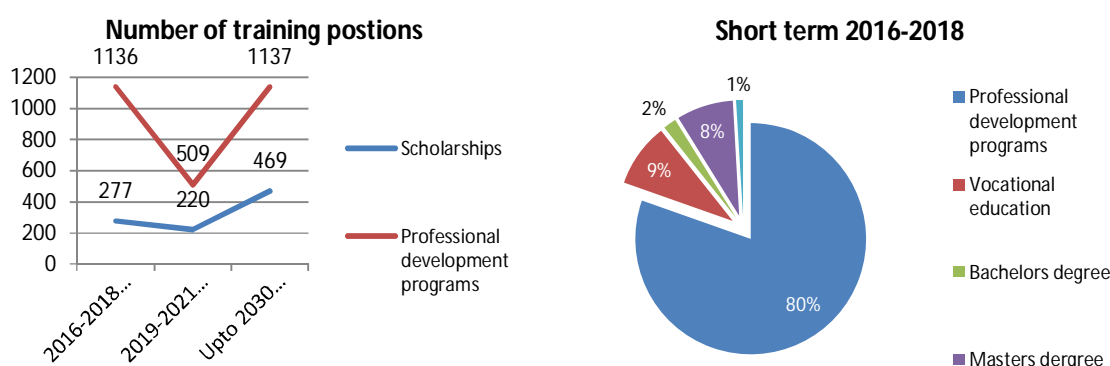
Key training areas - Professional development	Department	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Upto 2030 Long term
Land and water conservation course	Forestry General Directorate, Coffee and Industrial Plants	2	2	2	6	0	0	0	0	6
GPS operation and application course		2	2	2	6	0	0	0	0	6
Critical area rehabilitation course		2	2	2	6	0	0	0	0	6
Forest inventory course		2	2	2	6	0	0	0	0	6
Agroforestry system course		2	2	2	6	0	0	0	0	6
Watersheds course		2	2	2	6	0	0	0	0	6
Forest economy social survey course		2	2	2	6	0	0	0	0	6
Technical course for Forest Guard service system and method or system of investigation		15	15	15	45	15	15	15	45	90
Administration and Finance		1	1	0	2	0	0	0	0	2
Technical training in coffee industry plantation		2	1	1	4	0	0	0	0	4
Inspection and audit procedure training	Cabinet Inspector of Inspection and Audit	15	12	12	39	12	12	12	36	75
Inspection and audit course		4	7	7	18	7	7	7	21	39
Specific training on technology for improving rice and corn	National Directorate of Research	2	2	3	5	2	4	0	6	11
Specific training on improving area and practice of cultivation of main vegetables		1	2	2	5	2	2	0	4	9
Specific training on improving area and cultivation practice of main tubers		0	2	2	4	2	2	0	4	8
Specific training on livestock area and especially in main animals		1	1	2	4	2	2	0	4	8
Specific training on plants protection			2	2	4	2	2	0	4	8
Specific training on cultivation practice in rice area (rice field and dry land) and corn		1	2	3	6	2	3	0	5	11
Specific training on improving and cultivation practice of wheat		1	1	2	4	1	2	0	3	7
Specific training on experimental design and statistic analysis (software) through ToT		2	3	3	8	3	3	0	6	14
Specific training on agriculture production analysis		2	2	3	7	2	3	0	5	12
Training on survey methodology for socio-economic impact		2	2	2	6	2	2	0	4	10
Specific training on agriculture equipments innovation		0	3	3	6	3	3	0	6	12
Training on using harvest equipments for corn and rice		1	3	3	6	3	3	0	6	12
Management training for Research Centre		0	3	3	6	3	3	0	6	12
Training in post-harvest technology innovation		0	2	2	4	2	3	0	5	9
Training on agriculture product processing		0	2	1	3	2	2	0	4	7
Training in using soil equipments in laboratory		0	2	0	2	1	2	0	3	5
Training on use of protocol of soil reagents		0	1	0	1	1	1	0	2	3
Training on sample survey and soil classification		0	2	1	3	2	1	0	3	6
Training on soil analysis and interpretation		0	3	3	6	3	3	0	6	12
Soil laboratory management training		1	2	0	3	2	1	0	3	6
Training on geographical information system (GIS) including software		0	1	1	2	1	1	0	2	4
Training on using and interpretation of remote sensing		0	1	1	2	1	1	0	2	4
Training on data collection and climate prediction		2	3	3	8	2	2	0	4	12
Training on establishment of server equipment for climate station		0	1	1	2	1	1	0	2	4
Specific training on agro-meteorology bulletin production		1	1	1	3	1	1	0	2	5
Training on data tabulation and geo-database		1	2	2	5	2	2	0	4	9
TOT training for climate field school		0	2	0	2	1	1	0	2	4
Training on website design and attractive, information update in website, and also editing techniques for news and photos, report and documents published in website.										
Training on develop website system		0	1	1	2	1	1	0	2	4
Training on develop advance website system		0	1	1	2	1	1	0	2	4
Network administrator system training		0	1	1	2	1	1	0	2	4
Database program system training		0	1	1	2	1	1	0	2	4
Server administrator (Window server)		0	1	1	2	1	1	0	2	4
Server administrator (Linux server)		0	1	1	2	1	1	0	2	4
Training of Trainer in Food security area and reinforce monitoring system for food security in village level, to be accessed by the village and vulnerable family, Inter-Ministerial Coordination.	Cabinet of food security service, nutrition and cooperation	1	1	1	3	1	1	0	2	5
Develop and produce training manual on Food security in Timor-Leste		1	1	1	3	1	1	0	2	5
Comparative study in international cooperation Institution		1	1	1	3	1	1	0	2	5
Basic accounting course and continuation		1	1	1	3	1	1	0	2	5
MS Excel course basic to intermediate		1	1	1	3	1	1	0	2	5

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Office management training course	National Directorate of Administration and Finance	3	3	3	9	2	2	2	6	15
Public relation and protocol course		2	2	2	6	2	2	2	6	12
Logistic management course and training		3	3	3	9	2	2	2	6	15
Cameraman course		2	2	2	6	2	2	2	6	12
Scrip Writing course		2	2	2	6	2	2	2	6	12
Lighting course		2	2	2	6	2	2	2	6	12
Web Design course		1	1	1	3	3	3	3	9	12
Visual Communication course	National Directorate of Human Resources	2	2	2	6	2	2	2	6	12
Online database system management course		5	5	5	15	5	5	5	15	30
Public relation and protocol		2	2	2	6	6	6	6	18	
Online archive system course		2	2	2	6	2	2	2	6	12
Database system maintenance management and archive system course		5	5	5	15	5	5	5	15	30
Staffing profile course		4	4	4	16	4	4	4	16	32
MAP needs analysis based on technical area		4	4	4	16	4	4	4	16	32
Laboratory training	National Directorate of Fisheries and Fisheries Resources Management	1	1	1	3	3	3	0	6	9
Training on formulate fishes food and using fish food equipments (pellet)		0	3	3	6	2	0	0	2	8
Training on techniques to raise crabs and garopa fish		0	3	0	3	0	0	0	0	3
Monitoring controlling system training		0	2	2	4	2	0	0	2	6
Port state measurer training		0	0	2	2	2	2	0	4	6
Conservation training		0	0	0	0	1	1	0	2	0
Mechanization and reparation of sea machine equipment training		0	1	1	2	0	0	0	0	2
Processing and laboratory training		0	0	0	0	0	1	1	2	2
Training on statistic analysis (analyse database and SPSS program)		1	1	0	2	0	0	0	0	0
Training on data analysis system and model for results monitoring and evaluation of projects and activities		0	2	2	4	0	0	0	0	4
Human Resource training		2	0	2	4	0	0	0	0	4
Training on how to increase commodity production of corn, rice, bean, green beans, peanuts, wheat sweet potato, cassava and sorghum		2	2	2	6	0	0	0	0	6
Training for plant protection department staff to develop capacity in integrated pest management, and pesticide management. And yield loss assessment due by plant pest and disease.		10	3	2	15	0	0	0	0	15
Training on how to plant crops with intensive hydroponic system		1	0	1	2	3	1	1	5	7
Training on producing horticulture seed (bell pepper, mustard, kangkung, tomato, pineapple, potato)		5	5	0	10	0	0	0	0	10
Training on enrich the fruit plants and vegetative system	National Directorate of Agriculture and Extension	1	1	1	3	3	1	1	5	8
Training on database and crop cutting methodology		2	2	2	6	0	0	0	0	6
Training on post-harvest management and analyse to understand the percentage of food lost during harvest up to processing		2	2	2	6	0	0	0	0	6
Training on production machine operation management (power treser, corn and rice processing machine)		2	2	2	6	0	0	0	0	6
Training on operation and maintenance of hand tractor machine		6	0	0	6	0	0	0	0	6
Training on operation and maintenance of Mini Power Tiller Machine		0	6	0	6	0	0	0	0	6
Training on inventory of spare part for big and medium tractor		12			12	0	0	0	0	12
Leadership management training		5	5	5	15	5	5	5	15	30
Project management training		4	4	4	12	4	4	4	12	24
Agriculture extension methodology training		5	5	5	15	5	5	5	15	30
Training on agriculture extension communication		5	5	5	15	5	5	5	12	27
Pedagogy course - teaching method		12	12	12	36	na	na	na	na	na
Investigation methodology and using of software course		8	8	8	24	na	na	na	na	na
Computer course - software support		8	8	8	24	na	na	na	na	na
Accounting course		4	5	5	14	na	na	na	na	na
IT and Communication (ITC) course	National Directorate of Agricultural Technical Training	10	10	10	30	na	na	na	na	na
Chemist laboratory technical course		2	2	2	6	na	na	na	na	na
Physics laboratory technical course		2	2	2	6	na	na	na	na	na
Biology laboratory technical course		2	2	2	6	na	na	na	na	na
Parasitology and Microbiology laboratory technical course		2	2	2	6	na	na	na	na	na
Agriculture products processing techniques course		3	3	3	9	na	na	na	na	na
Agro- livestock products processing techniques course		3	3	3	9	na	na	na	na	na
Fishmonger products processing techniques course		3	3	3	9	na	na	na	na	na
TCD training		10	10	10	30	na	na	na	na	na
ToT training		10	10	10	30	na	na	na	na	na
Leadership management course		5	5	5	15	na	na	na	na	na
Survey, mapping and design course	National Directorate Irrigation and Water Use Management	3	3	3	9	na	na	na	na	na
Project management linked with irrigation area		3	3	3	9	na	na	na	na	na
Operation and Maintenance of Irrigation scheme		3	4	2	9	na	na	na	na	na
Training on Heavy Machine Operation		4	4	4	12	na	na	na	na	na
Administration and finance area course	Various Directorates (Ministry of Agriculture)	3	3	2	8	na	na	na	na	na
English and Portuguese language		29	83	85	251	21	21	17	59	131

Change in training requirements over time

The number of training positions indicates a drop over the medium term by 55% and 22% for professional development and scholarships respectively. The training positions over the long term the increase back to similar levels as indicated in the short term. A plausible explanation for this trend could be with more numbers of people being trained in the short term the skills gaps over short-medium term can be largely addressed. However, further consultation is required to understand and confirm the reasons for this trend. The largest amount of training is to occur through professional development programs, followed by vocational education and master degrees.



Critical training needs

Directorate General of Forest, Coffee and Industrial Plants has identified capacity building in the following areas as critical:

- Watersheds management
- Land and Water Conservation area
- Agroforestry
- Forest Inventory
- Reforestation
- Forest Management

The directorate faces the most difficulty in recruiting people with sufficient skills and knowledge in Forest and Mapping Management, Geographical Information System (GIS) and Watersheds Management. The directorate has informed that most of the staff needs to have knowledge up to secondary level, however, they need to undergo higher education training. The directorate proposes that staff currently holding a diploma III undertakes further education to obtain a bachelor's degree.

Cabinet of Inspector Inspection and Audit believe their limitation in being able to collect data and hence adequate information affects their ability to create informed plans and programs. As per the cabinet's experience it is most difficult to recruit people with requisite skills in veterinary, crop production and food security.

National Directorate of Administration and Finance has identified the following areas as critical for training:

- Financial Management
- Office Management
- Public Relation and Protocol
- Logistic management
- Media Communication
- Information Technology

National Directorate of Human Resources has identified the following areas as critical for training:

- Database Management
- Archive System Management
- Communication Management

National Directorate of Fisheries and Fisheries Resources Management have provided the following information:

1. Directorate General of Fishery employees have no skills in marine biology and marine technology, and so need training in this area;
2. Employees involved in data analysis (statistics) need capacity building to increase their knowledge to analyze and prepare data; and
3. One of the requirements to be able to participate in international events is to have a sound understanding of English. As many employees do not understand the language they are unable to participate.

2.17. NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION (INAP)

The National Institute of Public Institution (INAP) is the organ supervised by the Ministry of State Administration. INAP is responsible for providing training to staff in the public administration sector in the areas of leadership, management and administration.

INAP has presented their training plan categorized by training needs in two broad areas, for INAP staff and employees, and training programs to be delivered to public sector employees across various ministries and institutions. The training needs have been identified in the following broad areas by INAP.

INAP staff and employees	
Building capacity of INAP employees in various areas	<ul style="list-style-type: none"> Scholarships for INAP teachers; Training in English and Portuguese language; and Trainer training in various areas such as multimedia, public speaking, graphic design, internet network, web design course etc.
Training programs for public sector employees in line ministries, institutions and others	
Leadership course for directors and chiefs	Develop leadership capacity of directors and leaders in public administration to be able to lead the organization based on public administration ethics.
Induction course for new employees recruited in 2014	Introduce and develop knowledge on ethics, working culture in public administration, sense of nationalism and patriotism of new employees.
Strategic plan course for municipality managers and chiefs of sectorial departments	Increase participants knowledge of the vision and strategic policy in public administration ethics adopted globally.
Management course for development and local government - MDLG/JDGL (Management Development Local Governance)	Increase employees of the municipalities' knowledge and capacity in local development management, local finance management and planning.
Management and municipality project development course	Increase employees of the municipalities' capacity and knowledge in project management.
Collaboration and working together	Increase employees of the municipalities' capacity in collaboration and management based on national and municipality needs.
Analysis training on needs and training curriculum development method	Increase knowledge and capacity of trainers in TNA (training needs analysis) area (INAP Trainer and LM Training Centre will participate in TNA course).
Basic English language course in INAP, elementary language course in Lorosa'e English Language Institute (LELI), language course, continuation in Indonesia	Increase language capacity of public employees to be able to use English in the workplace especially to support work with English speaking development partners.

Australia Language Foundation (IALF) Bali Indonesia	
Seminar on Government (FDG Debate TVTL)	Empower employees in e-government area so they can perform duties efficiently and effectively.
Technical training for Line Ministries	To facilitate technical training activity to improve training quality for public employees.
International development partnership training	To facilitate technical training activity to improve training quality for public employees.
Computer course	Increase employees' knowledge in office and website design program.
Diploma I in public administration	Increase knowledge and capacity of public employees in public administration area.
Payment continuation for current scholarship for students overseas (Indonesia)	Students currently studying in Indonesia under scholarship scheme.
Study assistance for Public employees	Study assistance for public employees to do in-country study.
Short term Technical course and Diploma I	Increase knowledge though providing short term training in diploma I.
Evaluation through Training needs analysis for training	To improve areas in which training is offered in future and conduct a workshop to discuss and understand requirements from relevant people.
Workshop on TNA result evaluation for training	Organize a workshop to share results of the training needs analysis evaluation.
Hiring consultant to elaborate Strategic Plan 2016-2021	To formulate and draft INAP strategic plan for 5 years.
Training for village council members and community authorities	To develop ability and capacity of community authorities to support local government that can benefit local community.
Recruitment for new scholarship students in specific areas	Increase knowledge and capacity of public employees.

Skills training requirement breakup

INAP has presented the following break-up of the number of candidates across the two categories to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. Please note the data has been presented only in table format as it is split into two different categories of training i.e. internal training within INAP for staff and external training for all public sector employees.

Key training areas	2016	2017	2018	Short term 2016-2018	2019	2020	2021	Medium term 2019- 2021	Up to 2030 Long term
Training for INAP employees									
New scholarship for INAP Teachers	5	5	10	20	5	5	5	15	25
Payment continuation for INAP employees currently studying overseas	7	14	20	41	7	14	20	25	25
Subsidy for INAP employees in In-country universities	3	5	10	18	4	5	10	15	15
Increase knowledge for INAP trainers in Portuguese and English language	30	30	40	100	30	30	40	100	100
INAP trainer training in LM training centre, TCD training, multimedia, public speaking, graphic design, internet network and web design course	60	75	100	235	100	125	150	200	235
Training for teachers and in-country INAP researcher	10	20	40	70	30	35	40	75	100
PHD	5	5	5	5	10	10	10	10	10
Training for public sector employees (other line ministries and institutions)									
Leadership course for directors and chiefs	90	90	90	270	120	120	120	120	125
Induction course for new employees recruited in 2014	1200	1200	1200	3600	1250	1250	1250	1250	2000
Strategic plan course for municipality managers and chiefs of sectorial departments	100	100	100	300	150	150	150	150	200
Management course for development and local government - MDLG/JDGL	200	100	100	400	125	125	125	125	150
Management and municipality project development course	60	70	90	220	65	75	95	100	150
Working together management	75	90	100	265	85	95	100	150	200
Analysis training on needs and training curriculum development method	25	25	25	75	30	30	80	85	90
Basic English language course in INAP	30	40	60	130	40	45	50	60	135

Elementary language course in LELI	64	70	80	214	69	75	85	90	219
Seminar on government (FDG Debate TVTL)	30	30	30	90	35	40	45	50	95
Technical training for Line Ministries	100	100	100	300	105	105	105	105	305
International development partnership training	100	100	100	300	105	105	105	105	305
Computer course	105	105	105	315	105	105	105	105	320
Diploma I in public administration	75	100	120	295	50	50	50	50	100
Payment continuation for old scholarship students in overseas such as Indonesia	187	100	100	387	70	80	90	100	125
Study assistance for public employees	100	200	300	600	150	200	225	300	325
Short term Technical course and Diploma I	20	30	50	100	10	15	20	25	30
Evaluation with TNA for training	300	300	300	900	305	305	305	305	905
Workshop on TNA result evaluation for training	200	200	200	600	205	205	205	205	605
Hiring consultant to elaborate Strategic Plan 2016-2021	2	2	2	2	2	2	2	2	2
Language course, continuation in IALF Bali Indonesia	16	16	16	48	20	20	20	20	55
Training for village council members and community authorities	424	424	424	1272	429	429	429	429	1277
Recruitment for new scholarship student in specific areas	15	25	50	90	10	15	20	25	30

Composition of training

Key training areas	Total short term 2016-2018	Vocational/ technical education	Bachelor's degree	Master's degree	PHD	Professional development
Training for INAP employees						
New scholarship for INAP Teachers	20		5	15		
Payment continuation for INAP employees currently studying overseas	41		10	31		
Subsidy for INAP employees in In-country universities	18		18			
Increase knowledge for INAP trainers in Portuguese and English language	100					100
INAP trainer training in LM training centre, TCD training, multimedia, public speaking, graphic design, internet	235					235

network and web design course						
Training for teachers and in-country INAP researcher	70					70
PHD	5				5	
Training for public sector employees (other line ministries and institutions)						
Leadership course for directors and chiefs	270				270	
Induction course for new employees recruited in 2014	3600				3600	
Strategic plan course for municipality managers and chiefs of sectorial departments	300				300	
Management course for development and local government - MDLG/JDGL	400				400	
Management and municipality project development course	220				220	
Working together management	265				265	
Analysis training on needs and training curriculum development method	75				75	
Basic English language course in INAP	130				130	
Elementary language course in LELI	214				214	
Seminar on government (FDG Debate TVTL)	90				90	
Technical training for Line Ministries	300				75	
International development partnership training	300				300	
Computer course	315				300	
Diploma I in public administration	295				315	
Payment continuation for old scholarship students in overseas such as Indonesia	387			387		
Study assistance for public employees	600		600			
Short term Technical course and Diploma I	100					
Evaluation with TNA for training	900				900	
Workshop on TNA result evaluation for training	600				600	
Hiring consultant to	2				2	

elaborate Strategic Plan 2016-2021						
Language course, continuation in IALF Bali Indonesia	48				48	
Training for village council members and community authorities	1272	1272				
Recruitment for new scholarship student in specific areas	90		15	75		

Critical skills Needs

INAP has identified the Directorate of Research and Public Administration Development faces difficulty in recruiting researchers with experience and knowledge in developing concepts, collecting data, data entry and data analysis. INAP is currently conducting training in critical areas such as complaint handling, journal writing, standard of operation procedure (SOP), standard of service, analyzing workload and standards.

Donor organizations

INAP does not receive any financial support from donors.

Issues related to skills development

INAP considers that the biggest issue faced by Timor-Leste is human resource development to strengthen customer service. There are complaints regarding the performance of public sector employees that has not improved over the years. INAP has requested to allocate budget to HR development for employees in the public sector in order to increase public employee's capacity through training and skills building.

2.18. SECRETARY STATE OF YOUTH AND SPORTS

The secretariat of youth and sports is the central agency of government responsible for establishing, implementing and evaluating policies in relation to youth and sports defined by the council of ministries. The secretariat is also responsible for promoting the well-being and development of youth, physical education and sports. The Strategic Development Plan Timor-Leste 2011-2030 states some of the following priorities in relation to youth and sports:

- Developing and running Leadership Training Camps to promote physical fitness, management skills, conflict resolution and civic values;
- Improving existing Youth Centres and constructing multipurpose Youth Centres in all districts to provide training in areas such as languages, technology, art, music, sports and civic education; and
- Support and develop human resources in the areas of sport facilities management, the training and development of athletes, team management and event management.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), Secretary State of Youth and Sports reportedly had approximately 130 total staff, composed of 77 permanent staff, 37 in direction and leadership positions and 16 projected additional staff for 2016-2018.

The Secretary State of Youth and Sports has presented their training plan categorized by training needs in two broad areas, internal training for the employees of the secretariat, and external training programs for developing youth and sports centres.

Internal training for employees	<p>Training in the following broad areas:</p> <ul style="list-style-type: none"> • Business administration and management • Information technology • Language training • Journalism • Library management • Protocol management • Scholarships in arts and sports science
External training for youth and sports organizations	<p>Training for the following:</p> <ul style="list-style-type: none"> • Youth centres • Sports organization • Youth organizations, universities and students • Arts organizations • Commission Regulatory Martial Art (KRAM) organization

Skills training requirement breakup

The Secretary State of Youth and Sports has presented the following break-up of the number of candidates across the two categories to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term up to 2030. Please note the data has been presented only in table format as it is split into two different categories of training i.e. internal training within SEJD for staff and external training for other organizations.

S.no	Key training areas	2016	2017	2018	Short term 2016-2018
Internal training					
1	Business administration and management	29	25	16	70
1.1	Monitoring and evaluation	5	5	5	15
1.2	Business plan development	3	5	2	10
1.3	Marketing	3	5	2	10
1.4	Cooperative management	3	5	2	10
1.5	Organization management	10	0	0	10

1.6	Finance management	5	5	5	15
2	Information technology	2	7	7	16
2.1	Electronic filling system	2	2	2	6
2.2	E- governance (Direção nacional komunikasaun staff)	0	1	1	2
2.3	Video editing (Direção nacional komunikasaun staff)	0	2	2	4
2.4	Microtic training in the area and the DNC server 2008 employees	0	2	2	4
4	Language training	4	4	4	12
4.1	Portuguese language	2	2	2	6
4.2	English language	2	2	2	6
5	Journalism (intermediate level for Direção nacional komunikasaun staff)	0	4	4	8
6	Library management (Direção nacional komunikasaun staff)	0	2	2	4
7	Protocol management (Direção nacional komunikasaun staff)	0	2	2	4
8	Scholarships in arts area	0	2	0	2
9	Scholarships in sport science	0	2	0	2
External training					
1	Training for youth centres	1012	984	915	2911
1.1	Organization management for managers of youth centres and RAE OA including youth organization	0	25	0	25
1.2	Finance management for managers of youth centres and Região Autónoma Especial Oecussi Ambeno (RAEOA)	0	25	0	25
1.3	Business plan development for managers of youth centres and RAE OA	15	24	0	39
1.4	Marketing for managers of youth centres and RAE OA	15	24	24	63
1.5	Monitoring and evaluation for managers of youth centre	27	12	12	51
1.6	Workshop for strategic plan design for youth organization	100	0	0	100
1.7	Cooperative management for 12 managers of youth centres and RAE OA	15	24	24	63
1.8	Training for youth volunteers across 12 municipalities including RAE OA	75	75	75	225
1.9	Training in entrepreneurship area for young people in 12 municipalities and RAE OA	15	25	30	70
1.10	Youth training in the area of life skills basic education (LSBE)	200	200	200	600
1.11	Citizenship education for young people	200	200	200	600
1.12	Reproductive health education for young people	100	100	100	300
1.13	Portuguese and English training	250	250	250	750
2	Training for sports organizations	110	226	140	476

2.1	Accelerated training for officers in management organization, leadership and events organization	0	20	0	20
2.2	Training in traditional sports	0	0	10	10
2.3	Accelerated training for coaches	0	85	0	85
2.4	Professional training for coaches including coaches of athletes with disabilities (handicapped)	0	0	25	25
2.5	Training for referee	10	16	0	26
2.6	Training specialty sports industry	0	5	5	10
2.7	Training for the coach of national gymnastics team	100	100	100	300
3	Youth organizations, universities and students	0	390	390	780
3.1	Training in technology information and communication to young people "ICT for Youth" for young people from 12 municipalities	0	130	130	260
3.2	Basic Journalism training for 12 managers in youth centre include RAEOA.	0	65	65	130
3.3	ICT training (basic knowledge) for 12 managers in the youth centre; and ICT training (basic knowledge - operating system Windows/Linux) for 39 secondary schools in 12 municipalities including RAEOA	0	195	195	390
4	Arts organizations	0	15	15	30
4.1	Skills training in arts (music, vocal, drum, guitar, piano, clarinet, etc)	0	15	15	30
5	Capacity building for KRAM members	0	15	15	30
5.1	Training for technical members of the Commission Regulatory Martial Art (KRAM) organization	0	15	15	30

Composition of training

Internal training for staff: All training is to take place through professional development programs, except scholarships which includes bachelor's degree in arts and master's degree in sports science.

External training for other organizations: All training is to take place thorough vocational/technical courses, except training for referee which is a professional development program (on-the-job training), similarly the development of a strategic plan is to be conducted through a workshop.

Critical training needs

The Secretary of State Youth and Sports conducted training in internal audit in 2015 in order to build the skills of staff that can help improve governance. In addition training for directors in

results based management is considered important so that directors can understand and develop relevant plans. The secretariat finds it hardest to recruit people in the arts sector.

The secretariat considers the following as critical for development:

- Master's degree in sport
- Rural youth development mainly focused on study and research
- Degree in art

Donor organizations

The secretariat has received support from international agencies UNICEF and GIZ for employees training in areas including results based management, monitoring and evaluation and stakeholder dialogue.

2.19. MINISTRY OF SOCIAL SOLIDARITY

The Ministry of Social Solidarity [MSS] is mandated to design and deliver policies and programs for social protection of most vulnerable people of the society. MSS has National Directorates for Social Assistance, Social Reinsertion, Social Security, Disaster Management, Veterans' Affairs, Finance and Administration – three regional centres and the Office of Inspection and Audit. MSS address issues related to vulnerable and poor families, women and children at risk, elderly, people with disabilities, people affected by disasters – both natural and human-made, veterans, combatants and martyrs families, people affected with sicknesses, chronic diseases like HIV/AIDS, prisoners, bereaved families and social security of employees of public and private sectors.

The National Strategic Plan 2011-2030 of Ministry of Social Solidarity emphasizes capacity building for public sector staff as a priority as it currently lacks sufficient qualified staff. The plan recognizes the need for a bridging program to enhance capacity at leadership positions with managerial talent whilst also focusing on the need for continuous learning, mentorship and competency development. At university level, job-oriented courses and employability skills are essential for creating pathways for students to enter into jobs.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), MSS indicated approximately 1109 total staff, composed of 535 permanent staff, 61 in management and leadership positions and 513 projected additional staff for 2016-2018.

To support the execution and achievement of the strategic objectives the ministry has identified the following areas of training need to help build staff skills and competencies.

1	Training (TOT) to employees in the DNDS	<p>Increase the capacity of employees to provide training through peace building and social cohesion. Thus, developing a program through training on competences to employees:</p> <ul style="list-style-type: none"> • Training on conflict resolution • Training on awareness of conflict (Forum Theatre) • Training on monitoring and evaluation • Training on dialogue and mediation • Training on obtaining information and communication
2	Scholarship in the social service area and / or social welfare	To increase the capacity of specialized professional technical staff to manage social and rehabilitation services in the MSS through providing quality social assistance.
3	Training to support the care of victims of gender-based in the violence and domestic violence.	<p>Increase the capacity of staffs and partners to support domestic violence centers by assisting with effective and available to participate in the area such as:</p> <ul style="list-style-type: none"> • Training on management process services to beneficiaries • Training on monitoring and evaluation • Training on records management (processes) • Training on organizational management
4	Specific training in protection of children.	Vocational training to social technicians to ensure the effective implementation of Community programs, promote training and process management to increase knowledge about the community and protection of children.
5	Data processing (TOT in the information of social assistance system).	Competence and knowledge on data collection area, collection and processing of information to the social assistance system.
6	Training in the skill area of social security,	<p>To increase the skills and knowledge of staffs in the following areas:</p> <ol style="list-style-type: none"> 1. Training on Actuarial Study and projection; 2. Training on Development of Budgetary Management of Social Security; 3. Training on Administration System of the Social Security; 4. Training on data base Management Use
7	Scholarship in the actuarial area (specific Social Security)	<p>Provide scholarship to the National Directorate Staffs of contributory scheme of social security (DNRCS), so can ensure the operationalization of the Long-Term Services through the Specialized areas as:</p> <ol style="list-style-type: none"> 1. Actuarial Domain 2. Security Social Management

		3. Specialized on Data Base System of Social Security
8	Management financial planning, accounting and administration	Training on Administration and Finance to ensure the MSS System in General and the efficient internal administrative system.
9	Training on Leadership Management	To increase the knowledge of MSS officials in Leadership Management Area to ensure the knowledge about Organization and Administration Institution.
10	Scholarship in administrative law	Provide scholarship to MSS staffs to guarantee the operation of the service for the long-term through the Specialized areas, given that no specialized staffs in areas such as: <ul style="list-style-type: none"> • Administrative Legal and Administrative Organization • Public Servants • Economic and Fiscal Management • Specialization in Social Security Area (Legal)
11	Security management and IT programming	Training on technology information to ensure the MSS services with efficient internal administrative system.
12	Platform Intelligence Data Manager (GDI).	To increase the capacity to manage and ensure the sustainability of the information system management and social assistance that currently using in the MSS.
13	Scholarship in Psychology	Provide scholarships to MSS staffs in the DNACLN, so can guarantee the operation of the long-term services through specialized areas. If we look at the social context of the MSS to solve the problems, we need specialized staffs in this area.
14	Journalism, Media, Graphic Design and Multimedia.	Training on media and design to ensure the MSS services with efficient administrative system, specific to the following training: <ul style="list-style-type: none"> • Training on editing films • Training on graphic design to films and published documents • Training on editing and writing news • Training on public service announcements (Public service Announcement) or public service advertising • Training photographer • Training on Media management and protocol.
15	Audit and Inspection	INTERNAL AUDIT CAPABILITY <ul style="list-style-type: none"> • Training on implementation of the internal control • Training on risk based in the internal control

		<ul style="list-style-type: none"> • Training on Fraud Auditing • Training on writing effective internal control report • Training on Psychology and communication Audit • Training on process and technical internal audit • Training on practical implementation of operational audit • Training on Basics Internal Audit about auditor team <p>GOOD PRATICE</p> <ul style="list-style-type: none"> • Training on Audity Assurance on Internal Audit • Training to Audit on risk management process • Training on internal control to the executive • Training Audit on Procurement Service • Training Audit of human resources based on risk • Training on Internal Audit with the consultation paper <p>INFORMATION TECHNOLOGY</p> <ul style="list-style-type: none"> • Training on Audit with Excel Program • Training continues Auditing / Monitoring <p>CERTIFICATION EXAMINATION COURSE REVIEW</p> <ul style="list-style-type: none"> • Training on certificates of internal audit courses • Training on government Audit Professional Review Course • Training Certified Control Self-Assessment Review Course
16	Training of trainers on risk management and disaster	<p>Specific training for MSS staffs to the National Direction Risk Management and disaster as the following:</p> <ol style="list-style-type: none"> 1. Training on risk management and disaster. 2. Training on how to analyze the types of disaster as water smells, rain and wind, earthquake and erosion. 3. Training in how to analyze the water resources (impact of El Niño and La Niña) to disseminate the sensitivity of communities to protect the environment.
17	Scholarship in management of natural	This scholarship to increase the knowledge of MSS staffs, so can guarantee the operation of the

	hazards	operational service with effective through specialized areas.
18	Scholarship in physiotherapy, occupational therapy, prosthetic and orthopedic discipline.	Provide scholarships to the national rehabilitation center to increase knowledge on: <ul style="list-style-type: none"> - Prosthetic and Orthopedic - Area physiotherapy - Occupational Therapy (New approach to meet disabled people with effective)

Skills training requirement breakup

MSS has presented the following break-up of the number of candidates to be trained across the two categories to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term to 2030. Please note the graphs have been presented only for short term 2016-2018 as the data for the medium and long term could not be collated for some items in the questionnaire. However, the data provided for the medium and long term has been presented in the table format.





S.nu	Key Training Areas	Year 2016	Year 2017	Year 2018	2016-2018 Short Term	Year 2019	Year 2020	Year 2021	2019-2021 Medium Term	Long Term up to 2030
1	Scholarship in the social service area and / or social welfare (S1)	0	6	6	12	6	6	6	18	42
2	Training (TOT) to employees in social development and social assistance - MSS									
	Training on Conflict Resolution	6	6	6	18	6	6	6	18	84
	Training awareness to conflict (Forum Theatre)	0	6	6	12	6	6	6	18	78
	Training on monitoring and evaluation	0	6	6	12	6	6	6	18	78
	Training on dialogue and mediation	0	6	6	12	6	6	6	18	78
	Training on information and communication		6	6	12	6	6	6	18	78
	Training Management Process of care to beneficiaries		6	6	12	6	6	6	18	78
	Training on File Management (Process)		4	4	8	4	4	4	12	56

	Training on Organizacional Management		4	4	8	4	4	4	12	56
	Training on support services to victims of gender-based in the violence and domestic violence.		4	4	8	4	4	4	12	56
	Specific training in child protection area.		4	4	8	4	4	4	12	56
	Training data processing (TOT in the information and social care system.		4	4	8	4	4	4	4	56
	Technical training in management and technical social service.		4	4	8	4	4	4	4	56
3	Training in the skill area of social security.									
	Training in the study of actuarial and projection.	20	20	5	45	-	-	-	-	-
	Management training, budget development of the social security;	0	4	4	8	4	4	4	12	22
	Training in management/administration system of social security;	0	4	4	8	4	4	4	12	22
4	Scholarship on the Aturiál area (specific for Social Security). (Diploma III-D3)		4	4	8	4	4	4	12	48
5	Training on financial planning, accounting and administration - DNARH									



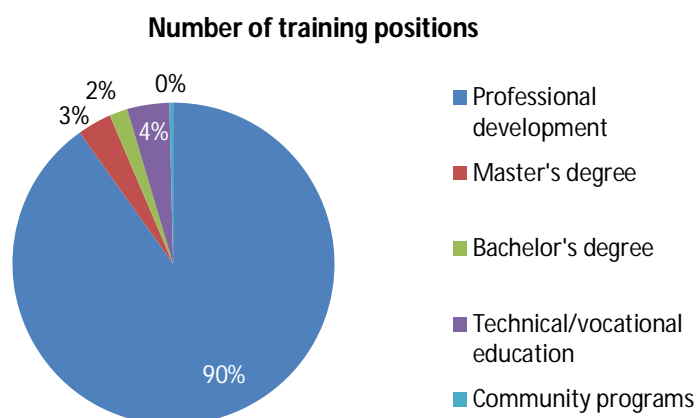
	Training on financial planning	0	6	6	12	4	4	4	12	46
	Training on accounting	0	6	6	12	4	4	4	12	46
	Training on Public Administration	0	6	6	12	4	4	4	12	46
	Training on leadership management	5	6	6	17	4	4	4	12	49
	Legal training	0	4	4	8	4	4	4	12	30
6	Scholarship on the area of Administrative Law (S1)	0	0	4	4	4	4	4	12	20
7	IT security training (full package)									
	Training on Security Administrator networks	0	4	4	8	4	4	4	12	28
	Training on Security and IT management.		4	4	8	4	4	4	12	28
	Platform Intelligence Data Manager.		4	4	8	4	4	4	12	28
8	Scholarship on Psychology		4	4	8	4	4	4	12	28
9	Scholarship on management of natural hazards and disaster.		4	4	8	4	4	4	12	28

10	Training of trainers on management of natural hazards									
	Training on management of natural hazards	0	6	6	12	4	4	4	12	28
	Training in how to analyze type of disaster such as water smells, wind, rain, earthquake and erosion.	0	6	6	12	4	4	4	12	28
	Training in how to analyze the water resources (impact of El Niño and La Niña) to disseminate the sensitivity of communities to protect the environment.	0	6	6	12	4	4	4	12	28
11	Journalism, Media, Graphic Design and Multimedia.									
	Training on edit the movies		4	4	8	4	4	4	12	36
	Training on graphic design of film and advertising documents		4	4	8	4	4	4	12	36
	Training on editing and writing news.		4	4	8	4	4	4	12	36
	Training on advertising - public services or service advertising to the communities.		4	4	8	4	4	4	12	36
	Photographer Training		4	4	8	4	4	4	12	36

	Training on media and protocol management.		4	4	8	4	4	4	12	36
12	Audit and Inspection									
	Training on certification exam (<i>review course audit</i>)		4	4	8	4	4	4	12	36
	Training on best practice of audit		4	4	8	4	4	4	12	36
	Training in Internal Audit Capabilities		4	4	8	4	4	4	12	36
	Training on IT audit		4	4	8	4	4	4	12	36
13	Scholarship to professional of physiotherapy therapy, prosthetic and orthopedic.		6	6	12	4	4	4	12	28

Composition of training

The composition of training indicates that MSS intends to undertake majority of training through professional development programs which include on-the-job development programs such as workshops, seminars, short term courses etc. This is followed by providing scholarships to employees in technical/vocational education, master's degree, bachelor's degree and community programs.



S.no	Área chave de formação	Total Curto prazo 2016-2018
1	Training on small business	60
2	Management administration, planning and finance.	58
2,1	Management administration, planning and finance.	6
2,2	Modernization of public Administration, accounting financial management.	45
2,3	<i>Management Administration</i>	6
2,4	<i>Scholarship on management accounting and finance</i>	1
3	Course in the actuarial area	45
4	Political inclusion and progression of law	42

	(community education program)	
5	Support to Youth Centre	39
6	IT Programming, Management and Security	37
6,1	<i>IT security training (full package)</i>	6
6,2	<i>Administrator safety nets</i>	7
6,3	<i>Certified Ethical Hacking</i>	12
6,4	<i>Certified Security Analyst</i>	6
6,5	IT Training program (Computer, Excel, Power Point, Access, online database and archive and assistance system.	6
7	<i>Programming of IT system (developing systems)</i>	37
7,1	<i>Develop the application of Web and PHP and MySQL</i>	32
7,2	<i>Full Microtic training</i>	5
8	Management training to Veterans	30
8,1	Database Training, training to treat the gardens of heroes, scholarship in the research, responsibility of employees, management of resources, responsibility for analysis of reports, logistics management, planning and analysis program in finance program.	12
8,2	<i>Identification of the remains, training in how to collect the remains, and can identify the remains.</i>	12
8,3	Journalism, Media, Graphic Design and Multimedia	6
9	Journalism and Media	27
9,1	Multimedia	9
9,2	Graphic design	9

9,3	Inspection and audit	9
10	Internal Audit Course (Basic Level I & II)	18

Critical training needs

- MSS is currently training clinic staff in Prosthetic and Orthotic, Physiotherapy and Occupational Therapy.
- In 2015, 17 people were trained in “digitalization” for one week, but this was not sufficient because the short time frame.
- Currently the Audit Inspection Office of MSS does not have a professional, qualified auditor, so professional training in internal audit and basic internal audit program is required.
- Actuarial training is considered critical for social security to ensure the sustainability of programs and conduct evaluation and revision of plans at least once every five years. Currently, Timorese skills are not available in this area. Considering that the technical cost for hiring advisors in this area is very high, the Ministry is planning to improve its own resources to avoid high technical assistance costs.
- Critical skills in social security include “elaboration” and management of social security budget, legal and IT training (Programming and Business/System Analyst).
- Limited training has taken place in Department of Funeral Transport. MSS has recommended training for employees, especially in management and administration including database management.
- Training in welfare system policy for children and family (provide technical employees - violence focal point based on gender, national technical staff) and leadership training and mentoring for managers and leaders. This training is to be provided in partnership with UNICEF.
- The ministry finds it difficult to recruit employees with experience and knowledge in counselling to provide support in some cases.

Donor organizations

- ADTL (Association of Disabilities Timor-Leste) supports scholarship in Community Based Rehabilitation (CBR) for one year program in University Timor-Leste (UNTL).
- Disability program is supported by University of Victoria-Melbourne-Australia (Disability), University of Sydney – Australia, University of Chiang Mai – Thailand, Flinders University – Adelaide-Australia.
- Social resilience and cohesion project supported by UNDP, with budget support from the Japanese government
- UNICEF, UNWOMEN, UNFPA, IRISH AID in 2013 supported employees to undertake Master Degree in social area in University of Indonesia.

Issues Related to skills development

MSS has highlighted the following issues related to skills development:

- Little attention is paid to the current abilities of employees to undertake further training and no accreditation (training certificate) is received after completion of training;
- The training needs presented above are based on the strategic plan of the MSS to develop sufficient capacity to be able to implement the plan. However, in reality training in many of these areas has never been conducted until now;
- MSS has indicated that they need training in specific areas for employees to be able to make plans and better implement them;
- Employees who have participated in training have gained experience but do not have opportunities to improve and build on their skills; and
- MSS needs permanent employees in service areas in each directorate in order to improve and provide effective professional services.

2.20. SECRETARY STATE FOR THE SUPPORT AND SOCIO-ECONOMIC PROMOTION OF WOMEN

Secretary State for the Support and Socio-Economic Promotion of Women (SEM) is the central Government body responsible for establishing, coordinating and evaluating the policies defined and approved by the Council of Ministers in the field of promotion and defence of gender equality.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), SEPI reportedly had approximately 155 total staff, composed of 38 permanent staff, 23 in management and leadership positions, 2 vacancies for which recruitment was underway and 92 projected additional staff for 2016-2018.

To support the execution and achievement of the strategic objectives the secretary of state has identified the following areas of training needs to help build staff skills and competencies. SEPI would like to conduct training in the following areas so that employees can acquire knowledge on approaches that are gender inclusive and provide equal opportunity to men and women.

- Leadership training
- Language training (English and Portuguese)
- Accounting
- Human resource management
- General administration
- Management
- Budget analysis
- Research methodology
- Monitoring system
- Economic analysis

- Violence prevention
- Report writing
- Information technology ("microtic" (hardware and networking), and administration link)
- Procurement management
- Training in gender equality area
- Scholarship (Master's degree)

Skills training requirement breakup

SEPI has presented the following break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term to 2030.



Number of training positions



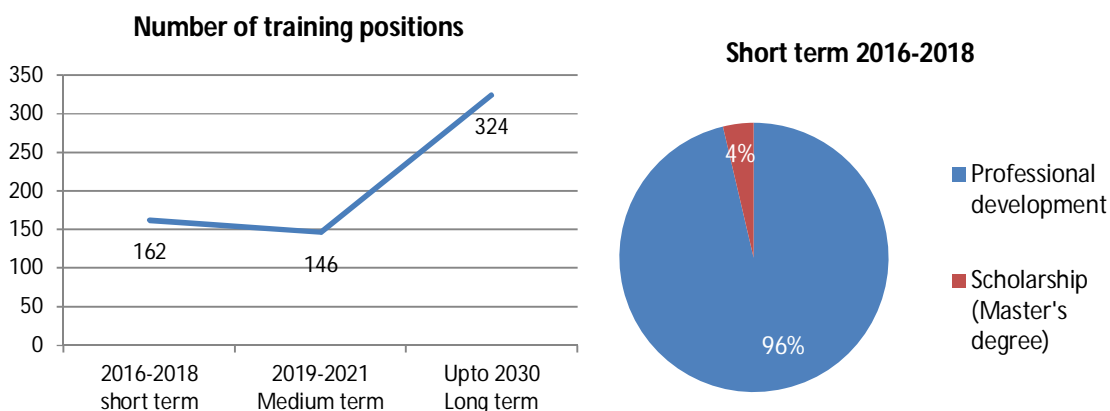
Number of training positions



S.no	Key training areas	2016	2017	2018	2016-2018 short term		Year 2019	Year 2020	Year 2021	2019-2021 Medium		Upto 2030 Long term	
1	Leadership training	10	10	10	30	19%	10	10	10	30	21%	60	19%
3	Language training	8	8	8	24	15%	8	8	8	24	16%	48	15%
3.1	Portuguese Language Training	4	4	4	12		4	4	4	12		24	
3.2	English Language Training	4	4	4	12		4	4	4	12		24	
4	Management	4	4	4	12	7%	4	4	4	4	3%	24	7%
5	General administration	4	4	4	12	7%	4	4	4	12	8%	24	7%
6	Human resource management	4	4	4	12	7%	4	4	4	4	3%	24	7%
7	Accounting	4	4	4	12	7%	4	4	4	12	8%	24	7%
2	Training in gender equality area	2	2	2	6	4%	2	2	2	6	4%	12	4%
8	Procurement management	2	2	2	6	4%	2	2	2	6	4%	12	4%
9	Information technology (microtic and administration link)	2	2	2	6	4%	2	2	2	6	4%	12	4%
10	Report writing	2	2	2	6	4%	2	2	2	6	4%	12	4%
11	Violence prevention	2	2	2	6	4%	2	2	2	6	4%	12	4%
12	Economic analysis	2	2	2	6	4%	2	2	2	6	4%	12	4%
13	Monitoring system	2	2	2	6	4%	2	2	2	6	4%	12	4%
14	Research methodology	2	2	2	6	4%	2	2	2	6	4%	12	4%
15	Budget analysis	2	2	2	6	4%	2	2	2	6	4%	12	4%
16	Scholarship (Master's degree)	2	2	2	6	4%	2	2	2	6	4%	12	4%

Change in training requirements over time

The total number of training positions indicates that training is to slightly decrease over the medium term and then forecasted to increase sharply over the long term. The trend warrants further consultation with SEPI for the forecasted sharp increase over the long term up to 2030. The majority of the training is to occur through professional development programs which include on-the-job development such as attending workshops, seminars, short courses etc. Scholarships have been reserved for master's degrees for 6 employees over the short term.



Critical skills needs

SEPI has indicated a need for improving knowledge and skills in all job areas based on the job description so that employees can execute their allocated tasks to support the implementation of programs. Another important factor is changing the attitude of employees to be motivated to implement what has been learnt. There is a need to positively reform employee attitude starting from the top level positions to lower ones.

SEPI has indicated that it is hardest to recruit people with sufficient knowledge in gender inclusivity and sensitivity. There is a lack of staff that can analyze documents in accordance with gender inclusivity laws.

Donor organizations

The current donors supporting SEPI include United Nations Population Fund (UNFPA) and UN Women. UNFPA is more focused in domestic violence.

Issues related to skills development

- Conducting training in Timor-Leste is more economical, however less effective because:
- Employees often have to prioritize work responsibilities over training;
- Lecturers/ instructors do not have enough capacity and experience on the subject matter;
- Premises in which training is organized by the government lack required facilities and infrastructure; and
- The organizing committee is unable to organize training.
- When training is provided overseas employees are able to utilize their time and concentrate on training. The challenges are that it is expensive and employees lack self-confidence and commitment to implement what has been learnt in the workplace.
- Based on the experience of employees attending training in Indonesia, the employees need to be committed to utilizing the opportunity to its full advantage to gain knowledge and implement what has been learnt when they return. The ministry believes that the local institution also has to play a role in preparing employees to take advantage of opportunities and utilize their time well.
- Due to budget constraints the time period for training has to be limited, which may not be sufficient to fully understand and master a particular subject. This is especially true in the case of information technology (IT) subjects. Hence SEPI has recommended that in the case of IT subjects the minimum training time be one month so that training can be effective.

2.21. NATIONAL ELECTION COMMISSION

National Election Commission is an independent organisation with the mandate to conceptualise, implement, coordinate and evaluate all activities related to supervision and monitoring of all electoral activities, including voter registration, confirming the identity of each citizen and audit of accounts of political parties.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), CNE reportedly had approximately 274 total staff, composed of 149 permanent staff, 32 in management and leadership positions, 5 vacancies for which recruitment was underway and 88 projected additional staff for 2016-2018.

To support the execution and achievement of the strategic objectives National Election Commission has identified the following areas of training needs to help build staff skills and competencies. National Election Commission would like to offer training opportunities to employees who have not already attended any training. This would help improve their knowledge and skills, and help them mentor other colleagues in the commission.

- Portuguese language intensive course
- English language intensive course
- Accounting training
- Correspondence training
- Information Technology (IT) Training
- Journalism training
- Protocol training
- Electoral rights
- Planning and Procurement
- Scholarship - Master Degree

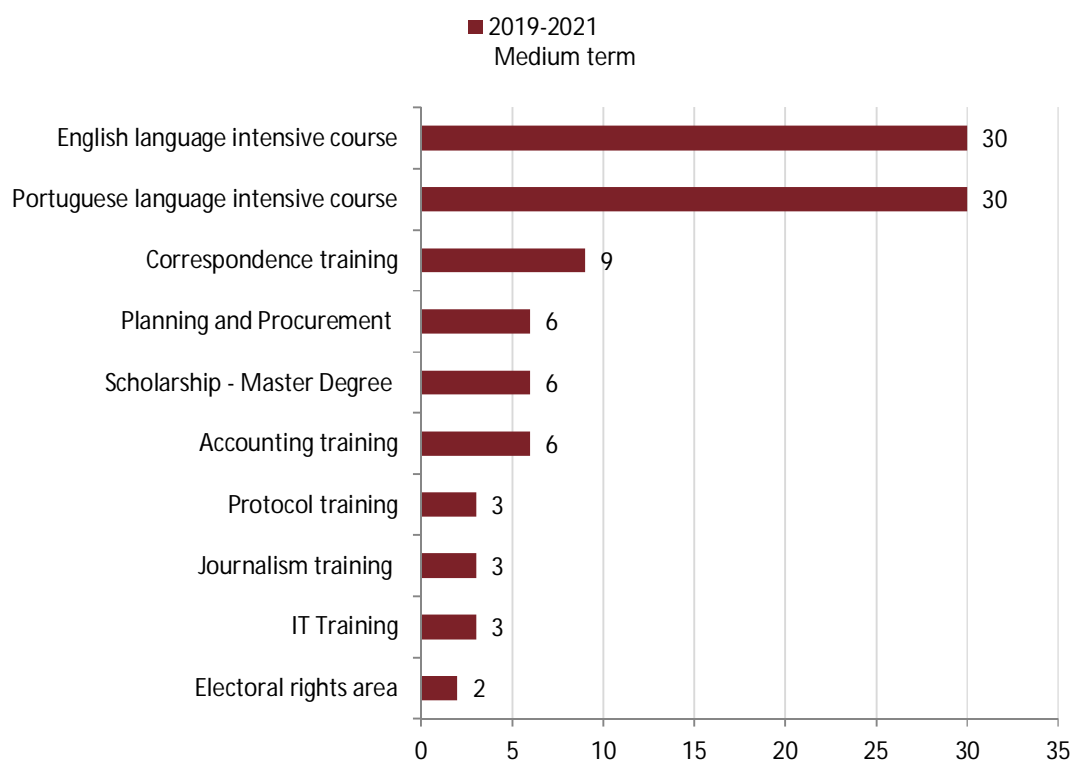
Skills training requirement breakup

National Election Commission has presented the following break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018 and medium term 2019-2021.

Number of training positions



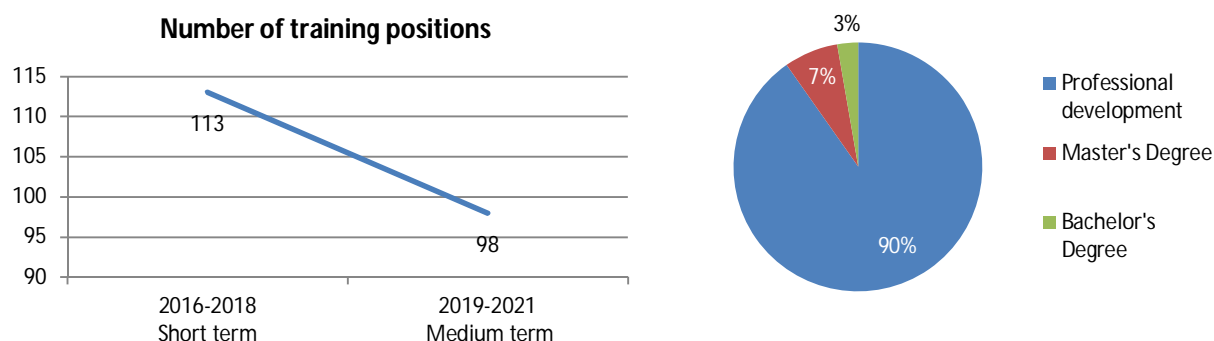
Number of training positions



S.no	Key training areas	2016	2017	2018	2016-2018 Short term		2019	2020	2021	2019-2021 Medium term	
1	Portuguese language intensive course	10	10	10	30	27%	10	10	10	30	31%
2	English language intensive course	10	10	10	30	27%	10	10	10	30	31%
3	Accounting training	2	2	2	6	5%	2	2	2	6	6%
4	Correspondence training	3	3	3	9	8%	3	3	3	9	9%
5	Information Technology (IT) Training	2	2	2	6	5%	1	1	1	3	3%
6	Journalism training	2	2	2	6	5%	1	1	1	3	3%
7	Scholarship - Master Degree	2	2	2	6	5%	2	2	2	6	6%
8	Protocol training	2	2	2	6	5%	1	1	1	3	3%
9	Electoral rights area	2	2	1	5	4%	1	0	1	2	2%
10	Planning and Procurement	3	3	3	9	8%	2	2	2	6	6%

Change in training requirements over time

The total number of training positions shows a decline from short to medium term. The declining trend seems to be in line with the strategy to train a select few employees who will then mentor other colleagues in the commission. The majority of the training is to occur through professional development programs which includes on-the-job development such as attending workshops, seminars, short term courses etc., followed by bachelors and master's degree.



S.no	Key training areas	Total 2016-2018 short term	Bachelor's Degree	Master's Degree	Professional development
1	Portuguese language intensive course	30			30
2	English language intensive course	30			30
3	Accounting training	6			6
4	Correspondence training	9			9
5	IT Training	6			6
6	Training in Journalism	6			6
7	Scholarship - Master Degree	6		6	
8	Protocol training	6			6
9	Electoral rights area	5	3	2	
10	Planning and Procurement	9			9

Critical skills needs

Currently four employees have received scholarships from the National Institute of Public Administration to pursue a master's degree in Indonesia. The National Election Commission needs support to train employees in areas including administration, human resources management and law. The commission has also indicated that it faces the most difficulty in recruiting suitable employees in law and procurement.

Donor organizations

National Election Commission has not received any financial support from donors to support this human resources development. However, they have a facilitator from the Australia Electoral Commission who provides training to employees every year.

2.22. CHAMBER OF COMMERCE AND INDUSTRY (CCITL)

The objective of CCITL is to advise government on the needs, issues and challenges faced by the private sector. This includes improving and promoting the business environment to encourage competitiveness and encourage foreign investment in Timor-Leste. CCITL has three strategic goals for 2016-2018.

- Business services
- Access to finance
- Advocacy

CCITL has identified the following areas of development and corresponding training needs to fulfil its strategic goals.

Operations	
Database operations and management (Clickatell SMS Blast system and C-Vent Database prepared by International Labour Organisation, ILO)	<p>Making services available to businesses in Timor-Leste is the function of CCI-TL and a big logistical task. It is standard international practice that assistance to business on such a scale needs a database. ILO has recommended a database as critical and necessary for CCITL, and has made available a database, but CCITL staff is not yet familiar with its operations; and</p> <p>Training course of two weeks on how to use Clickatell SMS Blast system and C-Vent Database prepared by ILO is required. The trainer would be invited from New Zealand who created the database. Preliminary training was conducted in April 2015 but was not long enough for staff to fully understand the operations of the database.</p>
Website development, operations and maintenance (mass communication)	<p>Mass communication to businesses in Timor-Leste is essential for CCITL to both advise business of relevant government requirements and also to offer assistance to businesses. The CCITL staff does not have the skills to develop the content for this purpose.</p> <p>One month of assistance in information technology to understand the backend functionalities of CCITL website and train staff in how to administer the website.</p>
Technical capacity of CCITL	<p>The establishment of technical expert services to assist business according to CCITL Strategic Plan 2016-2018 is critical. These services are legal services, issuing certificates of origin and business consultancy. These services are core CCITL objectives and also provide the opportunity to CCITL to be financially autonomous.</p> <p>CCITL will investigate the best operating model for each service. Once that is completed CCITL needs three experts who can offer those services (one person in each service area). One specialist in contract and commercial law, one specialist in certificates of origin, and one senior business consultant.</p>
Development and delivery of a workshop for encouraging investment in Timor-Leste	<p>CCITL to organize information for international investors and provide them with substantial information, including a workshop. CCITL is the focal point for international businesses to understand various requirements/information for making investment decisions in Timor-Leste; and</p> <p>Development and delivery of a workshop for international business who wish to know about investing in Timor-Leste. This requires multiple language skills.</p>

Communication and public relation	Communication is the key to educating and is a vital part of CCITL activity. Communication is also essential for CCITL to publicize its activities and the value it offers (public relations). Communication is also important to inform businesses about government regulation and invite them to comment on new proposed regulation. CCITL has no experts in this area. This activity would include preparing quarterly newsletters, media liaison, speech writing, website and social media promotion. One permanent communication specialist is required. This also requires facilities such as computer and equipment.
Written skills in Tetun, Portuguese and English	All writing to businesses or for external stakeholders is currently carried out by the CEO. It is essential that other CCITL staff are able to write letters, prepare reports, take notes and meeting minutes.
Policy making	
Advisor with expert knowledge in specific areas to assist CCITL to research and write policy papers	CCI Strategic Plan 2016-2018 has a number of areas which it needs to address, along with the Government, to assist businesses. The Government also introduced changes to operations, seeking input from CCITL. In order to work constructively and fruitfully, CCITL needs to be well informed about these areas and related issues. Some of these areas are very technical such as tax, bankruptcy law, etc. It is not possible for CCITL members to know all the necessary information themselves. Advisor with expert knowledge in areas included in strategic plan are required to assist CCITL to research and write policy papers.
Governance and management	Training is required in governance area and understanding the difference between governance and management. Training course to provide knowledge about the difference between governance and management, the need to respect those boundaries and offer techniques for operating within the respective roles with confidence and competence.
CCI Municipalities	
Train-the-trainer in municipalities to provide training to local businesses	To develop the capacity of CCI municipalities to deliver services to members. Municipalities deliver training to the business community. There is a lack of general expert trainers readily available locally (and high costs of experts from Dili going to Municipalities are too high). As a result the strategy is to train CCI municipalities staff to attend workshops in Dili and then return to their Municipal and pass on that information to local businesses themselves. To do this they require skills to act as trainers and host workshops to pass the information on. Five day train-the-trainer programme for all CCI municipalities with a refresher course to be conducted the following year. Train-the-trainer is a specialist programme about how to deliver training on various topics.

Train-the-trainer in first aid, health and safety, government contract requirements	Municipalities have agreed to deliver training courses to their business communities that are specialist in nature and require subject matter experts to deliver that training; and Require trainers who can deliver expert training in all 13 municipalities on first aid, health and safety, and government contract requirements.
Training for CCI municipalities in organizational and administrative management	CCI Municipalities have all begun to establish offices from which to provide services to businesses in their Municipalities. The CCI Municipalities do not have the necessary organizational management and administration systems needed for their own operation.
External training	
Visit to Vanuatu to study about land ownership reform	Study scholarships to advance knowledge of CCITL in advocacy related to successful implementation of land ownership title reform. Vanuatu has been successful and it would be beneficial to learn how they implemented changes (in sensitive areas) successfully. Study visit to Vanuatu for four people from CCITL about land ownership reform. Government officials and ministers may wish to join.
Visit to Japan to study cooperatives	Study scholarships to advance knowledge of CCI in advocacy related to co-operatives. Internationally co-operatives have been a key to raising micro business from subsistence to prosperity; however co-operatives must be properly developed and managed. Japan has a successful history and CCITL believes that Timor-Leste may be able to adopt the Japanese model; and Study visit to rural Japan for four people from CCITL to learn about co-operatives. Government officials and Ministers may wish to join.
Scholarships - Master's degree in Public Policy Economics (from a university in Malaysia, Australia, New Zealand or England)	CCITL lobbies government policy and needs to critically understand matters and present informed opinion. Masters level training in public policy economics will support CCI in having the necessary knowledge to make informed decisions that are conceptually sound and applicable; and 1 scholarship for 4 years to study Masters in Public Policy Economics from a reputable university in Malaysia, Australia, New Zealand, England.
Study visit to learn about management (four people), governance (four people) and municipal governance (13)	Study visit to gain knowledge about how to run an employer organization to KADIN (Indonesia Chamber of Commerce) and APINDO (Association of Indonesian Employers), both of whom have similar characteristics to Timor-Leste; and are successful in their operations; and Study visit for people from CCITL to learn about management (four people), governance (four people) and municipal governance (13).

Skills training requirement breakup

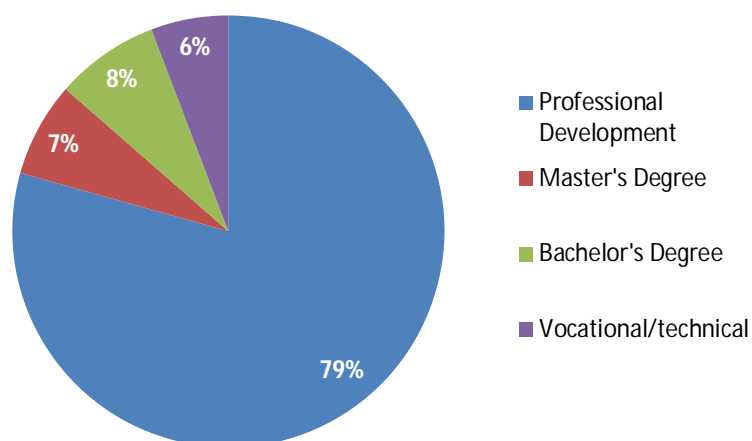
CCITL has presented the following break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018.

S.no	Key training areas	2016	2017	2018	2016-2018 Short term	
	Operations					
1	Database operations and management (Clickatel SMS Blast system and C-Vent Database prepared by ILO)	7	0	0	7	5%
2	Website development, operations and maintenance (mass communication)	7	0	0	7	5%
3	Technical capacity of CCITL	3	0	0	3	2%
3.1	Legal services	1	0	0	1	
3.2	Business registration	1	0	0	1	
3.3	Business consultancy	1	0	0	1	
4	Development and delivery of a workshop for encouraging investment in Timor-Leste	2	2	2	6	4%
5	Communication and public relation	1	0	0	1	1%
6	Written skills in Tetun, Portuguese and English	7	0	0	7	5%
	Policy making					
7	Advisor with expert knowledge in specific areas to assist CCITL to research and write policy papers	1	0	0	1	1%
8	Governance and management	23	0	0	23	15%
	CCI Municipalities					
9	Train-the-trainer in municipalities to provide training to local businesses	52	0	0	52	34%
10	Train-the-trainer in first aid, health and safety, government contract requirements	3	3	3	9	6%
11	Training for CCI municipalities in organizational and administrative management	3	3	3	9	6%
	External training					
12	Visit to Vanuatu to study about land ownership reform	0	4	0	4	3%
13	Visit to Japan to study about cooperatives	4	0	0	4	3%
14	Scholarships - Master's degree in Public Policy Economics (from a university in Malaysia, Australia, New Zealand or England)	1	0	0	1	1%
15	Study visit to learn about management (4 people), governance (4 people) and municipal governance (13)	4	4	13	21	14%

Composition of training

CCITL proposes to conduct a large proportion of their training through professional development programs which includes workshops. CCITL needs capacity building and specialist knowledge in critical finance and economic areas as it needs to advise government on several issues impacting the private sector. Having staff with higher education qualifications will be of value to CCITL.

Short term 2016-2018



S.no	Key training areas	2016-2018 Short term	Vocational/ technical	Bachelor's Degree	Master's Degree	Professional Development
	Operations					
1	Database operations and management (Clickatel SMS Blast system and C-Vent Database prepared by ILO)	7				7
2	Website development, operations and maintenance (mass communication)	7		2		5
3	Technical capacity of CCITL	3		2	1	
3.1	Legal services	1				
3.2	Business registration	1				
3.3	Business consultancy	1				
4	Development and delivery of a workshop for encouraging investment in Timor-Leste	6		3	3	

5	Communication and public relation	1		1		
6	Written skills in Tetun, Portuguese and English	7				7
	Policy making					
7	Advisor with expert knowledge in specific areas to assist CCITL to research and write policy papers.	1			1	
8	Governance and management	23				23
	CCI Municipalities					
9	Train-the-trainer in municipalities to provide training to local businesses	52				52
10	Train-the-trainer in first aid, health and safety, government contract requirements	9	9			
11	Training for CCI municipalities in organizational and administrative management	9		4	5	
	External training					
12	Visit to Vanuatu to study about land ownership reform	4				4
13	Visit to Japan to study about cooperatives	4				4
14	Scholarships - Master's degree in Public Policy Economics (from a university in Malaysia, Australia, New Zealand or England)	1			1	
15	Study visit to learn about management (4 people), governance (4 people) and municipal governance (13)	21				21

Critical skills needs

The most urgent needs include communication officer, lawyer, certificate of registration specialist and senior business consultant. Problem solving skills to enable smaller projects to be scoped correctly, activities planned and setting timeframes for completion. Other important

staff development needs include good writing skills, good problem solving skills and fluency in English.

Donor Organizations

CCITL has received support from the International Labour Organization, Volunteer Service Abroad (New Zealand) and Ministry of Commerce, Industry and Environment Timor-Leste. All assistance is very specific and project based. CCITL and the business community would benefit greatly from human capital assistance to develop specialist skills.

Issues related to skills development

CCITL faces employee retention issues to be able to secure employment of a person for a reasonable tenure. It has been suggested this is because of their inability to pay expected salaries.

2.23. EAST TIMOR DEFENCE OF FALINTIL-FORCE (F-FDTL)

Falintil-FDTL is responsible for ensuring the military defense of Timor-Leste. The Annual Plan (book 2) 2015 states the following priorities for F-FDTL.

- Conduct specialized courses for members of F-FDTL.
- Conduct initial training courses and promotion of F-FDTL
- Formal education of F-FDTL staff
- Training in the areas of: Naval component (CNAVAL), Terrestrial Component (CT), Support Services Component (CAS), Component of Education and Training (CFT), Military Police (PM) and General Headquarters (QG).
- Provide scholarships to members of F-FDTL in defense.
- Conduct operational Training

As presented in the Timor-Leste Annual Plan 2015 (Book 2), F-FDTL reportedly had approximately 2,376 total staff, composed of 1,876 active people, 500 were to be recruited in 2015 and 227 people were to be promoted in 2015.

Skills training requirement breakup

F-FDTL has presented the following break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018. Please note that no graphs are being presented as F-FDTL have only provided broad areas in which training is to be conducted instead of providing a specific break up of the number of candidates to be trained in each area.

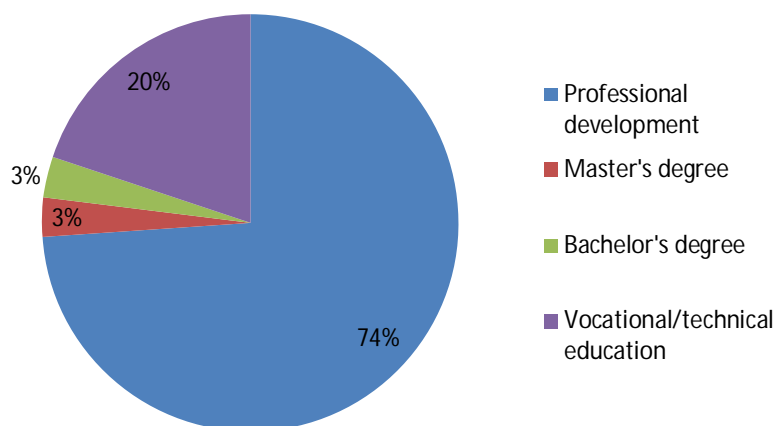
Key training areas	2016	2017	2018	2016-2018 Short term
Formal education				
Strategy study in defense and security; technology, science; technical administration in cooperation with UNTL, National Institute of Defense (Timor-Leste) and Military Academy in Australia, New Zealand, Japan, China, Portugal, USA and others	25	25	25	65
Specialized courses				
Specialized training such as mechanic engineering, mechanic, communication, drivers, electricians, plumbers, mason, carpenter, computing, weapon divers, sailor, instructors of English and Portuguese language and first aid	50	75	100	225
Naval, Army and Military Police (training conducted in country and overseas)				
Naval area: technical marine propulsion, navigation, mechanic, electrician, mariner, marine official training course for junior and senior Executive in South Pacific Army area: individual combat tactic, jungle tracking, course on survival, combat course in edified areas, peace and support operation, JOCCIT, AASAM, AACAP, ENCAP, MEDICAP, civil construction and engineering combat, administration area, logistic, transport and maintenance, administration and financial management and ICT Military Police: Basic training for official security personnel of Prime Minister	150	150	250	550
Scholarships				
Masters degree in defense and strategy and international security in Australia	10	10	10	25
Advanced training in engineering				
Continue to provide training in civil construction for engineering company through ISAT and DCP (dependent on budget allocation from HCDF)	30	30	30	90

JOCCIT - Junior Officer Close Country Infantry Training, AASAM - Australian Army Skill at Arms Meeting, AACAP - Army Aboriginal Community Assistance Program, ENCAP - Engineering civic action program, MEDICAP - Medical Community Assistance Program, DCP - Defence Cooperation Budget – Australia, ISAT - International Safety and Assessment Training

Composition of training

The majority of training is to take place through professional development programs, however a large proportion of candidates are to be trained through vocation and technical education programs. These categories make up the majority (94%) of training methods for F-FDTL. Professional development includes workshops, seminars, short courses etc.

Short term 2016-2018



Key training areas	Total 2016-2018 Short term	Vocational/ technical education	Bachelor's degree	Master's degree	Professional development
Formal education					
Strategy study in defense and security; technology, science; technical administration in cooperation with UNTL, National Institute of Defense (Timor-Leste) and Military Academy in Australia, New Zealand, Japan, China, Portugal, USA and others	65		30	4	31
Specialized courses					
Specialized training such as mechanic engineering, mechanic, communication, drivers, electricians, plumbers, mason, carpenter, computing, weapon divers, sailor, instructors of English and Portuguese language and first aid	225	175			50
Naval, Army and Military Police (training conducted in country and overseas)					

Naval area: technical marine propulsion, navigation, mechanic, electrician, mariner, marine official training course for junior and senior Executive in South Pacific Army area: individual combat tactic, jungle tracking, course on survival, combat course in edified areas, peace and support operation, JOCCIT, AASAM, AACAP, ENCAP, MEDICAP, civil construction and engineering combat, administration area, logistic, transport and maintenance, administration and financial management and ICT Military Police: Basic training for official security personnel of Prime Minister	550				550
Scholarships					
Masters degree in defense and strategy and international security in Australia	25			25	
Advanced training in engineering					
Continue to provide training in civil construction for engineering company through ISAT and DCP (dependent on budget allocation from HCDF)	90	15			75

JOCCIT - Junior Officer Close Country Infantry Training, AASAM - Australian Army Skill at Arms Meeting, AACAP - Army Aboriginal Community Assistance Program, ENCAP - Engineering civic action program, MEDICAP - Medical Community Assistance Program, DCP - Defense Cooperation Budget – Australia, ISAT - International Safety and Assessment Training.

Critical skills needs

F-FDTL considers building the language capacity of staff in English and Portuguese critical. These languages are especially important for the executives and officials as it allows them to participate in seminars and workshops overseas in areas of military science, social and technology. This is helpful in increasing the knowledge of the individual, group and organization on the whole. Other important areas include international defense and security strategy study, financial administration, logistics and leadership area.

F-FDTL has indicated that it does not face much difficulty in recruiting candidates in particular areas as required, however the challenges lie in building discipline, dedication, loyalty and commitment of staff towards their duties.

Donor organizations

F-FDTL does not receive any financing from donor countries to facilitate capacity building of F-FDTL human resources. However, F-FDTL has always had opportunities to send its staff for training in partnership countries such as Australia, New Zealand, USA, Malaysia, China, Japan, Portugal, Indonesia, Korea, India etc.

Issues related to skills development

In future F-FDTL will need to send more employees overseas to build their capacity in various areas, but before this, F-FDTL will need to consult and coordinate with the country's training provider or organization to conduct training customized to requirements. Also F-FDTL will need to understand prerequisites to prepare staff to constructively utilize the training.

2.24. MINISTRY OF FINANCE

The Ministry of Finance (MoF) is responsible for the design, execution coordination and evaluation of the policy defined and approved by the Council of Ministers for the areas of budget and finance. The National Strategic Plan 2011-2030 provides a description of training requirements for each department/unit of MoF based on which data was collected from the ministry. At the broad the MoF National Strategic Plan has identified the following weaknesses:

- Ambitious work plans alongside human resource gaps result in extraordinary pressure on staff;
- Language barriers (use of Portuguese and English) have created bottlenecks in communication and comprehension of documents, especially in the dissemination of new laws;
- A lack of confidence of staff to undertake work independently; and
- There is a concentration of effort on planning and budget preparation at the beginning of the financial management cycle and too little attention to the delivery of services, financial controls, reporting, monitoring, review and audit functions.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), MoF reportedly had approximately 1,101 total staff, composed of 718 permanent staff, 44 in management and leadership positions, 113 vacancies for which recruitment was underway and 226 projected additional staff for 2016-2018.

MoF has provided data on their training needs broadly divided into two areas of training: core skills building for functions that require technical knowledge; and general skills building for day-to-day operations and management of tasks.

Core skills building:

- Customs
- Budgeting, accounting and finance
- Audit and taxation
- Corporate services
- Data analysis
- Information technology
- Human resources management
- Economics
- Legal
- Communications

General skills building:

- Microsoft Office skills
- Project management skills
- Leadership and management skills
- Training of technical trainers (ToT)
- Business and report writing skills
- Language skills
- Minutes taking and minutes writing skills
- Ethics and code of conduct training
- Time and priority management skills
- Research skills
- Diversity skills

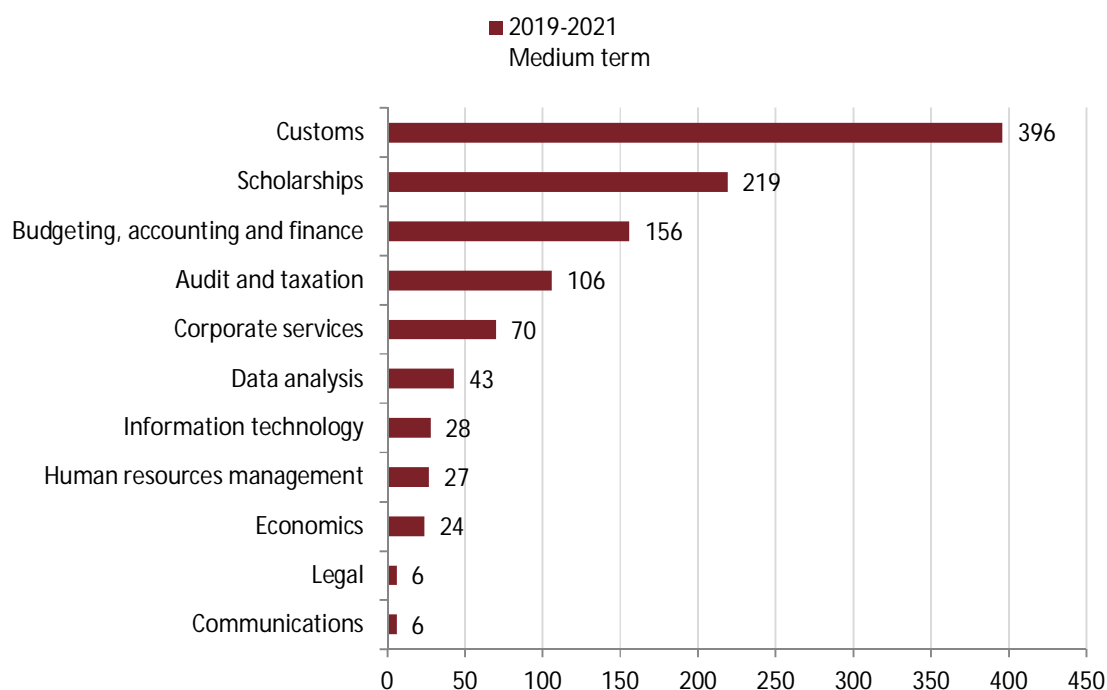
*Please note the skills listed above under general skills building have been classified and presented as such by the Ministry of Finance and so it is being presented as per the same clarification here. However, for national level analysis these skills-sets have been appropriately re-classified as per the national training categories.

Skills training requirement breakup

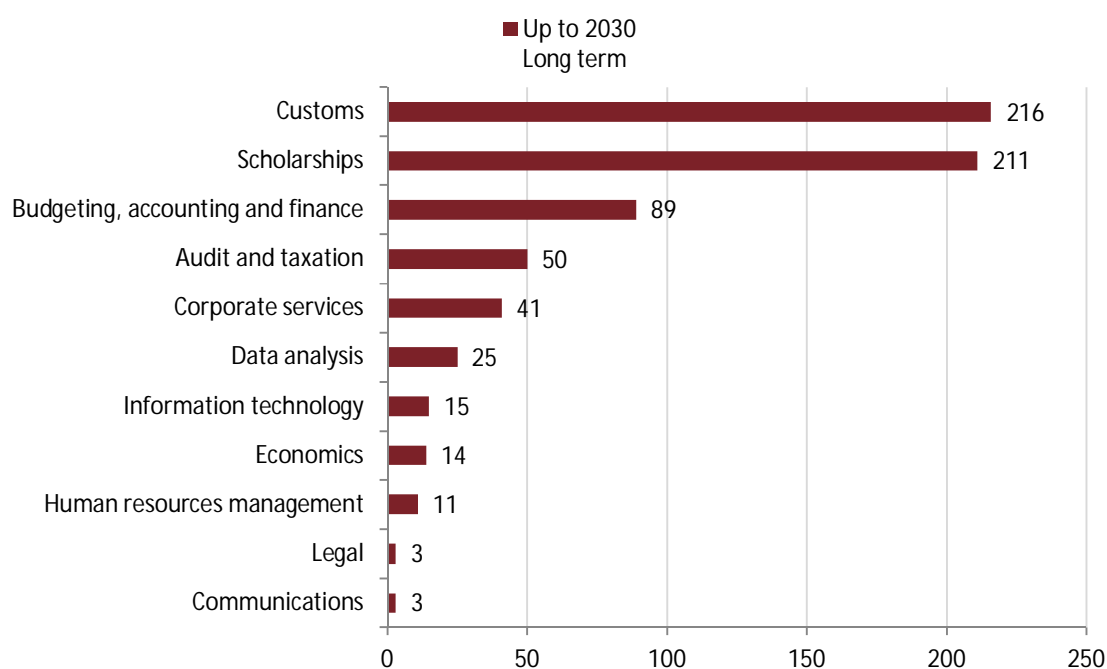
MoF has presented the following break-up of the number of candidates to be trained (number of training positions) over the short term 2016-2018, medium term 2019-2021 and long term to 2030. Core skills building includes scholarships that are to be provided in these areas.



Number of training positions Core skills building



Number of training positions Core skills building





Core skills Building:

Key training areas	Department /unit	2016	2017	2018	2016-2018 Short term		2019	2020	2021	2019-2021 Medium term		Up to 2030 Long term	
Budgeting, accounting and finance		68	51	45	164	14%	52	52	52	156	14%	89	13%
Training in result based budgeting	DG State Finance	5	4	3	12		4	4	4	12		7	
PFM planning and budgeting Training Modules	DG State Finance	5	4	3	12		4	4	4	12		7	
Certified Practicing Accountants (CPA) accreditations	DG State Finance	5	4	3	12		4	4	4	12		7	
Budget and fiscal analysis	DG State Finance	5	4	3	12		4	4	4	12		7	
PFM asset and fleet management training modules	DG State Finance	4	3	3	10		3	3	3	9		6	
Technical skills in technical writing	DG State Finance	4	3	2	9		3	3	3	9		7	
PFM budget, payments, accounting and financial reporting training modules	DG Treasury	7	4	4	15		5	5	5	15		8	
Certified Practicing Accountants (CPA) accreditations	DG Treasury	7	4	3	14		5	5	5	15		8	
Skills for writing Technical Standard and Manuals	DG Treasury	7	5	4	16		5	5	5	15		8	
Training in Valuation	DG Customs	10	8	9	27		7	7	7	21		12	
Accounting standards Training	DG Revenue	5	4	4	13		4	4	4	12		6	
PFM Training Modules: Planning and Budgeting	Planning, Budget and Performance Evaluation Office	4	4	4	12		4	4	4	12		6	
Economics		9	8	6	23	2%	8	8	8	24	2%	14	2%



Economic analysis of proposed initiatives in ministry submissions	DG State Finance	5	4	3	12		4	4	4	12		7	
Macroeconomics and fiscal analysis skills	DG State Finance	4	4	3	11		4	4	4	12		7	
Data analysis		20	14	11	45	4%	15	15	13	43	4%	25	4%
Training should focus on data handling methods (unbiased use of data, objective assumptions, interpolations and extrapolation techniques)	DG State Finance	4	4	2	10		3	3	3	9		7	
Skills in data analysis and data prediction	DG State Finance	4	3	2	9		3	3	3	9		6	
Improved analytic skills	DG Revenue	5	4	4	13		4	4	4	12		6	
Qualitative and Quantitative data Collection skills	DG Statistics	7	3	3	13		5	5	3	13		6	
Customs		180	144	132	456	38%	132	132	132	396	37%	216	32%
MoF Customs Training Module	DG Customs	100	80	59	239		75	75	75	225		120	
Training in Agreements and Treaties	DG Customs	10	8	10	28		8	8	8	24		12	
Training of Customs brokers	DG Customs	10	8	9	27		7	7	7	21		12	
Post clearance audit Training	DG Customs	10	8	9	27		7	7	7	21		12	
Training to improve publishing Customs information and procedures	DG Customs	10	8	9	27		7	7	7	21		12	
ASYCUDA and intelligence systems Training	DG Customs	10	8	9	27		7	7	7	21		12	
X-Ray Training	DG Customs	10	8	9	27		7	7	7	21		12	
Training to identify dangerous goods including drugs	DG Customs	10	8	9	27		7	7	7	21		12	
Training in risk analysis and risk management	DG Customs	10	8	9	27		7	7	7	21		12	
Audit and taxation		52	33	32	117	10%	37	37	32	106	10%	50	7%



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Auditing of Taxpayers Training	DG Revenue	5	4	4	13		4	4	4	12		6	
Petroleum Tax Law trainings	DG Revenue	5	4	4	13		4	4	4	12		6	
PFM and Fiscal training modules	DG Revenue	5	4	4	13		4	4	4	12		6	
Domestic Tax Law Training	DG Revenue	5	4	4	13		4	4	4	12		6	
Taxpayers Compliance Training skills	DG Revenue	5	4	4	13		4	4	4	12		6	
Investigative skills	Internal Audit Office	4	2	2	8		2	2	2	6		2	
Statistics													
Statistics training modules	DG Statistics	8	4	4	16		5	5	4	14		6	
Partnership arrangements for Coaching and Capacity Building with other Statistical Agencies	DG Statistics	8	3	3	14		5	5	3	13		6	
Writing Statistical Reports skills	DG Statistics	7	4	3	14		5	5	3	13		6	
Corporate services		26	26	20	72	6%	26	26	18	70	6%	41	6%
Planning Modules: Payments, Procurements and Contract Management, Asset and Fleet Management.	DG Corporate services	3	4	2	9		3	3	2	8		5	
Record Management and Archiving skills	DG Corporate services	3	3	2	8		3	3	2	8		5	
Writing and dissemination of guidelines, regulations and Standard Operating Procedures	DG Corporate services	3	3	2	8		3	3	2	8		4	
Customer Service Standards	DG Corporate services	3	2	2	7		3	3	1	7		4	
Building Facilities Management Training	DG Corporate services	3	2	2	7		3	3	1	7		4	
Procurement, Contract and Asset Management	DG Corporate	2	2	2	6		2	2	1	5		4	

	services												
Administration													
Public Administration Training	Executive office	3	3	1	7		2	2	2	6		6	
Training in Investment Strategy, Fiscal Spending and Fund Projection, Fund Governors and Investment Risk Management	Petroleum Fund Administration Unit	1	5	5	11		3	3	3	9		5	
Technical Program/Project Proposal Writing skills	Private-Public Partnership Unit	5	2	2	9		4	4	4	12		4	
Human resources management		10	9	7	26	2%	9	9	9	27	2%	11	2%
Training in Competency Frameworks, Job Analysis and Design	Human Resource Unit	6	5	3	14		5	5	5	15		5	
Training in Accreditation Frameworks (Draft, implement and evaluate the MoF staff capacity to build programs for training in required areas)	Public Financial Management Capacity Building Centre	4	4	4	12		4	4	4	12		6	
Information technology		16	8	7	31	3%	12	8	8	28	3%	15	2%
Training in Server Infrastructure and Information System	Integrated Financial Management Information Unit	7	3	3	13		7	3	3	13		7	
Monitoring and evaluation													
Monitoring and Evaluation skills	Development Partnership Management Unit	6	3	2	11		3	3	3	9		5	



Training in Evaluation, Impact and Relationships Analysis	Technical Assistance Coordination Office	3	2	2	7		2	2	2	6		3	
Communications		3	2	1	6	1%	2	2	2	6	1%	3	0%
Organizational Communication Training	Communication & Information Office	3	2	1	6		2	2	2	6		3	
Legal		3	2	1	6	1%	2	2	2	6		3	
Legal drafting skills	Legal office	3	2	1	6		2	2	2	6		3	
Scholarships		21	120	111	252	21%	80	70	69	219	20%	211	31%
Economics Scholarships	DG State Finance	0	4	7	11		0	0	0	0		11	
Accounting Degrees (Undergraduate and Postgraduate)	DG Treasury		20	20	40		15	15	15	45		30	
Customs Scholarships	DG Customs	10	20	10	40		10	5	5	20		10	
Taxation Scholarships	DG Revenue	9	11	20	40		15	15	15	45		35	
Auditing Scholarships	DG Revenue	0	20	20	40		15	10	10	35		20	
Statistics Scholarships	DG Statistics	0	20	20	40		20	20	20	60		50	
Supply-Chain and Logistic Management Scholarships	DG Corporate services	0	3	3	6		2	2	2	6		6	
Scholarships in HRM	Human resources unit	0	5	5	10		3	3	2	8		5	
ICT Scholarships	Integrated Financial Management Information Unit	2	10	6	18		0	0	0	0		30	
Scholarship for Commercial and	Legal office	0	7	0	7		na	na	na	na		14	

Fiscal Law

*DG - Directorate General; *PFM – Public Financial Management

General skills building* (as classified and presented by the Ministry of Finance):

General skills and training	2016	2017	2018	2016-2018 Short term		2019	2020	2021	2019-2021 Medium term		Up to 2030 Long term	
MS Office skills	100	100	100	300	10%	75	75	50	200	14%	200	17%
Project management skills	40	30	20	90	3%	30	20	10	60	4%	30	3%
Leadership and management skills	53	100	100	253	8%	50	50	50	150	11%	150	13%
Training of technical trainers (ToT))	20	20	10	50	2%	10	10	10	30	2%	30	3%
Business and report writing skills	200	200	100	500	17%	100	50	50	200	14%	150	13%
Minutes taking and minutes writing skills	50	30	20	100	3%	20	20	20	60	4%	30	3%
Ethics and code of conduct training	200	200	100	500	17%	100	50	50	200	14%	200	17%
Time and priority management skills	200	200	100	500	17%	100	50	50	200	14%	150	13%
Research skills	50	30	20	100	3%	20	20	20	60	4%	30	3%
Diversity skills	200	200	100	500	17%	100	50	50	200	14%	150	13%
Language skills	35	35	30	100	3%	20	20	20	60	4%	60	5%

*please note this data has been re-classified for national level analysis according to the national training categories

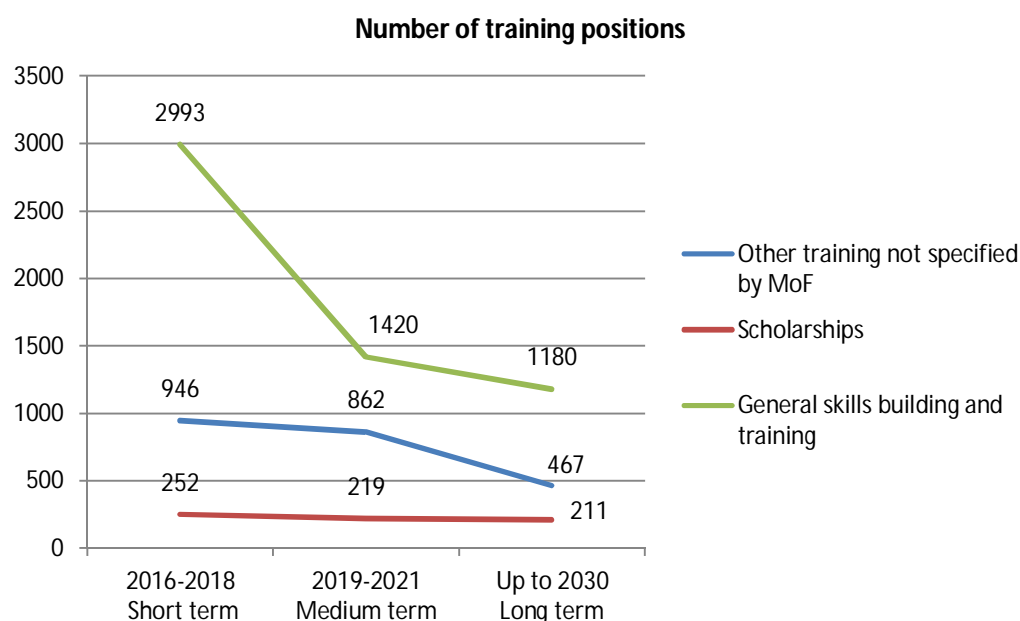
Composition of training

Core skills building includes training that will occur through scholarships and other mediums of training. The ministry did not provide reliable data on what is included in other mediums of training or in other words how training will be conducted for these programs (e.g. professional development, vocational education etc.) , and so this data has been excluded from this report. However, the data for training through scholarships was correctly provided, as presented below.

Key training areas	2016-2018 Short term	Bachelor's Degree	Master's Degree	Professional Development
Scholarships	252			
Economics Scholarships	11	9	2	
Accounting Degrees (Undergraduate and Postgraduate)	40	34	6	
Customs Scholarships	40	34	6	
Taxation Scholarships	40	34	6	
Auditing Scholarships	40	34	6	
Statistics Scholarships	40	34	6	
Supply-Chain and Logistic Management Scholarships	6	5	1	
Scholarships in HRM	10	8	2	
ICT Scholarships	18	15	3	
Scholarship for Commercial and Fiscal Law	7	na	na	na

Change in skills requirement over time

Presented below is the change in training requirements over time which indicates the greatest training needs over the short term, with a continuous decline in training over medium and long term. A plausible explanation could be that with the skills and knowledge acquired by its employees over coming years, MoF could close some of its skills gaps and conduct operations effectively. However to be fully understand the reason for this trend of training requirements, further consultation is required with MoF.



Critical skills needs

Capacity in Public Finance Management (PFM) is critical for the Ministry of Finance and for finance staff in other ministries and agencies. This is required so that the financial resources of Timor-Leste are managed in a transparent and accountable way. The MoF is planning to implement an extensive program of capacity building initiatives in the critical areas of planning, budgeting, procurement, payments and asset management, and accounting and financial reporting over the next three years, based on the analysis of capacity levels from the PFM diagnostic testing conducted in 2015 and those planned for 2016. MoF anticipates that all PFM Professionals (as identified under Decree Law No.7/2015 dated 22nd April 2015) will need to be accredited in relevant PFM competencies in the medium term. The accreditation may take the form of professional accreditation similar to Certified Practising Accountants (CPA) or through National Labour Force Development Institute (INDMO) national training framework for vocational qualifications.

MoF has indicated that it is hardest to recruit people in the areas of economics, fiscal law, customs, human resources, PFM experts, planning, information system programmers and system analysts, fleet management, auditing and taxation.

Donor Organisations

MoF receives/received support from the following organisations:

- Direct budget support (European Union) for technical assistance, training and workshops.
- World Custom Organisation.

Issues related to skills development

MoF has indicated that the recruitment of staff without a specific job description makes it very difficult to identify human resource training needs. Staff is placed in work profiles/job areas not relevant to their studies and qualifications. This makes it very difficult for capacity building because the existing skills are not related to the field in which further training is provided. The capacity of the human resource staff also needs to be increased, as it is essential for those involved in human resource development to have relevant specialist skills in order to achieve required outcomes as per human resource development objectives.

2.25. CIVIL SERVICES COMMISSION (CFP)

The Civil Services Commission is responsible for strengthening the capacity of the civil services through the development of fair, efficient and effective government services supported by high standards of professionalism with a view to continuous improvement in human resources and organizational management in the public administration.

As presented in the Timor-Leste Annual Plan 2015 (Book 2), CFP reportedly had approximately 342 total staff, composed of 226 permanent staff, 40 in direction and leadership positions and 76 projected additional staff for 2016-2018.

CFP has outlined the following the areas in which they would like to deliver training to their staff and employees in wider public administration services. Please note that CFP had provided numerical data related to training areas, however there were concerns related to the data and hence it has not been included in this report. An attempt was made to clarify the concerns but without the opportunity of further consultation this process could be not be completed.

Modernize the process of recruitment, selection and promotion to employ person with suitable skills in each position	CFP is collaborating with National Institute of Public Administration The National Institute of Public Institution (INAP) to develop the standard, resources and provide training to recruiters.
Implement performance evaluation system that aligns to the job description and/or service plan	CFP is collaborating with The National Institute of Public Institution (INAP) to develop and disseminate a Performance Evaluation Management System for all positions, especially for position of Director/Chief and all employees.
Developing codes for ethical practices in public administration and measures against inappropriate behavior	CFP is collaborating with The National Institute of Public Institution (INAP) to develop and implement training in discipline and investigation area in workplace for inspection unit and human resources employees (preparation for delegation policy and future decentralization).
Ensure that all public employees are aware of their professional conduct and	- CFP is collaborating with The National Institute of Public Institution (INAP) to develop compulsory training program for all public employees on code of ethics; and

behavior according to public administration law	<ul style="list-style-type: none"> - CFP is collaborating with INAP to review induction training on code of ethics that is appropriate for new employees.
Develop competency framework for leadership and management that is applicable to all public administration entities	CFP is collaborating with The National Institute of Public Institution (INAP) and developing partnerships to conduct training for leadership and management program. This is to ensure that the strategy and development program on leadership and management is of high quality and relevance.
HR Managers require increased capacity to lead changes and implement policies and reform in public administration	CFP is collaborating with The National Institute of Public Institution (INAP) and developing partnerships with training providers to develop training program that are suitable for capacity development of human resources managers.
Each ministry has a human resource development plan that focuses on development of organization and capacity development	<ul style="list-style-type: none"> - CFP provides resources, instrument, format and training to support each ministry to develop training needs analyses and Human Resource Development (HRD) plan; and - CFP is collaborating with The National Institute of Public Institution (INAP) to identify the opportunities and HRD partnerships and training that supports career change in public administration (national and international).
Conduct comprehensive scholarship program review of the Government of Timor-Leste to increase integrity and critical link to human resource strategy (workforce planning)	<ul style="list-style-type: none"> - CFP is collaborating with other institutions (particularly INAP and SEFI) to conduct a review on the scholarship system to ensure the link with strategic planning of workforce and equal participation opportunity for everybody including women and other underrepresented groups; and - CFP works with government institutions to ensure the results and qualifications of scholarships are registered in the Program Management Information System (PMIS).
Ensuring line ministries have access to PMIS in their human resource department and use this system to manage all human resource service process	Program training for those who use Program Management Information System (PMIS).
Increase the number of women participants in leadership and management positions	CFP working in partnership with INAP to develop and implement leadership and management training for women.
Implement performance evaluation system based on performance results aligned to the services description/job description and/or service plan	<ul style="list-style-type: none"> - CFP analyze training needs for all employees and develop HRD plan to respond to the institutions' skills gap; and - Implement development and monitoring program for emerging leaders in CFP.

Critical training needs

CFP has indicated that the training for public administration employees needs to be structured according to job/position grades. CFP recommends training in the following areas which can be structured as suitable for different job types and job/position grades.

- Customer Service
- Self-management
- Service management (manage and develop service relation)
- Human resource management
- Conflict management
- Honesty and personal integrity
- Risk management
- Problem solving, develop critical thinking ability
- Leadership, planning and strategy
- Effective Communication and negotiation
- Cooperation and teamwork
- Self-confidence, flexibility and resilience

Donor organisations

CFP gets support from the following donor organisations:

- Bilateral support from the Brazilian Government
- Support through Mon National Education Committee (MNEC) with Singapore and New Zealand Government
- Bilateral support with National Institute of Public Administration (INA) Portugal (high level managers' course).

Issues related to skills development

- To be able to manage workforce development training and activities in public administration sector CFP would like to work collaboratively with FDCH and become a part of FDCH council, so that CFP can be granted some budget to manage activities related to human resources development. Such activities include
 - Study assistance scheme;
 - Public awards for excellent employee;
 - Research activities;
 - Evaluation and monitoring of implementation of government policy in the areas of training and development;
 - Financial consultation and coordination between public institutions that are responsible for capacity building of public administration workforce;
 - Monthly forum groups of human resources managers to discuss and share information on policy and human resources management practice in public administration; and
 - Other activities that include empowering employees to enable them to perform their duties effectively and efficiently and responsibly.

- The other issue highlighted by CFP is that talented Timorese people who can speak English and Portuguese, and have technical knowledge in legal, policy, human resource and information technology area prefer to work with international and local agencies over government service. This maybe because of the competitive salary offered by these agencies as compared to general salary standards of the public service.

2.26. MINISTRY OF FOREIGN AFFAIRS AND COOPERATION

The Ministry of Foreign Affairs and Cooperation is responsible for maintaining diplomatic relations with almost 100 nations including those with embassies or representations in Dili, Australia, Brazil, China, Cuba, the European Union, Indonesia, Ireland, Japan, South Korea, Malaysia, New Zealand, the Philippines, Portugal, Thailand and the United States of America. Timor-Leste has embassies in Bangkok, Beijing, Brussels (to the European Union), Canberra, Geneva (combined with the Mission to the United Nations in Geneva), Havana, Jakarta, Kuala Lumpur, Lisbon, Manila, Maputo, Sao Paolo, Seoul, Tokyo, Holy See (Vatican) and Washington. Timor-Leste has signed and ratified all major human rights conventions and several other treaties, which now require implementation of necessary domestic policies and laws to meet the international treaty obligations. Managing and maintaining harmonious diplomatic relationship with various countries, international bodies and stakeholders requires a considerable effort on the part of the ministry. The Strategic Development Plan (SDP) 2011-2030 has set various targets for the ministry to achieve within short, medium and long term. Included among these targets is the target to have at least 30 international embassies by 2030 and for the ministry of Foreign Affairs to play a pivotal role in attracting business investment and jobs to Timor-Leste as a zone for financial service and information technology by 2020. To manage the growing workflow and achieve these targets the ministry needs to be equipped with competent staff that can execute assigned responsibilities effectively and efficiently.

As presented in the Timor-Leste Annual Plan 2015 (Book 2) Ministry of Foreign Affairs and Cooperation was reported to have a total of 438 staff, composed of 181 permanent staff, 91 in management and leadership positions, 103 vacancies for which recruitment was underway and 63 additional staff projected for period 2016-2018.

The Ministry of Foreign Affairs and Cooperation has identified the following areas of training needs to help build staff skills and competencies for implementing priority programs aligned to strategic development goals.

- | | |
|---|--|
| • Training in diplomacy | • Finance/accounting |
| • English and Portuguese language course | • Procurement |
| • Administration management | • Consular Affairs |
| • Human resource management | • Training in the Protocol area based on the Vienna Convention |
| • Public administration - assets management, logistical | • Law (International law, Commercial law and Maritime law) |
| • Information technology management | |

The ministry considers the following areas as areas of ongoing training needs critical for human resource development in the Ministry of Foreign Affairs and Cooperation.

Critical ongoing training needs	
Training in diplomacy	To provide participants with a solid diplomatic training and updates on various groups of matters relevant to access to diplomatic career. It also aims to prepare and increase appropriate knowledge to diplomats in the area of diplomacy and international relations and other areas with sufficient capacity to be placed in foreign.
International law, Commercial law and Maritime law	To develop adequate knowledge to staffs on issues of: <ul style="list-style-type: none"> - International law - Commercial law as well as the international market for the benefit of the country - Sea law to respond to internal and external needs of the country, as well as defend the sovereignty and national interest in the national and also international level.
English intensive course	To improve communication with external stakeholders, both written and verbal, and manage international relations (and events) the staff is required to have strong English language skills. English language skills can help facilitate the daily work of staff and execute tasks which might involve English reading, writing and speaking.
Human resources management	Human resource management team at the ministry needs to comprehensively understand all elements HR strategy and implementation – need identification, need assessment analysis, recruitment techniques, learning & development (capacity building) for management and technical positions.
Accounting and financial management	The ministry considers training in accounting and financial management important not only for staff based in Timor-Leste but also for diplomatic staff based in embassies overseas. Knowledge in this area is important in order to respond to the different needs of financial/accounting needs of the Embassies overseas and manage the embassy (MNEC) budget.
Training in protocol management	The ministry staff needs to be prepared to exercise their duties related to protocol issues and practices. Knowledge in this area is also important to be able to assist other Ministries in organizing big events in the country.

The ministry was asked to comment on the areas they find the most difficult to recruit people with requisite skills or there is shortage of adequately skilled people available. The ministry has informed that it is most difficult to find people with adequate skills in drafting, correspondences and sufficient ability to analyze and interpret documents and law. Since 2001, the ministry has experienced that the recruited staff has minimal knowledge in English and Portuguese language, due to which the ministry needs to contract foreign experts and advisers to provide support in this area. This makes the staff highly dependent on foreign advisers/consultants/interpreters.

Following is the break-up of the candidates to be trained in required training areas (training positions) over the short, medium and long term. The short term provides forecasts for training requirements over next three years 2016-2018, medium term for the following three years 2019-2020 and long term training requirement are for 2021-2030.

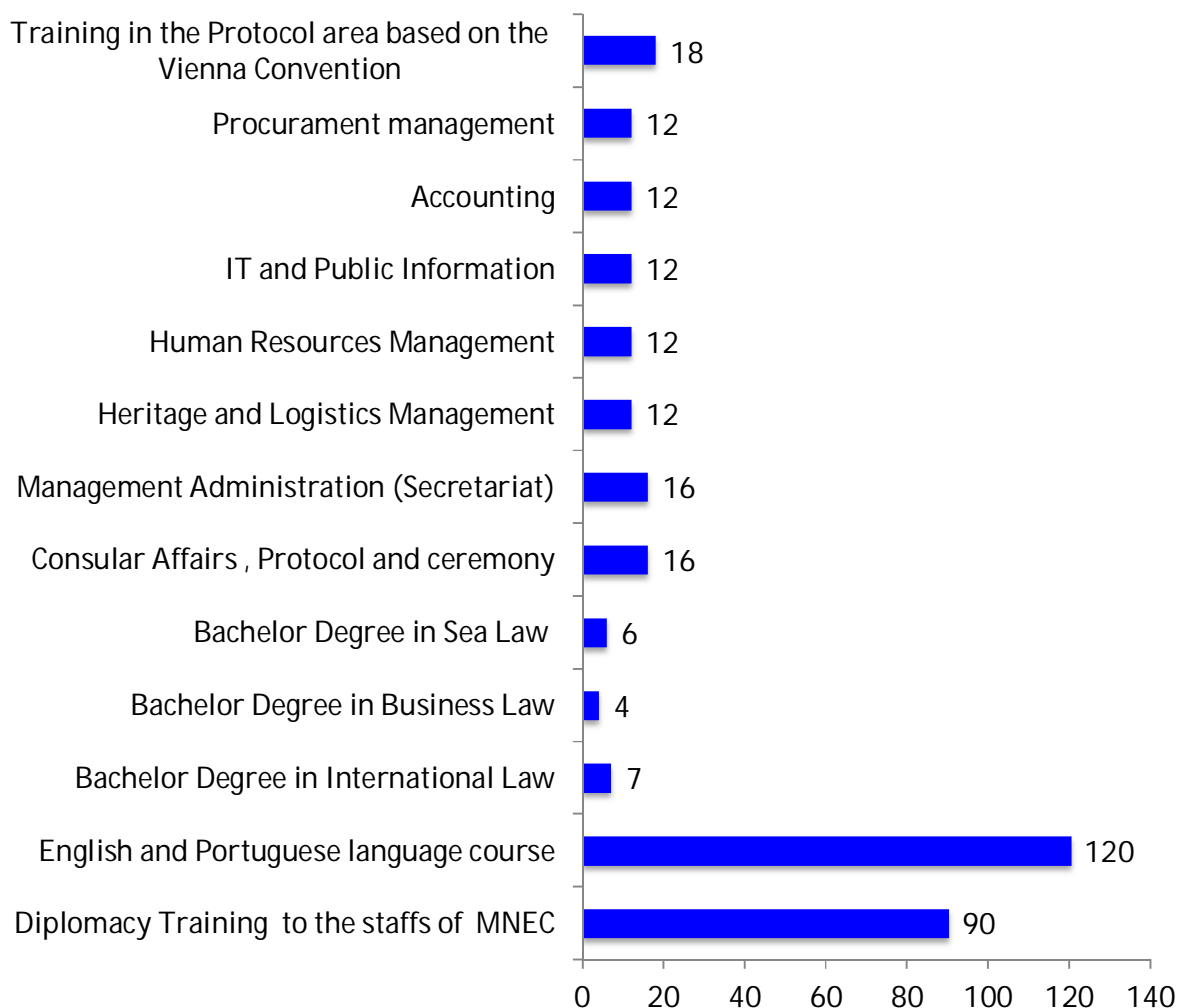
Number of training positions

■ 2016-2018 Short term



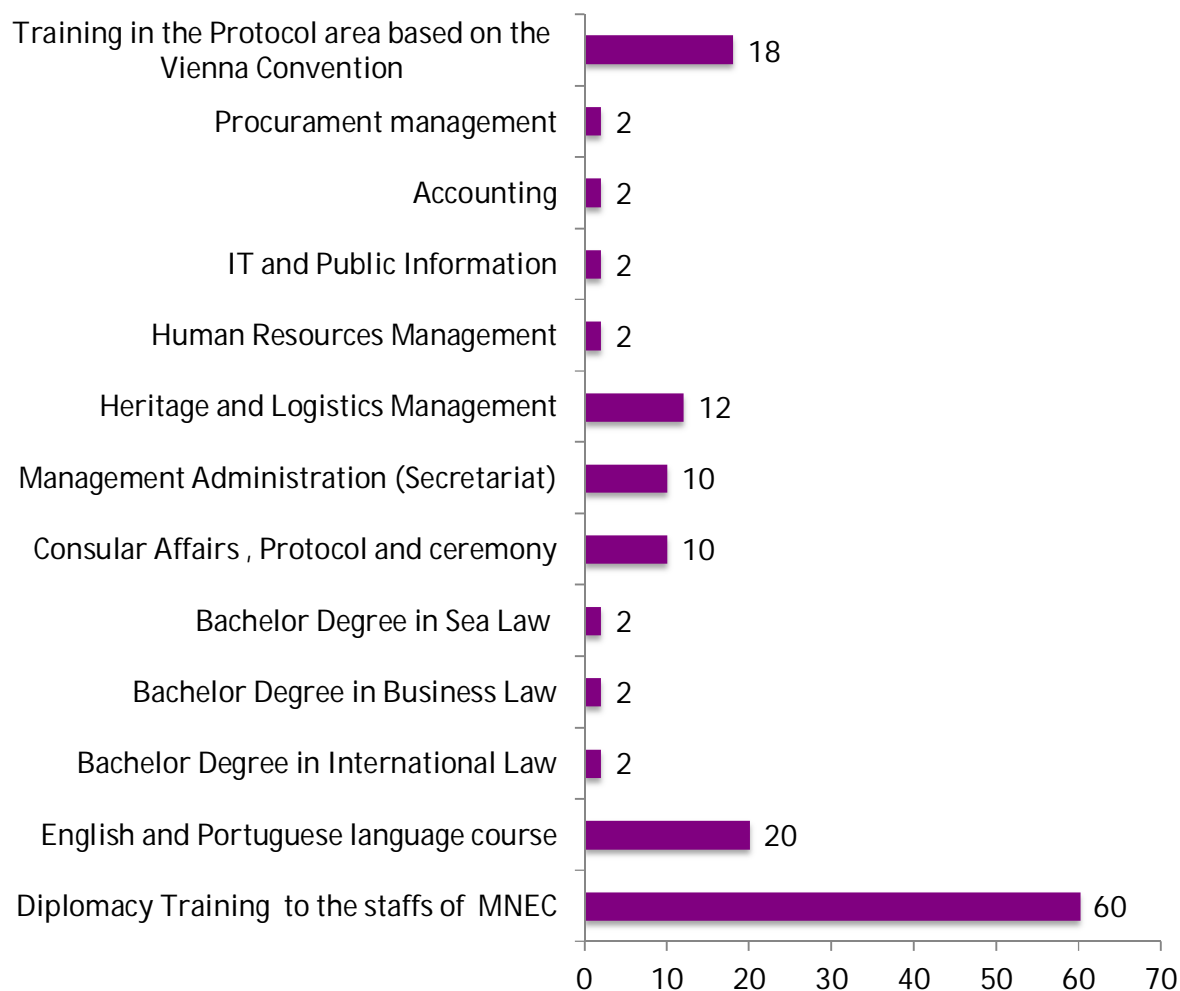
Number of training positions

■ 2019-2021 Medium term



Number of training positions

■ Up to 2030 Long term



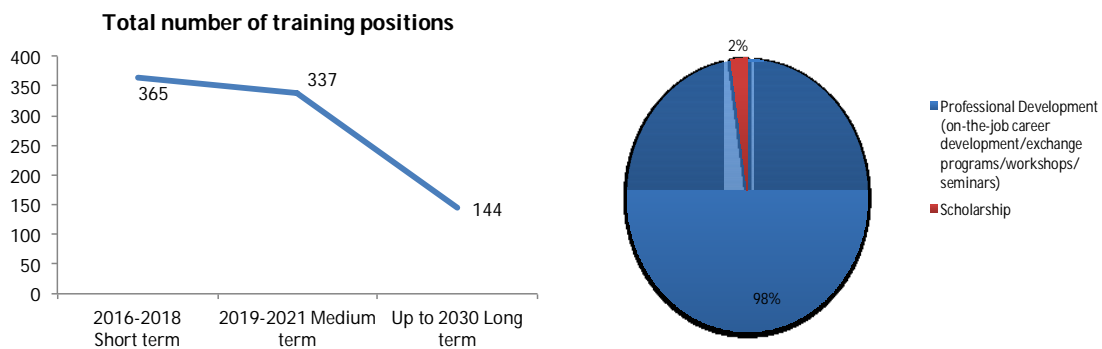
Key area of training	2016	2017	2018	Short term 2016-2018		2019	2020	2021	Medium term 2019-2021		Long term up to 2030	
Diplomacy Training to the staffs of MNEC	45	35	25	105	28.8%	40	30	20	90	27%	60	41.7%
English and Portuguese language course	184	184	184	184	50.4%	50	40	30	120	36%	20	13.9%
Bachelor Degree in International Law		2	2	4	0.6%	2	4	1	7	2%	2	1.4%
Bachelor Degree in Business Law		2	1	2	0.6%	1	1	2	4	1%	2	1.4%
Bachelor Degree in Sea Law			2	2	0.6%	2	2	2	6	2%	2	1.4%
Consular Affairs , Protocol and ceremony	2	4	4	10	2.7%	4	6	6	16	5%	10	6.9%
Management Administration (Secretariat)		18		18	4.9%	4	4	8	16	5%	10	6.9%
Heritage and Logistics Management		4	4	12	3.3%	4	4	4	12	4%	12	8.3%
Human Resources Management		2	2	4	1.1%	4	4	4	12	4%	2	1.4%
IT and Public Information		2	2	4	1.1%	4	4	4	12	4%	2	1.4%
Accounting		2	2	4	1.1%	4	4	4	12	4%	2	1.4%
Procurement management		2	2	4	1.1%	4	4	4	12	4%	2	1.4%
Training in the Protocol area based on the Vienna Convention		6	6	12	3.3%	6	6	6	18	5%	18	12.5%

It is evident that the areas of training are aligned with the purpose and agenda of the ministry which is to establish and implement policies in areas related to diplomacy and Institutional cooperation, functions of consulates and promotion of Timorese interest overseas. Training requirements in areas like consular affairs, gender equality issues, protocol management, and English language are vital to the ministry because of its dealings with foreign stakeholders; and training in other specialized areas such as finance/accounting, IT, procurement, asset management, logistics etc. are essential for good governance and business practices. The ministry has presented a consistent need for relatively greater skills building in essential and elementary areas over short to medium term. This indicates the ministry's intention to impart knowledge and build skills of staff at all levels in order to enable them to perform assigned tasks effectively, before shifting focus to specialized training in targeted areas over long term. Higher training requirement in induction, ethics, protocol and administration over short to medium term signify the need to build staff competency in basic operating areas that can lay foundation for building higher and more specialized skills-sets in later years. Given the ministry's engagement with international stakeholders and events, courses in English and Portuguese language can help staff to function more independently and reduce reliance on foreign experts and advisers, which has been identified as a constraint by the ministry.

Change in training requirements over time

If we add up the number of candidates (or training positions) to be trained across all areas of required skills development over the short, medium and long term, the trends show a steep decline in the total number of training positions over this period. For HCDF this represents a pressing need to deploy relatively more funds over next three years 2016-2018, followed by consecutive three years 2019-2021, until it finally tapers off substantially 2022 onwards. This is however based on the assumption that other donor organizations continue to fund training in the same proportion, because if this does not hold true in future then HCDF's contribution may vary depending on whether it needs to increase or decrease funding to meet the funding gaps. From the available data it is hard to predict and compare the absolute amount of funds that might need to be deployed over short, medium and long term as this is dependent on the composition (type of training) and costs of training, for example, costs for professional development workshops might be lower than costs for a bachelor's degree.

The composition of training requirements suggests that the ministry intends to develop skills of majority staff through professional development programs such as on-the-job training, exchange programs, workshops and seminars. This implies that consideration will need to be given to what kind of professional development programs are selected for each training area that are most suitable and applicable to the nature of required training. Scholarships are to be granted for degree level studies in more formal education areas like law, and management & leadership.



Critical training needs

The Ministry considers the following training areas as very important for their operations:

- **Training in diplomacy:** This is important because through the course the employees will understand their relevant areas of work and how it contributes to the overall programs and activities of the ministry. At the same time, this will also provide an opportunity to the ministry to understand the previous work experience and exposure of employees in relevant work areas.

- English language intensive course: This is important to build skills in communicating with international agencies. It includes writing, speaking and understanding English language.
- Human resources management: This training is important for HR staffs to understand what kind of human resources the ministry needs, how to recruit the employees based on needs and how to build the capacity of employees, not only in management positions but also technical staffs so they can make effective contribution.
- Accounting and financial management. This is important for staff based in Dili and staff based in overseas embassies of Timor-Leste. This will help in managing accounting and financial requirements of the embassy especially including budget analysis and management.
- Protocol: This course is important for the employees of the ministry in order to clearly understand their duties related to protocol issues and take appropriate actions. This will also enable assistance to other ministries by organizing big events in Timor-Leste that support development.

Donor organizations

Other donor organizations that provide funding for human resource development to the Ministry of Foreign Affairs and Cooperation are given below. An optimum strategy would be that HCDF supports training needs that do not duplicate, rather supplement existing training programs.

Government of Australia	International Participants for Graduate Training (IPGT), International Participation
Government of Argentina	Protocol Training Program
Government of Brazil	Course of South-South Cooperation Management and Tri- Angle
Government of China	Training Seminar, 2014 Professional Program for Consular officials from Asian Countries, 2015 Seminar on Promotion and Development of Public Diplomacy for Developing Countries
Government of India	Certificate of Proficiency in English Communication
Government of Indonesia	International Workshop on Democracy and Innovation in Good Governance
Government of Singapore	International Law under the Singapore Cooperation Programme, Human Resource Management in public sector, Inaugural Run Programme for Foreign Diplomats, Dispute Resolution System Policies, Structures and Strategies
Government of South Korea	The Partnership Program for Diplomats Training Course, Korea on a Comprehensive Knowledge of Ocean
Government of Malaysia	MTCP: English Language Course for Diplomacy, Strategic Analysis for International Participants, Economic Planning and Management, Regional and International Affairs Module (RIAM), Prospects and Challenges for ASEAN and OIC Member Countries, Introduction to the

	application and Negotiation of Tax Treaties
Government of New Zealand	"Elto" training Programme
Government of Thailand	Logistics Management, Knowledge on Diplomacy, Intensive Language Course (ILC), Oral Communication Course (OCC)

Issues related to skills development

On being asked about issues related to skills development and human resource training, the Ministry of Foreign Affairs and Cooperation has put forth the following points regarding this matter:

- Training is done only within Timor-Leste which makes it economical; however this is not very effective as often employees find themselves in a paradoxical situation. Either, in order to attend training they are required to miss work or forgo training if they decide to prioritize work. A solution to this issue can be identifying a balanced approach to manage productivity and skills development through creating staff back-ups and flexible learning programs.
- There are capacity issues with the trainers, instructors and teachers for the training they are delivering and have not mastered the subject matter. This indicates a need to increase trainer capacity through train-the-trainer programs in place.
- There are issues with organization and facilitation of training. The organizing commission is not experienced enough to well organize training and there is a lack of facilities to support training requirements. This makes the trainees uncomfortable.
- The ministry regards international training as a good way to develop skills however understandably this is a relatively expensive proposition. This requires employees to have correct attitude and commitment so as to favourably tap training opportunities to gain knowledge, develop skills and utilize this effectively in their home institution. The ministry recommends that it is the responsibility of senior management to prepare employees to best utilize the opportunity and their time.

It is imperative issues presented above are addressed with appropriate solutions. Simply investing in training in the absence of complementary factors will not yield successful outcomes adequately. It is advisable that when decision for investment in training is being made other factors, such as presented above, are well considered to ensure successful training delivery. Perhaps what is required is developing an approach/strategy for each training program that holistically considers and analysis all elements associated across the value chain of training delivery. These approaches/strategies can be developed in consultation and coordination between HCDF and other appropriate stakeholders to identify solutions that tackle the challenges. Training investment based on sound assessment of ground realities will enhance the rate of success and return on investment.

2.27. OTHER MINISTRIES AND INSTITUTIONS

This section includes those ministries and institutions that were:

- Not a part of the initial scope of stakeholders to be covered in this study during the first in-country visit in July 2015. These were included upon recommendation from the HCDF national consultant during the second in-country visit in September-October 2015;
- These ministries and institutions were primarily asked to respond to only a few questions which were deemed most important, with optional response to the remaining questions;
- Face to face consultation at the time of questionnaire distribution, as in the case of other ministries, could not be undertaken by SkillsDMC during the time in Timor-Leste; and
- The distribution of questionnaire and collection of data was managed by the HCDF national consultant.

The data for these ministries and institutions has not been provided with in-depth analysis and simply presents the information on required training needs, type of training, critical skills need and issues related to skills development, wherever data was available. This data for these ministries and institutions has been included in the national level analysis.

2.28. MINISTRY OF DEFENCE

The Ministry of Defence has provided data related to the following training needs:

Key training areas	Suggested training programs	2016-2018 Short term
Training in finance, planning, managing budget system and archive management	Accounting and financial management	8
Training in human resources, customer services management and archive	Public management and administration	8
Training in protocol area	International relation, public management and language	4
Training in information technology (IT), computer software, hardware, and network technology	Computing management, IT Communication	4
Training in procurement, project management, report system, infrastructure construction, administration, tender, engineering science and archive	Civil engineering, machine engineering and architect area	10
Training in assets management, report system, warehouse, movables assets, maintenance, archive management area	Public management, public administration, civil engineering, machine engineering and architect area	11

Training on strategic management of international policy, maritime security, international security, and archive management	International relation, Public Management and Language area	9
Training on inspection and audit, administration and finance system, logistic and archive system	Economy management, human rights policy Management, Public Administration	4
Leadership management professional training, comparative study, public speaking	Public and finance management, language, international relations, law and technical management	20
Language	English, Portuguese	53
Scholarships	Master in public procurement, Master of public Policy, budget implementation, Master in strategic human resource management, Master in strategic study, Master in management, Master in international relations, Master in public management, Master in financial management, Master in public administration and IT	30

The composition of training programs for the training needs identified above is as follows:

Key training areas	2016-2018 Short term	Vocational/ technical	Bachelor's degree	Master's degree	Professional development
Training in finance, planning, managing budget system and archive management area	8	2	2	2	2
Training in human resources, customer services management and archive area	8	2	2	2	2
Training in protocol area	4	2	2		
Training in information technology (IT), computer software, hardware, and network technology area	4	2	1		1
Training in procurement, project management, report system, infrastructure construction, administration, tender, engineering science and archive area	10	4	3		3
Training in assets management, report system, warehouse, movables assets, maintenance, archive	11	5	3		3

management area					
Training on strategic management of international policy, maritime security, international security and archive management	9	3	1		5
Training on inspection and audit, administration and finance system, logistic and archive system	4	2			2
Leadership management professional training, comparative study, public speech	20	9			11
Language	53				53
Scholarships	30	15	7	8	

Critical skills needs

The ministry has informed that it needs to improve its planning in relation to training for staff so that training programs can be allocated to staff according to their knowledge and ability.

Donor organisations

Support is received from the Defence Cooperation Program, Australia, The National Resilience Institute (LEMHANAS), Indonesia and China. In Timor-Leste support is provided by the National Institute of Public Administration (INAP).

2.29. COURT OF APPEAL

Courts have presented data related to the following training needs:



Key training areas	Directorate/Area of training	2016	2017	2018	2016-2018 Short term	2019	2020	2021	2019-2021 Medium term	Up to 2030 Long term
Justice sector officials training										
Specific training for justice officials in archiving and process management	Justice sector officers	56	30	0	86	na	na	na	na	na
Using and maintaining statistics in system/database (continuation training for users and administrators of system up to 2017)	Justice sector officers	56	30	20	106	5	5	5	15	na
Internship training/new officers in justice	Justice sector officers	40	40	0	80	0	0	30	30	na
Complementary training (internship) for justice officials in cooperation program with Community of Portuguese Language Countries (CPLP) countries	Justice sector officers	6	6	6	18	6	6	6	na	6
Training course for secretary of Justice	Justice sector officers	15	0	0	15	na	na	na	na	15
Specific training course for justice clerk	Justice sector officers	0	20	0	20	na	na	na	na	20
Annual and regular training for justice officials	Justice sector officers	0	56	30	86	86	25	86	187	86
Scholarships	Justice sector officers	na	na	na	na	na	na	5	5	na
Trainers training	Justice sector officers	0	5	0	5	0	0	5	5	10
Training in jurisdictional process	Audit office	10	10	10	30	na	na	na	na	na
Law (in-country scholarship)	Audit office	5	9	9	9	9	2	2	2	na
Civil Law Subjects: actual laws, civil process, criminal law subject (transnational crime etc.), financial law (training in Timor-Leste)	Judges training plan	na	na	na	24	24	24	24	24	34
Civil law subjects: actual laws, civil process, criminal law subject (transnational crime etc.), financial law (training overseas)	Judges training plan	na	na	na	24	24	24	24	24	34
Audit, inspection and finance										
Audit (public works, computing, performance, finance and environment)	Audit office	10	10	10	30	na	na	na	na	na
Training in fiscal area (revenue collection)	Audit office	3	3	3	9	na	na	na	na	na
First inspection	Audit office	3	3	3	9	na	na	na	na	na



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General state accounts	Audit office	3	3	3	9	na	na	na	na	na
Successive inspection	Audit office	5	5	5	15	na	na	na	na	na
Finance (in-country scholarship)	Audit office	na	na	na	6	6	1	1	2	na
Accounting (in-country scholarship)	Audit office	na	na	na	6	6	2	2	2	na
Finance and accountability	National Directorate Finance and Property	8	8	0	16	na	na	na	na	na
Planning, budgeting, procurement and project management										
Effective planning and budgeting	National Directorate Finance and Property	8	8	0	16	na	na	na	na	na
Effective project and procurement management	National Directorate Finance and Property	4	4	4	12	na	na	na	na	na
Advance procurement management	National Directorate Finance and Property	10	10	10	30	na	na	na	na	na
Effective tender management	National Directorate Finance and Property	4	4	0	8	na	na	na	na	na
Developing and managing procurement	National Directorate Finance and Property	na	na	na	16	na	na	na	na	na
Management of material resources and logistic	National Directorate Finance and Property	8	8	0	16	na	na	na	na	na
Applied management and economy (in-country scholarship)	Audit office	na	na	na	5	na	na	na	na	na
Project monitoring and evaluation	National Directorate of Human Resource	40	40	24	104	na	na	na	na	na
Human resources management										
Strategic human resources management	National Directorate of Human Resource	4	3	0	7	na	na	na	na	na
Advance human resources management	National Directorate of Human Resource	4	3	0	7	na	na	na	na	na
Discipline and effective performance management	National Directorate of Human Resource	40	40	24	104	na	na	na	na	na



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Planning human resources (sustainability and retention)	National Directorate of Human Resource	4	3	0	7	na	na	na	na	na
Human resources management and personal development	National Directorate of Human Resource	4	3	0	7	na	na	na	na	na
Recruitment process for jury	National Directorate of Human Resource	6	6	0	12	na	na	na	na	na
Organizational and personal communication	National Directorate of Human Resource	35	35	34	104	na	na	na	na	na
Organizational management	National Directorate of Human Resource	35	35	34	104	na	na	na	na	na
Effective problem solving and decision making	National Directorate of Human Resource	25	10	10	45	na	na	na	na	na
Training officers / managers	National Directorate of Human Resource	6	6	0	12	na	na	na	na	na
Leadership and general management										
Leadership training	Justice sector officers	0	5	0	5	na	10	na	na	5
Leadership training area	Training plan audit office	5	5	5	15	5	5	5	15	na
Advance leadership and general management	National Directorate Finance and Property	6	6	6	18	na	na	na	na	na
Effective Leadership and people Management	National Directorate Finance and Property	na	na	na	50	na	na	na	na	na
Advance leadership and general management	National Directorate of Human Resource	na	na	na	104	na	na	na	na	na
Effective Leadership and people management	National Directorate of Human Resource	20	10	10	50	na	na	na	na	na
Information technology										
Red hat linux system administration I (RH 12451)	Information technology and systems	4	4	0	8	na	na	na	na	na
Red hat linux system administration II (RH 13452)	Information technology and systems	4	4	0	8	na	na	na	na	na
Red hat linux system administration III (RH 25553)	Information technology	4	4	0	8	na	na	na	na	na



	and systems									
ICND Part 1 excluded exam new version (CSOCONT 1)	Information technology and systems	4	4	0	8	na	na	na	na	na
ICND Part 2 excluded exam new version (CSOCONT 2)	Information technology and systems	4	4	0	8	na	na	na	na	na
VMWare Vsphere Install, configure, manage (VMSICM)	Information technology and systems	4	4	0	8	na	na	na	na	na
Network security administrator (ENSA + ECNSAEXCM)	Information technology and systems	4	4	0	8	na	na	na	na	na
Installing and configuring windows server 2012 (MOC-201410A)	Information technology and systems	4	4	0	8	na	na	na	na	na
Administration system for linux: linux- System administration, server, web email, application of email server in intranet and internet, samba, application that support to distribute data, bacula, application to use data backup, Drupal, application to develop website (eq.: Site of Court)	Information technology and systems	4	4	0	8	na	na	na	na	na
Networks: switches,routers, linux administration networks ,linux - firewall, VOIP - asterisk/Elastix,windows Server,Vcenter	Information technology and systems	4	4	0	8	na	na	na	na	na
Computing (in-country scholarship)	Audit office	na	na	na	2	2	2	2	2	
Controlling and monitoring equipment, materials etc.	National Directorate Finance and Property	8	8	0	16	na	na	na	na	na
System analysis new information	National Directorate of Human Resource	40	40	24	104	na	na	na	na	na
Language training										
Tetun language course for justice officials	Justice sector officers	20	20	20	60	20	20	20	60	20
Portuguese language course for justice officials	Justice sector officers	20	20	20	60	20	20	20	60	20
English language course for justice officials	Justice sector officers	10	10	10	30	10	10	10	30	26
Language training (English, Portuguese, Tetun)	National Directorate of Human Resource	40	40	24	104	na	na	na	na	na

The composition of training programs for the training needs identified above is as follows:

Key training areas	Directorate/Area of training	2016-2018 Short term	Bachelor's degree	Master's degree	PHD	Professional development
Justice sector officials training						
Specific training for justice officials in archiving and process management	Justice sector officers	86				86
Using and maintaining statistics in system/database (continuation training for users and administrators of system up to 2017)	Justice sector officers	106				106
Internship training/new officers in justice	Justice sector officers	80				80
Complementary training (internship) for justice officials in cooperation program with Community of Portuguese Language Countries (CPLP) countries	Justice sector officers	18				18
Training course for secretary of Justice	Justice sector officers	15				15
Specific training course for justice clerk	Justice sector officers	20				20
Annual and regular training for justice officials	Justice sector officers	86				86
Scholarships	Justice sector officers	na				
Trainers training	Justice sector officers	5				5
Training in Jurisdictional process	Audit office	30				30
Law (in-country scholarship)	Audit office	9		8	1	
Civil Law Subjects: actual laws, civil process, criminal law subject (transnational crime etc.), financial law (training in Timor-Leste)	Judges training plan	24				24
Civil Law Subjects: actual laws, civil process, criminal law subject (transnational crime etc.), financial law (training overseas)	Judges training plan	24				24
Audit, inspection and finance						
Audit (public works, computing, performance, finance and environment)	Audit office	30				30
Training in fiscal area (revenue collection)	Audit office	9				9



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First inspection	Audit office	9				9
General state accounts	Audit office	9				
Successive inspection	Audit office	15				
Finance (in-country scholarship)	Audit office	6		6		
Accounting (in-country scholarship)	Audit office	6		2		
Finance and accountability	National Directorate Finance and Property	16				
Planning, budgeting, procurement and project management						
Effective planning and budgeting	National Directorate Finance and Property	16	3	2		11
Effective project and procurement management	National Directorate Finance and Property	12	10	2		
Advance procurement management	National Directorate Finance and Property	30				30
Effective tender management	National Directorate Finance and Property	8				8
Developing and managing procurement	National Directorate Finance and Property	16				16
Management of material resources and logistic	National Directorate Finance and Property	16				16
Applied management and economy (in-country scholarship)	Audit office	5		4	1	
Project monitoring and evaluation	National Directorate of Human Resource	104				104
Human resources management						
Strategic human resources management	National Directorate of Human Resource	7		2		5
Advance human resources management	National Directorate of Human Resource	7				7
Discipline and effective performance management	National Directorate of Human Resource	104				104



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Planning human resources (sustainability and retention)	National Directorate of Human Resource	7				7
Human resources management and personal development	National Directorate of Human Resource	7				7
Recruitment process for Jury	National Directorate of Human Resource	12				12
Organizational and personal communication	National Directorate of Human Resource	104				104
Organizational management	National Directorate of Human Resource	104				104
Effective problem solving and decision making	National Directorate of Human Resource	45				
Training officers / managers	National Directorate of Human Resource	12				12
Leadership and general management						
Leadership training	Justice sector officers	5				5
Leadership training area	Audit office	15				15
Advance leadership and general management	National Directorate Finance and Property	18				18
Effective Leadership and people management	National Directorate Finance and Property	50				50
Advance leadership and general management	National Directorate of Human Resource	104				104
Effective Leadership and people management	National Directorate of Human Resource	50				
Information technology						
Red hat linux system administration I (RH 12451)	Information technology and systems	8	2			6
Red hat linux system administration II (RH 13452)	Information technology and systems	8	2			6
Red hat linux system administration III (RH 25553)	Information technology and systems	8	2			6



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ICND Part 1 excluded exam new version (CSOCONT 1)	Information technology and systems	8				8
ICND Part 2 excluded exam new version (CSOCONT 2)	Information technology and systems	8				8
VMWare Vsphere Install, configure, manage (VMSICM)	Information technology and systems	8				8
Network security administrator (ENSA + ECNSAEXCM)	Information technology and systems	8				8
Installing and configuring windows server 2012 (MOC-201410A)	Information technology and systems	8				8
Administration system for Linux: Linux- System administration, server, web email, application of email server in intranet and internet, samba, application that support to distribute data, bacula, application to use data backup, Drupal, application to develop website (eq.: Site of Court)	Information technology and systems	8				8
Networks: Switches, routers, Linux administration networks, Linux - firewall, VOIP - asterisk/Elastix, Windows Server, V center	Information technology and systems	8				8
Computing (in-country scholarship)	Audit office	2		2		
Controlling and monitoring equipment, materials etc.	National Directorate Finance and Property	16				16
System analysis new information	National Directorate of Human Resource	104				104
Language training						
Tetun language course for justice officials	Justice sector officers	60				60
Portuguese language course for justice officials	Justice sector officers	60				60
English language course for justice officials	Justice sector officers	30				30
Language training (English, Portuguese, Tetun)	National Directorate of Human Resource	104				104

Critical skills needs

- Specific training for Justice Officials and monitoring in workplace.
- It is difficult to obtain human resource that can speak, write and understand Portuguese language. Skills in English and Tetun also need to be developed.
- Little knowledge in specific expert/knowledge intensive areas required in workplace such as penal/crime, civil, cost, execution, external service, and implementation process code for the use of "computing system".
- Audit (public works, computing, performance, finance and environment).
- Engineering [civil, computing (information technology)-programming]
- Effective leadership and people management
- Effective project and procurement management
- Effective planning and budgeting
- Human resources management and personal development

2.30. RADIO AND TELEVISION OF TIMOR-LESTE

Radio and Television of Timor-Leste has presented data related to the following training needs:



	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
Operations									
Administration and operating mechanism									
Management administration and finance	5	5	5	10	5	5	5	10	20
Leadership skills	25	10	10	45	5	5	5	15	
Computer training - software, Excel, Word, Keynote, Power Point and administration support activities	15	15	15	50	10	10	10	30	80
Preparing strategic plan and budgeting	10	10	10	30	5	5	5	15	45
Analyze budget execution	5	5	5	15	8	8	8		
Monitoring and Budget transactions (Inflow and out flow)	4	5	7	7	4	3	2	16	
Process of writing transparent report for a public company	4	4	4	8	2	2	2	14	
Public relation - international / national	4	4	4	16	2	2	2	6	
Process of implementing traffic between RTTL and customers	3	3	3	9	2	2	2	6	
Comparative study (media public company/change experiences - Portugal, Australia ABC, Malaysia, Singapore and Indonesia)	10	10	10	20	10	10	10	20	
Revenue Collector, taxation, auditor and cashier	3	3	4	7	2	2	2	6	
Basic accounting									
Management accountability (basic) RTTL E.P.	4	4	4	8	2	2	2	6	
Intermediary liability management RTTL E.P.	4	4	4	8	2	2	2	6	
Advanced accountability management RTTL E.P.	4	4	4	8	2	2	2	6	
Control and Budget activity analysis									
Budget cost control RTTL E.P	2	2	2	6	2	2	2	6	
Billing statement RTTL E.P	2	2	2	4	2	2	2	4	
Asset management RTTL E.P	4	4	4	4	4	4	4	4	
General accounting and reporting RTTL E.P	4	4	4	8	4	4	4	8	
Procurement and logistic									
Basic knowledge on regulation of procurement process public Company RTTL E.P.	3	3	3	6	3	3	3	6	



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Basic knowledge on standard implementation of procurement procedure RTTL E.P.	5	5	5	10	5	5	5	10	
Data survey and goods purchasing process & service intervention, evaluation and control of the "technical heritage" and production RTTL E.P.	4	4	4	8	2	2	2	6	
Human resources									
Human resource management for Media	6	6	6	12	4	4	2	10	
Management plan human resources need and recruitment process	4	4	4	8	3	3	3	9	
Management and human resource development	5	5	5	10	3	3	3	9	
Training of trainers , education , research and development in Media Center	12	12	12	24	5	5	5	15	
Prepare labour skills standard in media TV and radio	4	4	4	8	4	8	4	16	
Sales and marketing									
Basic knowledge of sales management and market	5	5	5	15	5	5	5	15	
Prepare plan, monitoring of strategic concept work program	5	5	5	15	5	5	5	10	
Process of mapping industry market to ensure quality following the strategic concept implementation	5	5	5	15	5	5	5	10	
Process control revenue during the development period	4	4	4	12	2	2	2	6	
Digital and manual file	4	4	4	12	4	4	4	4	
Quality control to support the implementation of the sale of services in the market	6	6	6	12	4	4	4	18	
Media information TV and Radio									
Journalist training									
Media ethics and social media law.	8	8	8	16	8	8	8	32	
Increasing knowledge in specific area	8	8	8	16	8	8	8	32	
Understand technical skills in news writing (journalism)	6	6	6	12	6	6	6	12	
Operate the station of television, especially news	6	6	6	12	6	6	6	12	
Creation of creative ideas and editor for script	6	6	6	12	6	6	6	12	
Communication and language									
Portuguese	25	25	25	30	15	15	15	60	



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English	25	25	25	30	15	15	15	60	
Tetum	25	25	25	30	15	15	15	60	
Indonesia	25	25	25	30	15	15	15	60	
Production information									
Elaborate plan - program, realization, coordination, production and evaluation news program to establish the process of the budget plan and determine the news agenda in accordance with the priorities of writing information.	20	20	20	40	20	20	20	60	
Ensure the production of quality news and credibility	20	20	20	40	20	20	20	60	
Develop skill production manager and to design the production of news programs of TV and Radio	20	20	20	40	20	20	20	60	
Technical knowledge on code of conduct for journalists and production technique.	20	20	20	40	20	20	20	60	
Radio and Television programming									
Production Program									
Creative Group on non-news program and news program	10	10	10	20	10	10	10	20	
Graphic designer	6	6	6	12	6	6	6	12	
Web designer	3	3	3	6	3	3	3	6	
Professional presenter skill to news programs and TV programming	20	20	20	40	20	20	20	40	
Programming, acquisition, media planning and creativity to promote the program	20	20	20	40	20	20	20	40	
Art and Sound director, Camera man and Lighting	30	30	30	60	30	30	30	60	
Technical support									
Training in digital transmitter (coverage area and measurement equipment)	10	10	10	20	10	10	10	30	
Training in digital area radio & TV equipment	10	10	10	20	10	10	10	20	
Studio support technician	10	10	10	20	10	10	10	20	
Master control room (MCR)	6	6	6	12	4	4	4	14	
Production management and issue	6	6	6	12	4	4	4	14	
Maintenance service to production and transmission equipment	10	10	10	20	10	10	10	30	

*E.P.- Public Company

The data provided by the institution suggests that all training is to take place through professional development programs which include on-the-job-development programs such as participation in short courses, workshops, seminars etc. The institution has explicitly outlined that the management has made a decision on conducting all training in-house (on-the-job) and in Dili. Professional development will also include comparative study (benchmarking and learning study) with similar institutions in the media and broadcasting sector overseas.

Critical skills needs

Accounting, finance, procurement, logistic, human resource management, marketing and public relation, programing area, graphic designer, engineering, specialist technician, T.V. and radio production, digitalization technician, transmission technician, information and communication technology, and presenters with good knowledge to present information appropriately.

2.31. MINISTRY OF INTERIOR AND PROSECUTOR GENERAL (ATTORNEY GENERAL REPUBLIC).

Ministry of Interior and Prosecutor General have presented data related to the following training needs:

Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 (short term)
Administration, HR management training, customer service	na	na	na	35
Procurement	2	3	4	9
Planning	2	3	4	9
Logistics	2	4	5	11
English and Portuguese language course	45	45	30	120
Training for attorneys to increase knowledge in the areas of: organized crimes, litigation status, corruption and training to fight against drug crime	10	10	10	30
Training for magistrates in civil, family and minor laws to further learn and acquire knowledge	5	5	5	15
Leadership training for chief position and attorneys	10	10	10	30

The data provided for composition of all training suggests that all training is to take place through professional development programs which include on-the-job-development programs such as participation in short courses, workshops, seminars etc.

Critical skills needs

The ministry is currently running training in specific areas, including training in judiciary for crime investigation, "bleaching capital" (money laundering), general administration and English language.

2.32. THE PRESIDENCY OF THE REPUBLIC

The Presidency of the Republic has presented the following data related training needs:

Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term	2019-2021 Medium term
Management Development Foundation (MDF) Program: Outcome mapping (OM), results based management (RBM), most significant change (MSC)	9	12	15	36	40
Procurement	3	3	3	9	9
Logistics	2	2	2	6	2
Internal Audit	3	3	2	8	6
Prepare and organize public relations reception ceremony, president agenda, documentation, correspondence, awarding, protocol assistance for First Lady, Public relation activity coverage, conduct of Formal and non-formal ceremony reception, public speaking	2	2	2	6	
Finance and management	3	3	4	10	
Website development and database	2	2	3	7	
Archiving and electronic filing of documents	3	3	3	9	
English language course	60	60	30	120	
Portuguese language course	60	60	30	120	

The composition of training programs for the training needs identified above is as follows:

Key training areas	2016-2018 Short term	Technical/vocational education	Bachelor's degree	Master's degree	Professional development	Other type of training
Management Development Foundation (MDF) Program: Outcome mapping (OM), results based management (RBM), most significant change (MSC)	36	16	8	4	8	
Procurement	9		3	2	4	
Logistics	6		2	2	2	
Internal Audit	8		2	4	2	
Prepare and organize public relations reception ceremony, president agenda, documentation, correspondence, awarding, protocol assistance for First Lady, Public relation activity coverage, conduct of Formal and non-formal ceremony reception, public speaking	6				6	
Finance and management	10		2	3	5	
Website development and database	7	5			2	
Archiving and electronic filing of documents	9	5			4	9
English language course	120				120	
Portuguese language course	120				120	

2.33. THE PRIME MINISTER'S OFFICE

The Prime Minister's Office has presented the following data related to training needs:

Key training areas				2016-2018					2019-2021		Long term	
	2016	2017	2018	Short term		2019	2020	2021	Medium term		Upto 2030	
Financial Administration	10	10	10	30	14%	10	10	10	30	17%	60	16%
Accounting course	2	2	2	6		2	2	2	6		12	
Public finance management course	2	2	2	6		2	2	2	6		12	
Computer (SPSS) course	2	2	2	6		2	2	2	6		12	
Freebalance system course	2	2	2	6		2	2	2	6		12	
Basic mathematics course	2	2	2	6		2	2	2	6		12	
Procurement	12	12	12	36	17%	na	na	na	24	14%	60	16%
Estimation of market price course	2	2	2	6		na	na	na	4		10	
Project management course	2	2	2	6		na	na	na	4		10	
Viability study course	2	2	2	6		na	na	na	4		10	
"Freebalance" system course	2	2	2	6		na	na	na	4		10	
Computer (SPSS) course	2	2	2	6		na	na	na	4		10	
Basic Mathematics course	2	2	2	6		na	na	na	4		10	
Logistic and State Assets	na	na	na	26	12%	na	na	na	18	10%	44	12%
Logistic management course	2	2	2	6		na	na	na	4		10	
Maintenance management course	2	2	2	6		na	na	na	4		10	
Inventory management course	2	2	2	6		na	na	na	4		10	
State assets management	2	2	2	6		na	na	na	4		10	
Scholarship	na	na	na	2		na	na	na	2		4	
Information Technology Unit	na	na	na	8	4%	na	na	na	8	5%	15	4%
Programmer (software) course	na	na	na	4		na	na	na	4		8	
Hardware course	na	na	na	1		na	na	na	1		1	
System operation course	na	na	na	2		na	na	na	2		4	
Scholarship	na	na	na	1		na	na	na	1		2	
Human Resources	na	na	na	37	17%	na	na	na	19	11%	49	13%
Procedure operation standard (SOP/POS) course	4	4	4	6		2	2	2	6		18	
Database	2	2	2	12		2	2	2	6		12	
Human resource management course	4	4	4	6		2	2	2	6		18	
Scholarship (HR Management)	na	na	na	12		na	na	na	1		1	
Leadership Management				1								
Customer Service	4	4	4	12	6%	4	4	4	12	7%	24	6%
Customer service course	2	2	2	6		2	2	2	6		12	
Archive and documentation course	2	2	2	6		2	2	2	6		12	
Protocol	na	na	na	26	12%	na	na	na	22	13%	48	13%
Protocol course	na	na	na	10		na	na	na	10		20	
Media course	2	2	2	6		na	na	na	2		8	
Public relation course	na	na	na	10		na	na	na	10		20	
Language	na	na	na	40	19%	na	na	na	40	23%	80	21%
English language course (protocol)	na	na	na	10		na	na	na	10		20	
Portuguese language course (protocol)	na	na	na	10		na	na	na	10		20	
Portuguese language course (customer services)	na	na	na	10		na	na	na	10		20	
English language course (customer services)	na	na	na	10		na	na	na	10		20	

The composition of training programs for the training needs identified above is as follows:

Key training areas	2016-2018 Short term	PHD	Bachelor's degree	Master's degree	Professional development
Financial Administration	30				
Accounting course	6				6
Public finance management course	6				6
Computer (SPSS) course	6				6
Freebalance system course	6				6
Basic mathematics course	6				
Procurement	36				
Estimation of market price course	6				6
Project management course	6				6
Viability study course	6				6
"Freebalance" system course	6				6
Computer (SPSS) course	6				6
Basic Mathematics course	6				6
Logistic and State Assets	26				
Logistic management course	6				6
Maintenance management course	6				6
Inventory management course	6				6
State assets management	6				6
Scholarship	2	na	na	na	na
Information Technology Unit	8				
Programmer (software) course	4	na	na	na	na
Hardware course	1				1
System operation course	2				2
Scholarship	1	1			
Human Resources	37				
Procedure operation standard (SOP/POS) course	6				6
Database	12				12
Human resource management course	6				6
Scholarship (HR Management)	12		6	4	2
Leadership Management	1				1
Customer Service	12				
Customer service course	6				6
Archive and documentation course	6				6
Protocol	26				
Protocol course	10				10
Media course	6	na	na	na	na
Public relation course	10				10
Language	40				
English language course (protocol)	10				10
Portuguese language course (protocol)	10				10
Portuguese language course (customer services)	10				10
English language course (customer services)	10				10

Critical skills development

The Prime Minister's office considers the training as critical in protocol, customer service, Portuguese and English language, media and information technology (IT). In 2016 the office would like to focus on these areas. The office will also send employees to attend training to increase their service quality in customer service effectively and efficiently in 2016.

Issues related to skills development

Once training has been conducted for employees it is essential to have a 'return-to-work plan' that will support the employee in adapting, utilising and implementing knowledge and skills in real work situations at the ministry.

2.34. ASSOCIATION OF PRIVATE HIGHER EDUCATION INSTITUTIONS

The data has been provided by the HCDF national consultant for the following higher education institutions in Timor-Leste:

1. Dili Institute of Technology (DIT)
2. Institute of Business (IOB)
3. Peace University (Universidade da Paz, UNPAZ)
4. National Institute of Canossa (IPDC)
5. Dili University
6. Instituto Superior Cristal (ISC)
7. Instituto Ciência Religiosa (ICR)

DILI INSTITUTE OF TECHNOLOGY (DIT)

DIT has presented the following data related training needs:

key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
Increase lecturers qualification based on university career regime requirements									
Master course in teaching area	20	20	20	60	50	50	60	160	220
PhD program in teaching area	15	20	25	60	30	35	30	95	155
Post doctorate program overseas	0	5	10	15	15	20	30	65	80
Training and capacity building in pedagogy, entrepreneurship and linguistic for lecturers									
Pedagogy course	40	40	60	140	50	50	60	160	300
Investigation methodology and software utilization course	40	40	60	140	50	50	60	160	300
Entrepreneurship	40	40	60	140	50	50	60	160	300
Portuguese language course	40	40	60	140	50	50	60	160	300
Tetun language course	40	40	60	140	50	50	60	160	300
English language course	40	40	60	140	50	50	60	160	300
Increase lecturers knowledge and abilities in laboratory and services area									
Hospitality service management course	30	30	30	90	30	30	30	90	180
Service management course	30	30	30	90	30	30	30	90	180
Financial management course	30	30	30	90	30	30	30	90	180
Public management course	30	30	30	90	30	30	30	90	180
Human resource management course	30	30	30	90	30	30	30	90	180
Agro commerce management course	30	30	30	90	30	30	30	90	180
Civil engineering course	30	30	30	90	30	30	30	90	180
Mechanic engineering course	30	30	30	90	30	30	30	90	180
Computing science course	30	30	30	90	30	30	30	90	180
Petroleum engineering course	30	30	30	90	30	30	30	90	180
Oil management course	30	30	30	90	30	30	30	90	180
Geology	0	30	30	60	30	30	30	90	150
Architecture	0	30	30	60	30	30	30	90	150
Electricity	0	30	30	60	30	30	30	90	150
Environmental engineering	0	30	30	60	30	30	30	90	150
Fishery and maritime	0	30	30	60	30	30	30	90	150
Banking management	0	30	30	60	30	30	30	90	150
Accounting	0	30	30	60	30	30	30	90	150
Specialized technical training for students and staff									
Hospitality course – gastronomy and cookery to produce authentic food products with Timorese flavour (training across 442 Villages, 65 Administrative Posts, 13 Municipalities in Timor-Leste)	30	80	80	190	85	85	85	255	445
Hospitality, receptionist, protocol, event organizer course etc.	30	40	40	110	40	40	40	120	230
Tour package, ticket reservation course such as SABRE, ABACUS, GALILEO, immigration system, quarantine etc.	30	30	30	90	30	30	30	60	150
Oil and Gas software course such as PETREL and MERAK	30	30	30	90	30	30	30	90	180
Course and training in petroleum economics, drilling, production and health, safety and environment and HUWET (helicopter under water escape training)	30	30	30	90	30	30	30	90	180
Training in mineral and Petroleum such as electrical technician, mechanical technician, instrument technician, forklift operation and safety course, crane operators, analyse environment impact etc.	30	30	30	90	30	30	30	90	180
Applied technology production, mechanic course for agriculture, fishery, renewable energy, agri-business (corn peel, peel candle nut, peel coconut, produce cooking oil, produce dry food, Nescafé etc.)	30	30	30	90	30	30	30	90	180
Technical training and applied course for civil engineering such as analysing physical structure, analyse construction cost (building budget plan – BBP), cost benefit analysis, analyse architecture, analyse building security, construction evaluation and monitoring etc.)	30	30	30	90	30	30	30	90	180
Technical applied course in computer – use of software, installation, programming, multimedia etc.	30	30	30	90	30	30	30	90	180
Finance administration course and accounting using software as MYOB, FREEBALANCE etc.	40	50	60	150	50	50	60	160	310
Human resource development technical course as doing diagnostic and organizational and personal analysis in public and private organization	40	50	60	150	50		60	110	260
Administration, leadership and management course	30	30	30	90		30	30	60	150
Information Technology Communication (ITC) course	30	30	30	90	30	30	30	90	180
E-Learning, E-commerce, E-library and E-budgeting course	30	30	30	90	30	30	30	90	180

Composition of training needs includes training in higher education as outlined at the top of the table and all remaining training is to be conducted through professional development.

Critical training needs

Dili Institute of Technology (DIT) is currently running Training in Certificate IV through vocational education training under the National Institute for Labour Force Development (INDMO) to support lecturers staff in pedagogy and teaching method. Lecturers are also receiving training in administration including how to organise and correct documents.

DIT has indicated that it is hardest to find staff in the following areas:

- Petroleum (Engineering): It is difficult to recruit Bachelor/Master lecturers because there many Timorese who have graduated overseas and are working with Timor-Leste Government and International NGO instead working for DIT due to the high salaries offered compared with the salary offered by DIT.
- Portuguese Language: It is difficult to recruit Timorese or Foreign Lecturers with Bachelor/Master Degree in Portuguese language because DIT is not able to pay the salary as UNTL or the Government offers them.
- English Language: It is difficult to recruit Timorese or Foreign Lecturer with Bachelor/Master Degree in English language because DIT is not able to pay similar salary scales offered to them by NGO or government.

Issues related to skills development

DIT is currently receiving a very small subsidy from government to develop human resources. This creates challenges for lecturers to continue their study overseas (Portugal, the Philippines, Brazil and Australia). Because of this limitation DIT is able to send the Lecturers to continue their study in Indonesia only as it is more cost effective (cheaper cost). DIT lacks financial support from the Government and Donors to help develop knowledge and skills.

INSTITUTE OF BUSINESS (IOB)

IOB has supplied data related to the following training needs:

Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
Increase the quality of teaching, learning and research of teachers to contribute to the quality of graduates									
Training in pedagogy	20	20	20	60	20	50	50	120	250
Training on research methodology (using softwares)	30	30	20	80	20	50	50	120	250
Master degree course	3	7	15	35	15	5	15	50	150
PhD program	2	3	2	7	3	3	3	10	30
Improve the knowledge of teachers and staff in languages									
Portuguese Language	50	50	70	170	20	20	20	60	250
English Language	30	30	30	90	30	30	30	90	250
Strengthen management administration and database creation for teachers and students									
Computer - Software support	25	25	25	75	25	25	25	75	150
Accounting	30	30	30	90	30	30	30	90	200
Finances area	25	25	25	75	25	25	25	75	200
"Attendance area"	25	25	10	60	20	15	15	50	125
University website creation and implementing the use of technology in the process of teaching and learning									
Information, Communication and Technology (ICT)	25	25	25	75	25	25	25	75	170
E-learning Training	25	25	25	75	25	25	25	75	250
Others (not specified)									
Training on Tourism area	0	10	10	20	10	10	10	30	50
Training on Hospitality area	0	10	10	20	10	10	10	30	50

Composition of training needs includes education in Master's degree and PHD as outlined at the top of the table and all remaining training is to be conducted through professional development.

Critical skills needs

IOB finds it challenging to recruit staff with adequate skills and knowledge in accounting, financial management and program planning. IOB considers training in tourism, petroleum, economics, architecture, agriculture and engineering as most critical areas requiring training to develop skilled workforce.

PEACE UNIVERSITY (UNPAZ)

UNPAZ has supplied data related to the following training needs:

Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
Increase the quality of teaching, learning and research of teachers to contribute to the quality of graduates									
Training in pedagogy	65	55	45	165	35	5	5	45	210
Training on research methodology (using software)	50	45	35	130	45	25	30	100	230
Master Degree Course	56	38	36	130	20	15	10	45	175
PhD Program	10	5	3	18	2	1	1	4	22
Improve the knowledge of teachers and staff in languages									
Portuguese language course	40	40	40	120	40	40	40	120	240
English language course	40	40	40	120	40	40	40	120	240
Indonesia language course	1	1	1	3	1	1	1	3	6
Tetum language course	1	1	1	3	1	1	1	3	6
Strengthen management administration and database creation for teachers and students									
Computer - Software support	2	2	2	6	2	2	2	6	12
Accounting	3	3	3	9	3	3	3	9	18
Administration	18	18	18	54	18	18	18	54	108
University website creation and implementing the use of technology in the process of teaching and learning									
Information, Communication and Technology (ICT)	3	3	3	9	3	3	3	9	18
E-learning Training	5	5	5	15	40	40	40	120	135
National and international scientific journal publication									
Journal for master degree level	40	40	40	120	40	40	40	120	240
Journal for PhD program level	15	10	5	30	10	10	5	25	55
Online library									
Training in Willis system	2	2	2	6	2	2	2	6	12

The composition of training programs for the training needs identified above is as follows:

Key training areas	2016-2018 Short term	Master's Degree	PHD	Professional Development
Increase the quality of teaching, learning and research of teachers to contribute to the quality of graduates				
Training in pedagogy	165			165
Training on research methodology (using software)	130			130
Master Degree Course	130	130		
PhD Program	18		18	
Improve the knowledge of teachers and staff in languages				
Portuguese language course	120			120
English language course	120			120
Indonesia language course	3			3
Tetum language course	3			3
Strengthen management administration and database creation for teachers and students				
Computer - Software support	6	6		
Accounting	9	9		
Administration	54	54		
University website creation and implementing the use of technology in the process of teaching and learning				
Information, Communication and Technology (ICT)	9			9
E-learning Training	15			15
National and international scientific journal publication				
Journal for master degree level	120	120		
Journal for PhD program level	30		30	
Online library				
Training in Willis system	6			6

UNPAZ partners with overseas universities in countries including Philippine, Fiji, Indonesia and Australia to provide private courses for 72 hours on research methodology to support the teachers who will be appointed as mentors and assessors at the undergraduate level. Sometimes the UNPAZ organises public classes for speakers from Australia and other Countries. UNPAZ receives very limited subsidy from Ministry of Education.

DILI UNIVERSITY

Dili University has presented data related to the following training needs:

Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term
Increase the quality of teaching, learning and research of teachers to contribute to the quality of				
Training in pedagogy	50	30	20	100
Training on research methodology (using softwares)	50	30	20	100
Master degree course	7	5	4	16
PhD program	5	3	2	10
Improve the knowledge of teachers and staff in languages				
Portuguese Language	50	30	20	100
English Language	50	30	20	100
Strengthen management administration and database creation for teachers and students				
Computer - Software support	50	30	20	100
Accounting	50	30	20	100
Administration	20	15	10	45
Implementing the use of technology in the process of teaching and learning				
Information, Communication and Technology (ICT)	20	15	10	45
E-learning Training	20	15	10	45

Composition of training needs includes education in Master's degree and PHD as given at the top of the table and all remaining training is to be conducted through professional development.

Dili University does not receive support from any donors for skills development. All training for staffs is self-funded, which is generated from student fees and foundation, including subsidy funding from the government through the Ministry of Education.

NATIONAL INSTITUTE OF CANOSSA (IPDC)

IPDC has presented data related to the following training needs:

Key training areas	Year 2016	Year 2017	Year 2018	2016-2018 Short term	Year 2019	Year 2020	Year 2021	2019-2021 Medium term	Up to 2030 Long term
Increase the quality of teaching, learning and research of teachers to contribute to the quality of graduates									
Training in pedagogy	15	15	15	45	15	15	15	45	90
Training on research methodology (using software's)	15	15	15	45	15	15	15	45	90
Master degree course	3	3	3	9	3	3	3	9	18
PhD program	1	1	1	3	1	1	1	3	6
Library management	2	2	2	6	2	2	2	6	12
Improve the knowledge of teachers and staff in languages									
Portuguese Language	20	20	20	60	20	20	20	60	120
English Language	20	20	20	60	20	20	20	60	120
Strengthen management administration and database creation for teachers and students									
Computer - Software support	5	2	2	9	5	5	5	15	24
Accounting	2	2	2	6	2	2	2	6	12

Administration	3	3	3	9	3	3	3	9	16
University website creation and implementing the use of technology in the process of teaching and learning									
Information, Communication and Technology (ICT)	4	3	2	9	4	4	4	12	21
E-learning Training	2	2	2	6	2	2	2	6	12
Multimedia and graphics	5	5	5	15	5	5	5	15	30
Training in Finance Administration area and accounting with using Software as MYOB, FREEBALANCE, etc.	10	10	10	30	10	10	10	30	60
Management, Leadership and Administration training	15	15	15	45	15	15	15	45	90
Technology Information and Communication Training	5	5	5	15	5	5	5	15	30

The composition of training programs for the training needs identified above is as follows:

Key training areas	2016-2018 Short term	Technical/vocational education	Bachelor's degree	Master's degree	PHD	Professional development
Increase the quality of teaching, learning and research of teachers to contribute to the quality of graduates						
Training in pedagogy	45		5	15	5	20
Training on research methodology (using softwares)	45		5	15	5	20
Master degree course	9			9		
PhD program	3				3	
Library management	6		3	3		
Improve the knowledge of teachers and staff in languages						
Portuguese Language	60		20	20		20
English Language	60		20	20		20
Strengthen management administration and database creation for						
Computer - Software support	9		3	2	1	3
Accounting	6	2	3			1
Administration	9		3	3	2	1
University website creation and implementing the use of technology in the process of teaching and learning						
Information, Communication and Technology (ICT)	9		1	3	1	4
E-learning Training	6	1	2	3		
Multimedia and graphics	15	1	5	4		5
Training in Finance Administration area and accounting with using Software as MYOB, FREEBALANCE, etc.	30					30
Management, Leadership and Administration training	45					45
Technology Information and Communication Training	15					15

Critical skills needs

- Training in teaching methodology is very important as it impacts the development of students. Teachers who can teach creatively and innovatively are preferred. This can help prepare students for challenges they are faced with in the era of technological advancement and globalization.
- Competency training of teachers is important in technical areas such as computer and information technology and administrative management.
- Skill in administration management area for each department need to be developed in IPDC, for example, creating academic database, administration in the departments office (study program), general administration office, library, guidance and counselling, and certification of teachers in the internal quality office.

- IPDC lays emphases on recruiting teachers with both theoretical and practical. It is difficult to find staff that has good practical knowledge in the use of sophisticated material for teaching.
- There is lack of work ethics, responsibility, punctuality and accountability among staff.

Donor Organisations

IPDC currently receives support from the Government of Timor-Leste. IPDC receives no financial support from other institutions.

INSTITUTO SUPERIOR CRISTAL (ISC)

ISC has presented data related to the following training needs:

Key Training Areas	Year 2016	Year 2017	Year 2018	2016-2018 (Short term)	Year 2019	Year 2020	Year 2021	2019-2021 (Medium Term)	Long term up to 2030
Increasing the quality of education of teachers to contribute and ensure the quality of graduates in the future									
Master in Teaching area	20	20	20	60	30	30	30	90	200
PhD program in teaching	10	10	10	30	40	40	40	120	60
Training in pedagogy and language teachers									
Training in Pedagogy	60	40	40	140	60	60	60	180	250
Research methodology and software support	60	40	40	140	60	60	60	180	250
Portuguese language	60	40	40	140	60	60	60	180	250
Tetum language	60	40	40	140	60	60	60	180	250
English language	60	40	40	140	60	60	60	180	250
Raise the knowledge and skill in the laboratory area									
Training in Management service	30	30	30	90	50	50	50	150	150
Training in Financial Management	30	30	30	90	50	50	50	150	150
Training in human resources management	30	30	30	90	50	50	50	150	150
Public Management Training	30	30	30	90	50	50	50	150	150
Information Training	30	30	30	90	50	50	50	150	150
Cooperative management training	30	30	30	90	50	50	50	150	150
Nursing training	30	30	30	90	50	50	50	150	150
Accounting	30	30	30	90	50	50	50	150	150
Biology	30	30	30	90	50	50	50	150	150
Chemistry	30	30	30	90	50	50	50	150	150
Physical	30	30	30	90	50	50	50	150	150
Mathematics	30	30	30	90	50	50	50	150	150
Psychology	30	30	30	90	50	50	50	150	150

Technical training specialized for staffs									
Organize events, receptionist and protocol	30	30	30	90	30	30	30	90	150
Training in management accounting finance, use software as MYOB, Free Balance and other	30	30	30	90	30	30	30	90	150
Training in analyze statistical data (SPSS)	30	30	30	90	30	30	30	90	150
Training use of micro-teaching laboratory facilities	30	30	30	90	30	30	30	90	150
Training in technical applied to the computer - operating software, installation, programming and Multimedia etc.	30	30	30	90	30	30	30	90	150
Training in management, leadership and administration	30	30	30	90	30	30	30	90	150
Technology, information and communication training	30	30	30	90	30	30	30	90	150
e-learning, e-library and e-budgeting training	30	30	30	90	30	30	30	90	150
Training in library area	30	30	30	90	30	30	30	90	150

Instituto Ciência Religiosa (ICR)

ICR has presented data related to the following training needs:

Key Training Areas	Year 2016	Year 2017	Year 2018	2016-2018 (Short term)	Year 2019	Year 2020	Year 2021	2019-2021 (Medium Term)	Long term up to 2030
Pedagogy course - Teaching Method	15	15	15	45	10	10	10	30	75
Course Teaching Methodology - and use of software	15	15	15	45	10	10	10	30	75
Master's degree course	1	2	6	9	5	5	5	15	24
PhD Program	1	3	4	8	5	5	5	15	23
Portuguese language	20	20	20	60	20	20	20	60	120
English language	10	20	20	50	20	20	20	60	110
Computer course - software Support	3	4	4	11	3	3	3	9	20
Accounting	3	4	4	11	3	3	3	9	20
Training in Administration Area	3	4	4	11	3	3	3	9	20
Technology Information and Communication Training	2	2	2	6	2	2	2	6	12
e-learning Training	2	2	2	6	2	2	2	6	12

ANNEXURE 1: LIST OF MINISTRIES AND INSTITUTIONS INCLUDED IN THE STUDY

The following ministries and institutions were included in the scope of this report:

- Anit-Corruption Commission
- Chamber of Trade and Commerce
- Civil service Commission
- Falintil-FDTL
- Ministry of Agriculture
- Ministry of Commerce, Industry Environment
- Ministry of Education
- Ministry of Finance
- Ministry of Foreign Affairs and Cooperation
- Ministry of Health
- Ministry of Justice
- Ministry of Petroleum and Natural Resources
- Ministry of Security
- Ministry of Social Solidarity
- Ministry of State Administration
- Ministry of Tourism
- Ministry of Transport, Communication, and Public Works
- National Election Commission
- National Institute of Public Administration
- National Police of Timor-Leste (PNTL)
- Promotion of Equality
- Provider of Human Rights and Justice (PDHJ)
- Secretary of State for Vocational Training Policy and Employment (SEPFPOPE)
- Secretary State of Youth and Sport
- The National University of Timor-Leste (UNTL)

Included under 'other ministries and institutions:

- Association of Private Higher Education Institutions
- Courts of Appeal
- Ministry of Defence
- Ministry of Security and Prosecutor General/ Attorney General Republic
- The Presidency of the Republic
- The Prime Minister's Office
- Radio and Television of Timor-Leste

ANNEXURE 2: PRESENTATION USED IN FOCAL POINT MEETING

Presentation used in the focal point meeting on 29th September 2015 in Dili, Timor-Leste.

Organisational Training Needs Analysis

- Training Needs Assessment Analysis at organisational level can be conducted using a **bottom up approach** - starting with determining skills requirements at micro level, and then filtering data to arrive at main streams of training needs at top level.
- First determine the operational level needs, which can be collated to inform the departmental level needs, which in turn can be used to estimate and streamline directorate level needs.



Example: Program/Operational Level Need Analysis

- Steps to conduct training Needs Assessment Analysis at program/operational level:
- Prepare a list of ongoing programs the ministry is currently delivering and will deliver over the coming years as per strategic direction.
- Clearly identify what kind of skills/knowledge the program will require for their planning, implementation, monitoring, evaluation and thus achieving successful outcomes.
- Another way can be to identify the current constraints/skills shortages.
- Also identify and estimate how many people will need to undergo training, and if there is a need for continuous training in a particular area.

Example	
Program 1: Construction of roads and other infrastructure	Program 2: Encouraging micro businesses
<ul style="list-style-type: none"> • Planning, Strategy and Risk Management: Forecasting requirements, schedule setting, partnerships and monitoring risks • Technical: Civil Engineers, Mechanical Engineers etc. • Project managers • Financial management: financial controller, accountants, bookkeeper • Administration staff • Human resource management • Environment Planning 	<ul style="list-style-type: none"> • Research, Planning, Strategy, Program Design: Developing a program based requirements • Monitoring and Evaluation of risks • Sustainability Management to ensure post program continuity of outcomes • Program Managers • In-Field Officers and Consultants • Financial Management • Administration staff • Human resource management

Example: Functional/Departmental Level Need Analysis

- After program/operational levels need have been identified, they be clustered and classified under appropriate department/function. These departments will vary and have different further sub-classifications. Examples presented below:

Finance	Planning	Technical Wing
Program/Project Management	Information Technology (IT)	Procurement and Logistics
Human Resources	Media/Public Relations	Administration

Example: Directorate Level Needs Analysis

- Analysis done at the program/operational level can be combined to arrive at Directorate level skills needs requirements (If applicable).
- However if the directorates are sharing resources then attention must be paid to allocating resources in most efficient manner in order to avoid duplication of job roles, which may lead to over-staffing.

Important Points to Remember...

- Filling the questionnaire is a coordinated effort. Since the questionnaire is essentially a tool to conduct organisation wide training needs analysis for the current and future programs it requires support and involvement of all staff. **Internal meetings with appropriate people to chart out training requirements will be critical – director general, planning director, human resource director, program managers, implementing staff etc.**
- It is recommended that a 360 degrees approach is adopted while analysing training needs. Which means that the process should involve consultation/interview with directors (to understand future direction), supervising managers (to understand constraints in reporting and communication), implementing staff (to understand constraints in implementation) and subordinates (to understand ground level constraints).
- The priority programs provided in question 1 of the questionnaire are to be considered as a guideline only. Please feel free to amend, add or delete fields as required.
- Please treat the Training Needs Analysis methodology provided in this presentation as a guide only, as application will vary depending on the nature of work and structure of each ministry. Kindly contextualise the methodology to suit your organisation's needs.
- Lastly, please treat this exercise as an opportunity to map all training needs of your organisation and inform HCDF of your training requirements well in advance.

ANNEXURE 3: LIST OF REFERENNCES

- Timor-Leste Strategic Development Plan 2011-2030
- UNTL Strategic Plan 2011-2020
- Policy on Institutional Strengthening of Timor-Leste's Government apparatus, Draft Version June 2015 by Secretária do Estado Fortalecimento Institucional
- Strategic Plan, Ministry of Public Works, January 2015
- Strategic Plan 2011-2020, Provider of Human Rights and Justice
- Long Term Plan 2011-2030, Ministry of Social Solidarity
- Justice Sector Strategic Plan for Timor-Leste 2011-2030
- National Health Sector Strategic Plan 2011-2030
- Strategic Plan of the Ministry of Finance 2011-2030
- National Education Strategic Plan 2011-2030
- Strategic Plan of Chamber of Commerce and Industry of Timor-Leste 2016-2018
- Strategic Plan of Anti-Corruption Commission 2011-2030
- Strategic Plan 2014-2015, Ministry of Agriculture and Fisheries
- Agriculture Sector Development, Medium Term Operational Plan 2014-2018, Ministry of Agriculture and Fisheries
- Timor-Leste Labour Force Survey 2013
- Annual Plan 2015, Book 2
- Growing the Non-Oil Economy – A private sector assessment for Timor-Leste by Asia Development Bank

Below given is a sample questionnaire used for collecting data from Anti-Corruption Commission. Please note customised questionnaires were prepared for all ministries and institutions.

PART A: What are the human resource needs (training/skillings/scholarships)* in your organisation to support the priority programs?

PART B: Please provide the yearly breakup of candidates required over short, medium and long term to support these priority programs?

PART C: What are the benefits of having trained staff in the particular areas?

*This includes all types of training and education activities such as short courses, vocational training, higher education, on-the-job development (workshops, seminars etc.)

[illegible]

Question 2 Are there any candidates in your department who are currently studying/receiving training (short term or long term)/upskilling in areas identified by you in Part A of question 1, and will be concluding the course?
If yes, please provide the number of candidates in their relevant field of study and when they will finish the course?

Example:

[illegible]

Question 3 Between 2016-2018, what is the highest level of education for the training area you identified in part 4 of question 1 that will ideally suit your ministry (or institution) requirements when recruiting candidates or skilling existing employees? Please note that the same discipline/education field/occupations can have multiple education level requirements depending on the number of candidates and job role? (for example training in management can take place at bachelor's level for few employees and master's level for some others)

[illegible]

Question 4 Please provide a district-wise breakup of the candidates who are likely to receive training in your ministry/institution over the period 2016-2018?, If applicable

Districts	No. of Candidates
Lautém	
Baucau	
Viqueque	
Manatuto	
Dili	
Aileu	
Manufahi	
Liquiçá	
Ermera	
Ainaro	
Bobonaro	
Cova Lima	
Oecusse	

Question 5 What are the ongoing training needs for existing staff in your department you consider as critical for human resource development?
(Open ended answer - we value your opinion on everything related to skills development)

Answer:

Question 6 Are there any areas where you find it most difficult to recruit people with requisite skills or have noticed a shortage of adequately skilled human resources in your ministry (or institution)?
(open ended answer)

Answer:

Question 7 Do you have multiple funding partners who provide funds to support human resource development needs of your ministry (or institution)? If yes please provide their names (open ended answer)

Answer:

Question 8 Are there any issues related to skills development and human resource training you would like to raise?
(Open ended answer - we value your opinion on everything related to skills development)

Answer: