



Ministry for Higher Education,
Science and Culture
(MESCC)

FDCH



Human Capital Development Fund
(FDCH)

RESULT OF THE DATA SURVEY OF THE EXISTING **HUMAN RESOURCES** AND MAIN KEY AREAS OF TRAINING

LD RHE REPORT 2018



**MANUFAHI
MUNICIPALITY**

LD **RHE**

DATA COLLECTION OF EXISTING
HUMAN RESOURCES

Result of Data Collection of Existing Human Resources and The Main Key Areas of Training

Municipality of Manufahi

Fundo do Desenvolvimento do Capital Humano (FDCH)

(Human Capital Development Fund – HCDF)

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Through this opportunity we would like to thank:

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Thank You.

MESSAGE FROM THE MINISTER



I am grateful for the honor bestowed on me in this report of the “Result of Data Collection of Existing Human Resources in Timor-Leste”. It is a fundamental work where it provides pertinent information to the formulation of the National Strategic Plan for the Development of Human Resources of Timor-Leste. It will contribute to know, understand and strengthen the capacity of the Human Capital Development Fund (*FDCH*-official acronym in Portuguese language) in terms of identifying the existing human resources and try to bridge the gaps through greater awareness of planning of budgeting based on the country's real needs.

Achieving the goals and targets outlined in the National Strategic Development Plan 2011-2030 requires a commitment from all. It requires forming partnerships, focusing on areas of greatest need, improving the effectiveness of actions. I am convinced that this report will make a significant contribution to our effort to mobilize resources and to engage in partnerships and collaboration with all segments of society in order to achieve the objectives set out efficiently and effectively.

The current social and economic environment characterized by increasing globalization and technological advances requires a society composed of competent and qualified individuals capable of responding to the unpredictability of the market, characteristics of changing contexts and innovation.

The pertinence of this report emerges from the relevance attributed to ongoing training, education and development in the current context of institutions or organizations, societies and individuals. It is in this context that HCDF/*FDCH* plays a pivotal role in the development of human resources through training and capacity building to help people to acquire and systematically improve the skills and knowledge needed to carry out their professional functions and, consequently, and institutions or organizations to make the most of their human capital. In this systematic search to optimize human capacity, training and continuous training of

professional development, human capital emerge as strategies directly related to the construction of techniques and skilled labor, continuously adjusted to the demands of the surrounding contexts. Human resource development (HRD) is an intentional process necessary for people who are professionally active or who wish to enter the labor market to add value in an increasingly sustainable way to the social fabric of work, contributing to the economic, social and institutional or organizational for the prosperity of the nation.

In this sense, it is fundamental that public and private institutions, labor market institutions, and the municipal economic and social system, develop strategies for human resource development so that they can manage their workforce in an organized way and in line with their missions and goals.

The data presented in the report indicate that some specialized training areas of existing human resources remain limited, such as agriculture, construction, hospitality and tourism, the private sector, technical and vocational education and training (TVET) and adult education, especially for women, and workplace training or on-the-job training.

The integration of these priority areas into a National Human Resource Development Strategy for Timor-Leste will ensure the development of appropriate government policy responses, civil society desires, educational institution programs, and the needs of business and industry work will be well aligned and work together in a coordinated way to increase the capabilities of all human resources.

It is hoped that this report will become an instrument that should be part of everyone's daily life for those who seek to contribute to the training, education and improvement of the different categories of personnel required, by optimizing opportunities within or outside the country and promoting planning of human resources, namely in relation to the needs of the municipalities and the country as a whole.

Finally, to promote equity in attention to human resources training, reduce training inequalities, increase the availability of training actions, guaranteeing universal access to the most affected of social inequalities, gender, race, ethnicity, generation, vulnerable are the challenges posed so that the right ceases to be more declarations and becomes part of the daily life of the Timorese.

Dili, December 2018

A handwritten signature in blue ink, consisting of stylized, overlapping loops and lines.

Longuinhos dos Santos, MM

Minister of Higher Education, Science and Culture (MESCC)

MESSAGE FROM THE EXECUTIVE SECRETARY OF FDCH



In order to assist the Government in implementing the Policy Based Evidence, the Council of Administration of Human Capital Development Fund (CA-FDCH: official acronym in Portuguese language) directed to the Technical Secretariat of Human Capital Development Fund (ST-FDCH: official acronym in Portuguese language) in May 2016 to conduct a study throughout the country to identify the number of human resources existence in Timor-Leste.

After sufficient preparation with adequate budget and trained staff, ST-FDCH immediately coordinated with the General Directorate of Statistics of the Ministry of Finance and with the joint work team of the Ministry of State Administration (MAE – official acronym in Portuguese language) and the National Program for Village Development team (PNDS-official acronym in Portuguese language) in the training of the team of enumerators for each village with a minimum of 5 people out of 452 Village (*Suco*) in Timor-Leste.

The process of data collection has undergone several challenges due to the geographical area that must be overcome to remote areas throughout Timor-Leste. Residences distanced from each other crossing mountains, rivers and streams from one village to another. As well as the difficulty the team has faced in collecting data, especially in rainy weather and other challenges. Due to the challenges mentioned, the team took a few months to complete and was finally completed in February to March 2017.

In April 2017, the team began the data cleaning process that took 3 to 4 months and ended in the month of August until September 2017, then the data reconciliation was done by the team together with the General Directorate of Statistics of the Ministry of Finance.

Later ST-FDCH Office began to analyze the data and to prepare the report, as a result of this survey, the office saw that it still needed more information, consulting the Municipalities to know better which potentials exist in each Municipality

including RAEOA-Oecusse. And what are the aspirations, ideas or suggestions coming from Youth, Women, Disabled People and all stakeholders presented through discussions in groups running through the country. The Program was held from March to April 2018, due to the budget constraints that was only available at the beginning of the fiscal year of 2018, as well as after coordination between the ST-FDCH and PNDS team and the Municipal Authorities and RAEOA-Oecusse.

Finally in the end, the report was prepared in Tetum as the official language, and translated into Portuguese as well as English.

Finally, let us hope that the data, information and the analysis developed in this report will be useful in common, as this information will be useful to assist the government, the private sector and all parties such as public, private, civil, police and military organizations. The international development partners they can use for appropriate planning and better implementation in Timor-Leste in achieving the National Strategic Development Plan 2011-2030.

My deep appreciation for the attention, collaboration and teamwork with the goal of developing and strengthening human resources in Timor-Leste for the well being of the people and for the contribution of the stability and prosperity of this noble nation.

Dili, December 2018

A blue ink signature of Isménio Martins da Silva, written in a cursive style.

Isménio Martins da Silva

Secretary of HCDF/ FDCH-MESCC

EXECUTIVE SUMMARY

Justification of the important of the subject

This report has two complementary lines of work, the first one based on the data collection of human resources existing in each municipality carried out by the Human Capital Development Fund (HCDF/FDCH-official acronym in Portuguese language) and the second the identification of the natural resources and the economic potential of the Municipality, the priority programs related to their potential based on the four pillars of the Municipal Strategic Plan (MSP/PEM-official acronym in Portuguese language) and key human resources that need training in the development of priority programs.

The key to the effective development of the Municipality's human resources is not only to identify the natural and economic potential for development and priority areas of training, but also to have prior knowledge of existing human resources and to segment appropriate funds for the needs of identified, ensuring different phases of (MSP/PEM) to be implemented successfully.

The formulation of a human resource development strategy requires an integrated and multifaceted understanding of a complexity of subjects such as population demographics, especially the current human resources of the municipality, development of the workforce in the public and private sector, vocational education and training system as well as capacity development, current and future labor market issues including the employer and market needs and the tertiary education system (higher education) and their ability to produce skilled human resources at all levels.

The lack of information on policies, plans, information systems and vocational training, availability, composition, distribution, density, sources of funding, labor market forces and many other aspects related to the development of human resources linked to the economic and Natural resources available to the municipality are scarce and are often dispersed through many sources. The integration of these issues into a human resources development strategy for the municipality will ensure the development of appropriate local government

(municipal) policy responses, civil society desires, educational institution programs, and the needs of business and industry will be well aligned and work together in a coordinated way to increase the capacities of all human resources.

The fact that the aforementioned subjects are not sufficiently integrated into a set of human resources development work programs and there is no comprehensive study on the subject is one of the reasons for this work.

Thus, this work was carried out with the aim of 1) identifying and analyzing the current human resources situation and its distribution in Sub District Administration, 2) identifying the natural resources and economic potential and priority programs of the Municipality based on the 4 pillars of the Municipality Strategic Plan (MSP), 3) identify key human resources that training need in the development of priority programs, and 4) also try to analyze and compare the existence of current human resources and the need for training or training required by the municipality based in their priority programs to allocate funding efficiently and effectively.

Methodology

The methodology is used and applied with the following phases: **in the first phase**, the data were collected from individuals aged 17 years or over by census of the population living in Manufahi municipality with a questionnaire completed between September 5 to 5 of November 2016 and **in the second phase**, was done through the "Focus Group Discussion" (FGD) held on March 21, 2018 to the Municipal Administrators, Sub district Administrators, Officers and other assess the accuracy of the information given, but also the relevance of the programs identified as necessary for the development of the municipality's human resources.

Summary of Results

The data presented here shows that the majority of the population respondents in Manufahi Municipality are young people aged 17-44 years. At the knowledge level, there are a large number of people with no education level (illiterate), followed respectively by those with pre-secondary education and basic and secondary education.

This dispersal of schooling, together with the rapid growth of the population in the relevant age groups, shows the essence of the challenge faced by the municipality of Manufahi. One aspect of this challenge is the balance between those who have completed general secondary education and academic education are predominant compared to those who have completed technical vocational courses at both the secondary technical school level and the higher technical level such as polytechnics. The ideal balance between academic and technical education is a key issue in the development process. In addition, the data also indicate a very small number of people who had taken part in one of the vocational training courses with a skilled workforce prepared for self-employment or institutional strengthening.

Those who have already taken part in one of the short-term professional courses are mostly generic professional courses geared more towards administrative work and the public servants such as courses in leadership, administration, finance, planning, management and languages, which in practical technical terms do not support the creation of their own jobs (self-employment).

It is further aggravated by a large number of job seekers, including those who have completed a degree in Law, Medicine - Medical Clinic (General Practitioner), Accounting, Mathematics, Private Law and more graduates in other areas. (see table 15), without being exploited in the labor market. The work preference is in the public sector while the non graduates are in the non-public sector such as agriculture, domestic work, industrial activity and civil construction.

Analyzing the training preference based on the priority programs (Table 25) with the current human resources (Table 5), the data show that Manufahi municipality has a high number of graduates in several areas, however it is verified that there are still shortcomings in some specialized areas. In relation to the current human resources, the question is how to take advantage of and employ them. However, it is important to note that there are still serious concerns about quality not only in technical knowledge but also in language skills and this can become a challenge. Language training activities are intended to provide the beneficiaries with fluency in reference languages and to enable them to be more effective in carrying out

their tasks in particular when traveling to work overseas. In this sense, it is important to unite language training with the additional training at postgraduate level directed at the priority technical areas and professional internship program.

Another challenge demonstrated in the work presented was the existence of a large number of public and private employees, including entrepreneurs with very low levels of educational. This may possibly imply a lack of productivity and competitiveness in companies or organizations. It is evident that with this very low level of qualification in the municipality will not be able to overcome the serious problems that it faces nor the future challenges.

Private sector growth is constrained by skill gaps in the workforce of both employers and workers. The private sector contributes to economic development by generating jobs and income, as well as through investment, new technologies, knowledge transfer and increased productivity. This has been observed in some Asian countries, where much of the recent success in poverty reduction is due to robust economic growth stimulated by the private sector. In this sense, it is crucial to strengthen the private sector by promoting the development and the adequacy of the qualification of workers and employers, with a view to improving their employability and increasing the productivity and competitiveness of the business. Equipping workers with certain skills will allow them to continue to take advantage of opportunities for growth expansion in a non-agriculture in the private sector. A high school diploma or higher is increasingly an indicator of employment opportunities in the urban private sector.

The Manufahi municipality has identified skills shortages in the following sectors: electronics Engineering, health, tourism, aviation, manufacturing, waste treatment and financial services (banks, insurance and securities). It also identified a lack of skills in the following areas: English, nursing, pharmacy, hospitality, pilot training, accounting and auditing, machine operation, component manufacturing and assembly, Engineering (design and development), literacy, programming or software engineering and management (decision making, leadership, delegation, motivation). Thus, it is considered that academic skill and professional technical

training should be provided for the most crucial areas in the implementation of its priority program as shown in table 25.

Based on the data presented above it becomes evident the need for training and the development of people's ability as a means to provide qualitative and quantitative benefits.

It is important to emphasize that skills development can not be seen only as formal technical and vocational education and training. It comprises skills acquired through all levels of education and training, taking place in formal, non-formal and vocational training contexts, enabling individuals in all sectors of the economy to engage fully and productively in livelihoods and have the capacity to further refine and adapt their skills to meet new demands and opportunities in the economy and the labor market. Skills development should not be characterized by the source of education or training itself, but with the skills that are acquired through this process.

With regard to people with disability, data show that there are a large number of people with disability and many of them have stopped in primary and secondary education, due to various difficulties, and this causes a difficulty to find a job, to obtain a higher salary than the benefit that they receive from the government. Employers have some concerns about hiring people with disability because they feel they may not have adequate professional qualifications. This issue can be minimized if there are some inclusive policies such as developing initial and continuing vocational training for people with disabilities and disabled people to enable them to acquire the knowledge and skills necessary to obtain a vocational qualification to help overcome the concerns of employers so that they can have more opportunities and easier for them to entry into the labor market.

The data also point out the need to reduce or combat illiteracy by creating opportunities and mobilizing municipal managers to increase literacy provision for all young people, adults and older people who did not have access or stay in basic education, especially the small business people and medium-sized enterprises and

farmers. Education and training for entrepreneurship is also key to encouraging creativity and the realization of new local economic initiatives.

Intensive training in service and postgraduate (specialization) should be intensified as key elements for the quality of the human resources currently possessing the Secondary and Bachelor's level of education.

It also reveals the need for a supply of study areas at the secondary and post-secondary level that is geared to the needs of the country (demand-driven secondary vocational education and demand-driven post secondary technical education).

And finally, in the scope of preparation of human resources for the creation of municipalities, it is important to strengthen the training in the areas of Urbanization and Regional Planning, Planning and Territorial Planning.

Conclusion and Recommendations

Based on the data presented and discussed above, it is concluded that, in developing human capital resources and achieving sustainable development in the future, the Manufahi Municipality needs to pay more attention to the development opportunities identified in the Municipality Development Plan (MDP) and to the following five dimensions: 1) **economic** (increased efficiency of the production system), 2) **social** (improvement of income distribution levels of the population), 3) **ecological** (preservation of the environment), 4) **spatial** (balance in distribution and occupation of rural population and urban) and 5) cultural (respect to the ways of thinking and acting of the society, with focus in the construction of an environmental conscience linked to the consumption).

According to the results obtained, it is considered pertinent to conclude and recommend the following:

- a) The commitment to educate obtained results, it is considered pertinent to conclude and recommend the following: focusing more on the opening of

vocational training centers (or Polytechnic institutes) to the detriment of the opening of more universities;

- b) Complement in the opening of vocational training centers (or Polytechnic institutes) to the detriment of the opening of more universities sustainable and non formal.

Based on the data analyzed, we reinforce the need to train other areas where there are notable shortages of qualified human resources and areas of greater importance according to the priority programs found in table 25.

Most respondents wish to work in the non-public (private sector) than in the public sector. The desire for the private sector was slightly higher among young people aged 17-36 and the preference for work is mainly in the area of agriculture, household chores, industry and construction.

The most unemployed graduates and post-graduates are in the areas of Law, Medicine - Medical Clinic (General Medicine), Accounting, Mathematics, Private Law and more in other areas (table 15).

Intensive training in service and postgraduate (specialization), should be intensified as key elements for the quality of the human resources currently possessing the Secondary and Bachelor's level of education.

There are a large number of people with disability of productive age who are looking for work and with inadequate professional qualifications, or very limited practical professional knowledge. It is recommended the need to develop initial and continuing vocational training for people with disabilities and incapacity, especially gestural training for those with visual and hearing disabilities, so that they can have more opportunities in the labor market.

To complete this general conclusion, we highlight five key points:

- 1) Education and training opportunities remain limited in some of key areas highlighted by the Strategic Development Plan (SDP) such as agriculture,

construction and hospitality and tourism. They should be given greater focus in human capital development:

- **Agriculture** is the heart of the municipality's economy and critical to the welfare of its people. A path of sustainable agricultural development will require greater investment in building innovation and skills in small-scale farms, through many routes: training and technology transfer; a sharp expansion of the number and skills of extension workers; through better education and training for members of rural households, including women; and greater investment in vocational and tertiary education programs, and Research and Development (R&D) centers, closely related to the needs of agriculture in the municipality of Manufahi.
 - **The construction** with limited infrastructure inherited from the period Indonesian rule and the ongoing needs of development to consolidate the infrastructures namely the roads thus offering the population of the benefited region, better conditions of transport, easy access and allows local farmers to transport their products to the market quickly and effectively.
 - **Tourism** in the City of Manufahi remains primarily a future opportunity rather than a current reality for Timor-Leste, but seizing that opportunity will require the development of a trained workforce, from entry-level staff to senior managers, as well as investment in Research and Development (R&D), policy development and planning capabilities.
- 2) **Private Sector** - Survey data show that private sector growth is constrained by skill gaps in the workforce both employers and workers. In this sense, it is crucial to strengthen the private sector by promoting the development and adequacy of the qualification of workers and employers with a view to improving their employability and increasing the productivity and competitiveness of the enterprise;
- 3) **Technical and vocational education and training (TVET).** The FDCH's study shows a lower level of TVET qualifications than university qualifications

in municipality and increased investment in expanding the TVET should be a high priority. This expansion should cover technical secondary schools, the polytechnic system and the community based non-formal vocational training system. In doing so it is important that the boundary between academic and technical education remains fluid, with easy articulation between the two areas.

- 4) **Adult education** (literacy for all young people, adults and the elderly), especially for women, and training in the workplace. In our view these three areas are of considerable importance looking ahead. In particular, the increasing role of women, perhaps especially in agriculture, and at a higher level of skill because of improved training, can contribute to the growth of family and national income, and to more jobs generally.
- 5) In the preparation of human resources for the creation of municipalities (decentralization process) it is important to strengthen the training in the areas of Urbanization and Regional Planning, Planning and Territorial Planning;
- 6) It also reveals the need for a supply of study areas at secondary and post-secondary levels that are geared to the needs of the country (demand-driven secondary vocational education and demand-driven post secondary technical education).

PART A: INTRODUCTION, OBJECTIVES AND METHODOLOGY

1. Introduction, Objectives and Methodology

1.1. General Introduction

Manufahi Municipality is located in the south-central part of the country. It shares borders to the west with the Municipality of Ainaro, the east with the Municipality of Manatuto, to the south is the Timor Sea and the northern part with the Aileu Municipality, with a total surface area of 1,326.60 km². Geographically it is located in the longitude 8⁰.42-9⁰.11 and 125⁰.36-126⁰.5.



The population is estimated at 53,691 inhabitants, of which there are 27,750 men and 25,941 women, according to the census living in 9,023 households.

The dominant religion in the territory of Manufahi is the Catholic religion. There are several languages widely spoken: 36% of the population speak **Mambai**, 28% speak **Tetum**, 26% **Tetum Terik**, 7% **Lakalei**, 2% **Bunak** and 3% speak other languages.

Sub district Administrations, Villages and Sub-Villages (Hamlets/*Aldeia*)

The Municipality of Manufahi is divided into 4 Sub-district Administrations, 29 Villages (*Suco*) and 137 Sub Villages (Hamlets/*Aldeia*) are dispersed throughout the territory. See the table below:

Area of Sub District Administrations

Sub Distric Administrations	Surface Km ²	(%)
Alas	406.96	30.68
Fatuberliu	375.92	28.34
Same	355.28	26.78
Turiscail	188.44	14.2
Total	1,326.60	100 %

Sub District Administrations, Villages and number of Sub-Villages

The Sub District Administration of Alas consist of 5 Villages and 19 Sub villages. While the Sub District Administration of Fatuberliu consists of 5 Villages and 23 Sub villages.

In the Sub District Administration of Same there are 8 Villages and 55 Sub villages. With the Sub District Administration of Turiscail consisting of 11 Villages and 40 Sub villages.

Climate, Mountains and Rivers

The Municipality of Manufahi geographically is a mountainous area. It is surrounded by the mountains of Kablaki that is to the northeast of Manufahi Municipality and of Lurin that is in Fahinehan village. The climatic conditions of the Municipality of Manufahi is essentially a tropical climate, with temperatures reach between 23.3°C to 27.5°C and humidity being between 67.8-81.2%.

The Manufahi Municipality source of water lies in the south of Alas and Fatuberliu Sub District Administrations. The Manufahi Municipality has fertile land because of its location to the equator, making it a tropical land with potential for great agricultural development.

a) Agriculture

The National Development Strategic Plan gives priority to the agricultural sector, as one of the pillars of economic development and the agricultural transformation of subsystems into modern agriculture, with a focus on national and international markets. The Manufahi Municipality has a huge agricultural potential that contributes heavily to local and national food production. It has high yield in the productions of coffee, vanilla, pecan, cloves, and greenery which includes forestry, as well as fishing and livestock. The Municipality will intensify the development of the agricultural sector to increase the income of the local population. In order for the agriculture sector to guarantee food subsistence of the local community, as well as to produce raw materials that are transformed into secondary products in other fields of economic activity, the Manufahi Municipality will support the

development of human resources, and provide technical assistance, advocacy and create cooperatives to obtain funding support and develop basic infrastructures.

b) Forest

According to the 2015 census, the Manufahi Municipality has a potential area of 24,139 hectares for forest development. There are several species of plants of economic value already planted in 8,100 hectares in the central and southern part of the Municipality, such as teak, *ai-naa* (Ainaa is the name of a tree in Timor – Leste originating from our ancestors), sandalwood, *ai-sarian* (Ai-sarian is the name of a tree in Timor-Leste originating from our ancestors), wicker, bamboo, *Ai-nitas* (Ai-Nitas is the name of a tree in Timor-Leste originating from our ancestors), palm oil trees, vanilla and mahogany. From 2014 to 2017 the local government established more nurseries and reforestation in all Sub District administrations.

c) Livestock

Livestock farming has a potential economic value to improve family economy, but so far this sector has not yet been fully developed. The largest raising or breeding animals in the Municipality of Manufahi are cows, buffaloes, horses, goats, sheep, pigs and chickens. The Sub District Administration of Alas is a breeding or nurturing center and will be a major production center in the future.

d) Fishing

The fishing industry in Same, Betano, Fatuberliu and Alas include fish breeding centers, such as Welenas Lagoon, Welada Lagoon, Modomahut Lagoon, Gasolina Lagoon, Wetanu Lagoon, Gasoline-Nutur Lagoon, Namdalok Lagoon. These fishing industries can be further developed to meet the needs of the wider community in Timor-Leste in the future.

e) Trade

Business activities are vital and crucial in the Municipality of Manufahi. Many fresh produce is sold in the markets, including fish. In the trade sectors, which is relatively small, there are trades such as carpentry, *soru tais* (weaving of

traditional clothes of Timor-Leste), *homan* (weaving), *tuku taha* (Timorese traditional machetes are made from iron), *tuku Aisuak* (Timorese traditional excavation or digging sticks are made from iron), *tuku enxada* (Timorese traditional hoes are made from iron), *tuku tudik* (Timorese traditional knives are made from iron), *tuku diman* (Timorese traditional spears are made from iron), as well as traditional medication production, *dulas fatuk kerikil* (grind gravel) to make building bricks by using the red soil and other natural materials.

f) Tourism

The promotion and development of tourism in the Manufahi Municipality is one of the highest priorities of the national program listed in the National Development Strategy Plan. This was done by central government research (Secretariat of State for Vocational Training and Employment (SSVTE/SEPFOPE-official acronym in Portuguese language) as an investment strategy for economic growth for the future. The main activities of tourism involve the cultural heritage, Dom Boaventura Parks, *Fatuk Maromak* Statue of St. Mary and Jesus Christ, *Postu Antigo Fatuberliu* (former Sub District Administration of Fatuberliu in Portuguese colonialism time), *be'e manas Fukiran* (hot water in Fukiran), Betano beach, Kablaki mountain, *postu antigo Same* (former Sub District Administration of Same in Portuguese colonialism time), statue of Jesus Christ in Same, Katalala, Merbuti and Rotuto village, Ismeta mountain in Caumauk village part of Turiscas Sub District Administration, Kerlau mountain, *Postu Antigo Beremana* (former Sub District Administration office of Turiscas in Portuguese colonialism time), *Postu Antigo Mindelo* (former Mindelo village's office in Portuguese colonialism time), *Postu Antigo Same* (former Sub District Administration of Same in Portuguese colonialism time), Tehati Lagoon and waterfalls.

g) Natural Resources

The Municipality of Manufahi has wealth of natural resources such as oil, gold, silver, cement rock, gas, hot water springs, bricks and rock art. There is a need for a feasibility study to be done to ascertain the content, before further exploration is undertaken.

Anticipating the implementation of the decentralization process and the creation of the municipality, it was identified as the main challenge of the economy: increasing the competitiveness of the economy through diversification of the economy; invest in the poles of development; investment in human capital, in infrastructure and in research and innovation. The challenge is also the need to develop 4 fundamental pillars, namely:

- 1) Human capital development (market-oriented training, institution and expansion of vocational education and improvement of health and social protection standards);
- 2) Development of production-based infrastructures (investment and infrastructure planning: industrial parks, EEZ (Special Economic Zone), aquaparks, thermal power stations, roads, ports, definition of housing areas and state reserves);
- 3) Research, innovation and technological development (creation of specialized Research and Development - R & D) centers in the following areas: agriculture, livestock and fisheries, energy, mineral resources, water resources management and Information and Communication Technology (ICT);
- 4) Articulation, and institutional coordination (improvement of public institutions, improvement of coordination and intersectoral coordination, reform of legislation and institution building that serves the industrialization strategy – eg. Development Bank).

In order to materialize the challenges inherent in the priority areas of economic development, we identified two main instruments: (1) private sector development, with an emphasis on mobilizing resources for investment in the development of small and medium-sized enterprises; and (2) mechanisms for financing public investment. For the development of the private sectors are considered crucial factors to create a business environment favorable to the municipal private sectors and the mobilization of resources for private investments. Developing financial instruments that improve funding conditions and facilitate access to municipal private sector financing is essential.

In this context, the development of human resources in public and private sector institutions is indispensable in increasingly knowledge-based and globalized economies of the world (Analoui, 2007).

It is imperative to build local capacities of Sub District Administrations as the vanguard of the municipal strategic development agenda. The lack of necessary skills and well-run public and private institutions for long-term sustainable growth was a priority to be included in all development activities in Manufahi municipality because of their implications for improving governance and development management.

Given the importance of human resources as an engine of economic development, it is fundamental and strategic to identify priority areas for training and the number of people in the public and private sector. In this sense it is necessary to make a survey of existing human resources data at the municipal level.

The key to the effective development of human resources should not only identify priority training areas but also prior knowledge of existing human resources and segmentation of funds appropriate to the identified Human Resource Development (HRD) needs, ensuring different phases of the strategic development plan to be implemented successfully in the future.

The fact that there is **not yet an existence of Human Resources Census in the municipality of Manufahi** is one of the reasons for this work.

1.2. Objectives

The overall objective of this study is to identify and analyze the current human resources situation and its distribution throughout the territory. Some specific objectives were stipulated in order to achieve this:

1. Describe the current situation of the municipality's human resources and each Sub District Administration;
2. Inform the number of graduates seeking work or unemployed;
3. Promote the planning of human resources, particularly with regard to the needs of the municipality;
4. Contribute to the training and improvement of different categories of personnel, through the optimization of opportunities inside and outside the country; and
5. Strengthen cooperation between the public and private sectors and professional associations;
6. Promote an efficient allocation of HCDF/FDCH funding for human resources development programs in priority areas in the coming years;
7. Identify strategic occupations and strategic areas for training; and
8. Identify economic potential, natural resources and related priority programs.

Thus, through the achievement of the objectives, it is intended to obtain relevant results that will strengthen and clarify the issue under study.

1.3. Methodology

The research methodology that supports the theme developed basically from a comprehensive analysis of primary data, and was essentially focused on two vectors of the quantitative and qualitative methodological approach. The first one, the data were collected from individuals aged 17 years or over through a census of the population living in Manufahi municipality, with a questionnaire completed between September 5 to 5 of November 2016, and the second made through the Focus Group Discussion (FGD) held on March 21, 2018.

The population census is the only source of information on the life situation of the population in Sub District Administrations and villages. The census produces

information essential for the definition of public policies of the state at the level of Sub District Administrations and for decision-making in relation to the investment, whether they come from private initiative or any level of government.

The data in the questionnaires collected were complemented with the FGD method with discussion questions (Annex 1) based on the 4 development pillars according to the National Development Strategic Plan (NDSP/*PEDN*-official acronym in Portuguese language) 2011-2030, to Municipal Administrator, Administrative Officers, Directors (list of participants in Annex 2), with a view to assessing the accuracy of the information given, but also the relevance of the programs identified as necessary for the development of human resources in the municipality.

In order to simplify the analysis, secondary data were also collected for the study. The documentary source was made through the review of several documents related to the development of human resources and decentralization. The primary data collected based on the instruments answered by the respondents were tabulated and analyzed statistically, as well as the secondary data collected from the documentation analysis. The data were treated with specialized CS-Pro software for this area.

PART B: ANALYSIS AND RESULT FOUND

This part of the report intends to analyze the results of the FDCH survey and other relevant data and elaborate its implications for the development of the human resource strategy of the Manufahi municipality, continues in four sections.

Section 1 is mainly based on the FDCH survey to analyze the current human capital situation of the Manufahi municipality in various dimensions as a basis for the development of a human resources strategy;

Section 2 starts from the four pillars of the Municipality's Strategic Development Plan, outlining the priority programs and the main training areas;

Section 3 briefly discusses and analyzes the data presented here;

Section 4 provides conclusions and recommendations.

2. Understand the Human Capital of Manufahi municipality

2.1. Presentation and Analysis of Data

This section briefly reviews data on the existing human resources of Manufahi municipality and their distribution to Sub District Administrations, as well as providing a basis for human resource strategy decisions. The main source of information presented here is the results of the FDCH survey and statistical data from the Directorate General of Statistics (*DGE*-official acronym in Portuguese language).

2.2. Profile of Respondents

The first part of the collection tool outlined the profile of the respondents as shown below, the results were represented in percentage graphs.

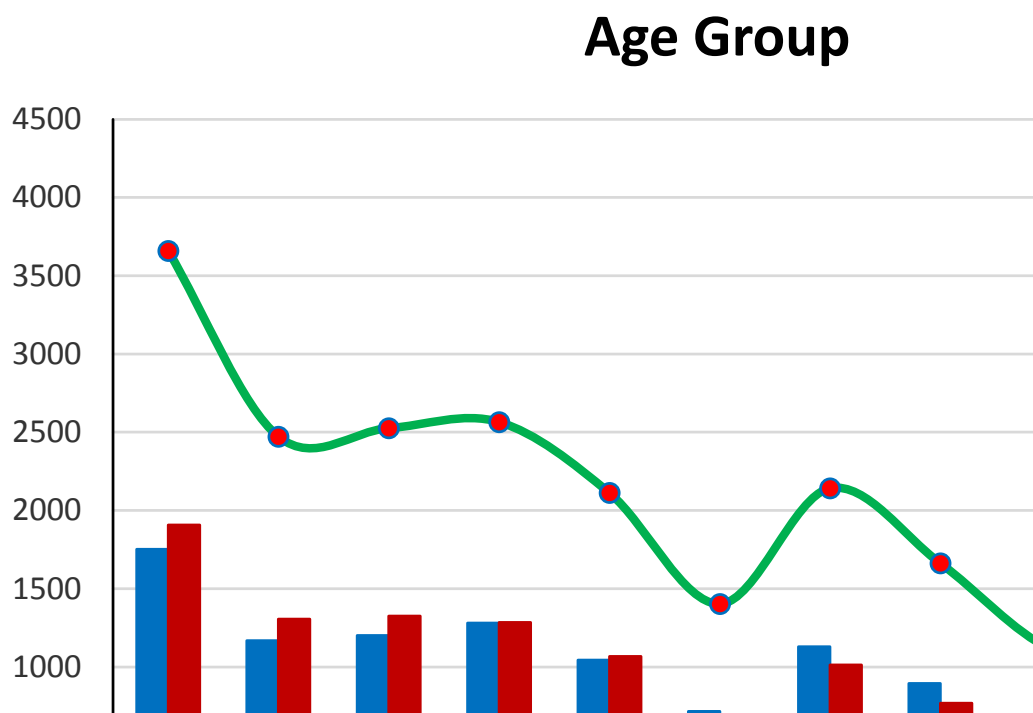
Parallel to the graphical presentation of these results as an analysis of the obtained data is made, aiming to reach the objectives already listed initially.

The survey involved 26,332 respondents, of whom 49.9% are male and 50.1% are female. The other aspects of the profile are arranged in the graphs below.

The majority were aged between 17 and 44 years of age in both sexes, representing 64.1%, followed by the age group from 45 to 64 years, with 21.3% of those surveyed and 14.6% with more than 65 years. The female sex is the

largest number in the age group between 17-36 years and over 64 years, while the male predominance is in individuals aged 33-64 years (Figure 1).

Figure 1. Distribution of respondents by age group and by gender



2.3. People with Disability

Table 1 shows the distribution of the existence of people with disability in the municipality of Manufahi. There were 525 respondents with disability corresponding to 2.0% of the total of respondents distributed by 3 Sub District Administrations (table 1):

Table 1. Distribution of existence of people with disability by Sub District Administrations

Sub District Administration	Do you have a disability?		TOTAL
	YES	NO	
Alas	80	3,817	3,897
Fatuberliu	119	3,263	3,382
Same	228	15,231	15,459
Turiscail	98	3,496	3,594
Manufahi	525	25,807	26,332
Percentage (%)	2 %	98 %	100 %

Table 2. Distribution of people with disability by Sub District Administrations

Sub District Administration	Frequency	Percentage (%)
Alas	80	15
Fatuberliu	119	23
Same	228	43
Turiscaï	98	19
Total	525	100

Among the 525 people with disability, the main difficulties were physical mobility (49.6%), vision or eyes (18.9%), hearing impairment (15.8%), psychosocial and cognitive (0.6%) (Table 3).

Table 3. Distribution of people with disability by type of disability and by Sub District Administrations

Sub District Administration	Type of Disability					Total
	Physics or Mobility	View	Deaf or Mute	Psychosocial or Mental	Cognitive or intelectual	
Alas	34	8	21	16	1	80
Fatuberliu	52	31	20	14	2	119
Same	122	37	27	41	0	227
Turiscaï	52	23	15	8	0	98
Total Manufahi	260	99	83	79	3	524
Percentage (%)	49,6 %	18,9 %	15,8 %	15,1 %	0,6 %	100 %

2.4. Education Level

As for the level of education of illiterate respondents, adult literacy and incomplete basic education occupy 44.5% of the total respondents. Basic (primary school) and pre-secondary education represent 30% and secondary education accounts for 20.1%. Vocational education courses and other levels of courses occupy 1.4% and 0.8%, respectively. At the tertiary or higher level, 3.3% of respondents have the level of higher education (Table 4).

Among the 865 (3.3%) of the respondents, 74.2% have a Bachelor's Degree followed by three years Diploma or Diploma III 19.4%, two years Diploma or Diploma II (2.2%) and one year Diploma or Diploma I (2%). Other academic levels have a percentage lower than 2% (Table 4).

Table 4. Distribution of people with disability by level of education and Sub District Administrations

Degree of Education or Level of Education	MANUFAHI	Alas	Fatuberliu	Same	Turiscail
Does not know how to read or write	9,831	1,515	1,313	5,572	1,431
Does not know how to read or write (did not finish primary school)	1,877	443	267	786	381
Sub Total	11,708	1,958	1,580	6,358	1,812
Primary School	3,131	604	439	1,565	523
Pre-secondary School	4,754	545	531	3,014	664
Secondary School	5,288	664	740	3,192	692
Technical Vocational (High) School	373	68	30	262	13
Others	97	17	9	71	-
Sub Total	13,643	1,898	1,749	8,104	1,892
1 st . Cycle (1 st class - 4 th class)	98	20	5	71	2
2 ^o . Cycle (1 st Year, 2 nd Year)	6	-	-	6	-
3 ^o . Cycle (3 rd year - year 9 or 3 rd year up)	12	3	3	6	-
Sub Total	116	23	8	83	2
One Year Diploma or Diploma I	17	1	1	12	3
Two Years Diploma or Diploma II	19	1	-	16	2
Three Years Diploma or Diploma III	168	16	22	113	17
Four Years Diploma or Diploma IV	10	-	1	8	1
Bachelor's Degree (S1)	642	70	74	410	88
Master's Degree (S2)	9	-	1	8	-
PhD (S3)	0	-	-	-	-
Sub Total	865	88	99	567	111
Total	26,332	3,967	3,436	15,112	3,817

Regarding on distribution of knowledge of respondents by study area (study program) and by Sub District Administrations, among the 865 of respondents who hold the higher degree only 400 (47.2 %) who answer this question. Detail can be seen in table 5 below.

Table 5. Distribution of education level of respondents by study programs and by Sub District Administrations

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Total	13	8	80	8	292	7	-	408	267	141
Law	-	1	2	-	30	1	-	34	23	11
Accounting	1	-	2	1	26	-	-	30	17	13
Medical Doctor -Medical Practice (General Practitioner)	1	-	2	1	23	-	-	27	16	11
Mathematics	-	-	10	-	15	-	-	25	21	4
Education	-	3	5	-	15	-	-	23	14	9
Management	2	-	-	-	13	-	-	15	5	10
Education Sociology	-	-	3	-	12	-	-	15	10	5
Economy	-	-	3	-	10	-	-	13	4	9
Portuguese language	1	-	6	1	5	-	-	13	7	6
Mathematics of Teaching	-	-	5	-	8	-	-	13	9	4
Biology of Teaching	-	-	4	-	6	-	-	10	7	3
Information Technology Engineering (Computer)	1	-	2	1	4	1	-	9	6	3
Economics of Finance or Financial Management - Banking Economics	-	-	-	1	8	-	-	9	6	3
Civil Engineering - Civil Construction	1	-	2	-	4	-	-	7	7	-
Public health	1	-	2	1	3	-	-	7	4	3
Pharmacy	2	-	3	-	1	-	-	6	3	3
Physics of Teaching	-	-	1	-	5	-	-	6	4	2
Public policy or Public Politics	-	-	-	-	6	-	-	6	5	1
Agricultural social economy	-	-	1	-	4	-	-	5	3	2

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Nursing	-	1	1	-	3	-	-	5	2	3
Teacher Training	-	-	3	-	2	-	-	5	4	1
Agronomy	-	-	3	-	1	-	-	4	4	-
Agricultural Engineering	-	-	-	-	4	-	-	4	4	-
Theology	-	-	1	-	3	-	-	4	3	1
English language	-	-	-	-	4	-	-	4	1	3
Computer Science	-	-	1	-	3	-	-	4	4	-
Public Administration	-	-	-	-	3	1	-	4	4	-
Human Resource Management	-	-	-	-	4	-	-	4	3	1
International, bilateral and multilateral relations	-	-	-	-	4	-	-	4	3	1
Electrical Engineering	-	-	-	-	3	-	-	3	3	-
Management	-	-	1	-	1	1	-	3	1	2
Sociology	1	-	2	-	-	-	-	3	1	2
Indonesian language	-	-	-	-	3	-	-	3	2	1
Geodesy	1	-	-	-	2	-	-	3	3	-
Production of Livestock	1	-	-	-	2	-	-	3	3	-
Chemistry	-	-	-	-	2	-	-	2	1	1
General Biology or environmental	-	-	1	-	1	-	-	2	1	1
Environmental Ecology	-	-	1	-	1	-	-	2	2	-
Architecture Engineering	-	-	-	-	2	-	-	2	2	-
Mining Engineering	-	-	-	-	2	-	-	2	1	1
Philosophy	-	-	-	-	2	-	-	2	2	-

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Business consulting	-	-	-	-	2	-	-	2	2	-
Midwife	-	-	1	-	1	-	-	2	1	1
Agro-business	-	-	-	-	2	-	-	2	2	-
Preventive Veterinary Medicine	-	-	2	-	-	-	-	2	-	2
Aquaculture	-	-	-	-	2	-	-	2	1	1
Government Planning and Policy	-	-	-	-	2	-	-	2	-	2
Industrial Economics	-	-	-	-	2	-	-	2	1	1
Chemistry of Teaching	-	-	-	-	2	-	-	2	1	1
Economics of Education or Management of Education	-	-	-	-	2	-	-	2	1	1
Government or Comparative Government Systems	-	-	-	-	1	1	-	2	1	1
Pastoral Theology	-	-	-	-	2	-	-	2	2	-
Educational Psychology	-	-	-	-	2	-	-	2	2	-
Training of primary and pre-secondary teachers	-	1	-	-	-	1	-	2	2	-
Physics	-	-	1	-	-	-	-	1	1	-
Pharmacology	-	-	-	-	1	-	-	1	1	-
Clinical Analysis	-	-	-	1	-	-	-	1	-	1
Food Science and Technology	-	-	-	-	1	-	-	1	-	1
History and Geography	-	-	1	-	-	-	-	1	1	-
Gender study	-	-	1	-	-	-	-	1	1	-
Psychology	-	-	-	1	-	-	-	1	1	-
Political Science	-	-	-	-	-	1	-	1	1	-
Psycholinguistics	-	-	-	-	1	-	-	1	1	-

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Applied Linguistics	-	-	1	-	-	-	-	1	-	1
Geology	-	-	-	-	1	-	-	1	1	-
Mineral Engineering	-	-	-	-	1	-	-	1	1	-
Petroleum	-	-	-	-	1	-	-	1	1	-
Mechanical Engineering	-	-	-	-	1	-	-	1	1	-
Dentist	-	-	1	-	-	-	-	1	1	-
Physical Education or Sports Education	-	-	-	-	1	-	-	1	-	1
Gnostic Radia, Medical Radiology	-	-	1	-	-	-	-	1	-	1
Environmental health	-	-	-	-	1	-	-	1	1	-
Floriculture, Parks and Gardens and Arborization of Public Roads	-	-	-	-	1	-	-	1	1	-
Forestry Techniques and Operations	-	-	-	-	1	-	-	1	-	1
Inland water resources	-	-	-	-	1	-	-	1	-	1
Fishing Engineering	-	-	-	-	1	-	-	1	1	-
Food Technology	-	-	-	-	1	-	-	1	1	-
Tourism and Hospitality	-	-	-	-	1	-	-	1	1	-
Communication - Journalism and Publishing	-	1	-	-	-	-	-	1	1	-
Computer Management	-	-	-	-	1	-	-	1	1	-
Philosophy of Education	-	-	1	-	-	-	-	1	-	1
Educational Anthropology	-	-	-	-	1	-	-	1	1	-
Artistic Education	-	-	1	-	-	-	-	1	1	-
Educational Politics	-	-	-	-	1	-	-	1	1	-

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Specific curricula for levels and types of education	-	-	-	-	1	-	-	1	1	-
Others	-	1	2	-	3	-	-	6	3	3
Alas										
Total	1	-	6	-	33	-	-	40	26	14
Law	-	-	-	-	5	-	-	5	4	1
Medical Doctor - Medical Practice (General Practitioner)	-	-	-	-	3	-	-	3	2	1
Portuguese language	-	-	1	-	1	-	-	2	1	1
Biology of Teaching	-	-	-	-	2	-	-	2	2	-
Mathematics of Teaching	-	-	-	-	2	-	-	2	1	1
Education Sociology	-	-	1	-	1	-	-	2	-	2
International, bilateral and multilateral relations	-	-	-	-	2	-	-	2	2	-
Chemistry	-	-	-	-	1	-	-	1	-	1
Civil Engineering - Civil Construction	-	-	-	-	1	-	-	1	1	-
Management	-	-	-	-	1	-	-	1	-	1
Gender study	-	-	1	-	-	-	-	1	1	-
Education	-	-	-	-	1	-	-	1	1	-
Theology	-	-	-	-	1	-	-	1	1	-
Mineral Engineering	-	-	-	-	1	-	-	1	1	-
Nursing	-	-	-	-	1	-	-	1	-	1
Public health	-	-	-	-	1	-	-	1	1	-
Agro-business	-	-	-	-	1	-	-	1	1	-
Forestry Techniques and Operations	-	-	-	-	1	-	-	1	-	1

Study Program	Level of Education								Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)	Male		Female	
Production of Livestock	1	-	-	-	-	-	-	1	1	-	
Preventive Veterinary Medicine	-	-	1	-	-	-	-	1	-	1	
Accounting	-	-	-	-	1	-	-	1	-	1	
Human Resource Management	-	-	-	-	1	-	-	1	1	-	
Physics of Teaching	-	-	1	-	-	-	-	1	1	-	
Chemistry of Teaching	-	-	-	-	1	-	-	1	-	1	
Public policy or Public Politics	-	-	-	-	1	-	-	1	1	-	
Pastoral Theology	-	-	-	-	1	-	-	1	1	-	
Artistic Education	-	-	1	-	-	-	-	1	1	-	
Educational Politics	-	-	-	-	1	-	-	1	1	-	
Others	-	-	-	-	1	-	-	1	-	1	
Fatuberliu											
Total	-	-	11	1	33	1	-	46	26	20	
Medical Doctor - Medical Practice (General Practitioner)	-	-	-	-	6	-	-	6	4	2	
Mathematics of Teaching	-	-	2	-	3	-	-	5	3	2	
Education	-	-	2	-	2	-	-	4	3	1	
Mathematics	-	-	1	-	1	-	-	2	2	-	
Law	-	-	-	-	2	-	-	2	2	-	
Portuguese Language	-	-	2	-	-	-	-	2	1	1	
Accounting	-	-	-	-	2	-	-	2	-	2	
Economics of Finance or Financial Management - Banking Economics	-	-	-	-	2	-	-	2	1	1	

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Economics of Education or Management of Education	-	-	-	-	2	-	-	2	1	1
Public policy or Public Politics	-	-	-	-	2	-	-	2	1	1
Physics	-	-	1	-	-	-	-	1	1	-
Chemistry	-	-	-	-	1	-	-	1	1	-
Business Analyst	-	-	-	1	-	-	-	1	-	1
Agricultural Engineering	-	-	-	-	1	-	-	1	1	-
Theology	-	-	-	-	1	-	-	1	-	1
Geology	-	-	-	-	1	-	-	1	1	-
Computer Engineering and Technology (Computer) -	-	-	1	-	-	-	-	1	1	-
Pharmacy	-	-	-	-	1	-	-	1	-	1
Aquaculture	-	-	-	-	1	-	-	1	-	1
Management	-	-	-	-	1	-	-	1	-	1
Human Resource Management	-	-	-	-	1	-	-	1	-	1
Industrial Economics	-	-	-	-	1	-	-	1	-	1
Biology of Teaching	-	-	1	-	-	-	-	1	-	1
Philosophy of Education	-	-	1	-	-	-	-	1	-	1
Educational Anthropology	-	-	-	-	1	-	-	1	1	-
Governmental sciences	-	-	-	-	-	1	-	1	1	-
Pastoral Theology	-	-	-	-	1	-	-	1	1	-
Same										
Total	10	7	51	6	185	6	-	265	172	93
Law	-	1	2	-	21	1	-	25	15	10

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Accounting	-	-	2	1	21	-	-	24	15	9
Mathematics	-	-	9	-	11	-	-	20	16	4
Education	-	3	3	-	10	-	-	16	8	8
Economy	-	-	3	-	10	-	-	13	4	9
Medical Doctor - Medical Practice (General Practitioner)	1	-	-	-	10	-	-	11	7	4
Computer Technology Engineering (Computer)	1	-	1	1	4	1	-	8	5	3
Management	2	-	-	-	6	-	-	8	2	6
Civil Engineering - Civil Construction	1	-	2	-	3	-	-	6	6	-
Portuguese language	1	-	1	1	3	-	-	6	2	4
Economics of Finance or Financial Management - Banking Economics	-	-	-	1	5	-	-	6	4	2
Biology of Teaching	-	-	2	-	4	-	-	6	4	2
Agricultural social Economy	-	-	1	-	4	-	-	5	3	2
Pharmacy	2	-	3	-	-	-	-	5	3	2
Public health	1	-	1	1	2	-	-	5	2	3
Education Sociology	-	-	-	-	5	-	-	5	3	2
Agronomy	-	-	3	-	1	-	-	4	4	-
English language	-	-	-	-	4	-	-	4	1	3
Public administration	-	-	-	-	3	1	-	4	4	-
Physics of Teaching	-	-	-	-	4	-	-	4	3	1
Electrical Engineering	-	-	-	-	3	-	-	3	3	-
Agricultural Engineering	-	-	-	-	3	-	-	3	3	-

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Computer Science	-	-	1	-	2	-	-	3	3	-
Geodesy	1	-	-	-	2	-	-	3	3	-
Nursing	-	-	1	-	2	-	-	3	2	1
Public Policy or Public Politics	-	-	-	-	3	-	-	3	3	-
Teacher training	-	-	2	-	1	-	-	3	2	1
General Biology or Environmental	-	-	1	-	1	-	-	2	1	1
Environmental Ecology	-	-	1	-	1	-	-	2	2	-
Engineering Architecture	-	-	-	-	2	-	-	2	2	-
Mining Engineering	-	-	-	-	2	-	-	2	1	1
Management	-	-	1	-	-	1	-	2	1	1
Philosophy	-	-	-	-	2	-	-	2	2	-
Sociology	-	-	2	-	-	-	-	2	-	2
Business or Enterprise Consulting	-	-	-	-	2	-	-	2	2	-
Midwife	-	-	1	-	1	-	-	2	1	1
Production of Livestock	-	-	-	-	2	-	-	2	2	-
Human Resource Management	-	-	-	-	2	-	-	2	2	-
Mathematics of Teaching	-	-	2	-	-	-	-	2	1	1
International, bilateral and multilateral relations	-	-	-	-	2	-	-	2	1	1
Educational Psychology	-	-	-	-	2	-	-	2	2	-
Training of primary and pre-secondary teachers	-	1	-	-	-	1	-	2	2	-
Pharmacology	-	-	-	-	1	-	-	1	1	-
Food Science and Technology	-	-	-	-	1	-	-	1	-	1

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
History and Geography	-	-	1	-	-	-	-	1	1	-
Psychology	-	-	-	1	-	-	-	1	1	-
Political Science	-	-	-	-	-	1	-	1	1	-
Theology	-	-	-	-	1	-	-	1	1	-
Psycholinguistics	-	-	-	-	1	-	-	1	1	-
Applied Linguistics	-	-	1	-	-	-	-	1	-	1
Indonesian language	-	-	-	-	1	-	-	1	-	1
Mechanical Engineering	-	-	-	-	1	-	-	1	1	-
Dentist	-	-	1	-	-	-	-	1	1	-
Physical Education or Sports Education	-	-	-	-	1	-	-	1	-	1
Gnostic Radia, Radiology Medical	-	-	1	-	-	-	-	1	-	1
Environmental Health	-	-	-	-	1	-	-	1	1	-
Agro-business	-	-	-	-	1	-	-	1	1	-
Preventive Veterinary Medicine	-	-	1	-	-	-	-	1	-	1
Inland water resources	-	-	-	-	1	-	-	1	-	1
Aquiculture	-	-	-	-	1	-	-	1	1	-
Fishing Engineering	-	-	-	-	1	-	-	1	1	-
Food Technology	-	-	-	-	1	-	-	1	1	-
Government Planning and Policy	-	-	-	-	1	-	-	1	-	1
Tourism and Hospitality	-	-	-	-	1	-	-	1	1	-
Industrial Economics	-	-	-	-	1	-	-	1	1	-
Communication - Journalism and Publishing	-	1	-	-	-	-	-	1	1	-

Study Program	Level of Education							Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)		Male	Female
Computer Management	-	-	-	-	1	-	-	1	1	-
Chemistry of Teaching	-	-	-	-	1	-	-	1	1	-
Others	-	1	1	-	1	-	-	3	2	1
Turiscail										
Total	2	1	12	1	41	-	-	57	43	14
Sociology of Education	-	-	2	-	6	-	-	8	7	1
Medicine - Medical Practice (General Practitioner)	-	-	2	1	4	-	-	7	3	4
Management	-	-	-	-	6	-	-	6	3	3
Mathematics of Teaching	-	-	1	-	3	-	-	4	4	-
Mathematics	-	-	-	-	3	-	-	3	3	-
Portuguese language	-	-	2	-	1	-	-	3	3	-
Accounting	1	-	-	-	2	-	-	3	2	1
Law	-	-	-	-	2	-	-	2	2	-
Education	-	-	-	-	2	-	-	2	2	-
Indonesian language	-	-	-	-	2	-	-	2	2	-
Teacher training	-	-	1	-	1	-	-	2	2	-
Sociology	1	-	-	-	-	-	-	1	1	-
Teologia	-	-	1	-	-	-	-	1	1	-
Computer Science	-	-	-	-	1	-	-	1	1	-
Petroleum	-	-	-	-	1	-	-	1	1	-
Nursing	-	1	-	-	-	-	-	1	-	1
Public health	-	-	1	-	-	-	-	1	1	-

Study Program	Level of Education								Total	Gender	
	Diploma I	Diploma II	Diploma III	Diploma IV	Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)			Male	Female
Floriculture, Parks and Gardens and Arborization of Public Roads	-	-	-	-	1	-	-	1	1	-	
Government Planning and Policy	-	-	-	-	1	-	-	1	-	1	
Economics of Finance or Financial Management - Banking Economics	-	-	-	-	1	-	-	1	1	-	
Biology of Education	-	-	1	-	-	-	-	1	1	-	
Physics of Teaching	-	-	-	-	1	-	-	1	-	1	
Governmental sciences	-	-	-	-	1	-	-	1	-	1	
Specific curricula for levels and types of education	-	-	-	-	1	-	-	1	1	-	
Others	-	-	1	-	1	-	-	2	1	1	

2.5. Vocational Training Certificate Level I - Certificate IV

Among the 26,332 respondents who participated in this research, about 2.95% who had already participated in one of the Certificate I - Certificate IV courses. Among the respondents who did the certificate courses, 35.7% completed the Certificate I courses, 27.9% certificate II, 11.4% certificate III and 25% certificate IV (Table 6). The predominant areas of the training of Certificate I - Certificate IV are Computer Course, Portuguese Language, and English Language. Other areas of training represent very little. The data also shows the lack even of the lack of qualifications in some areas, which requires more attention and investment (Table 6). However the investment of training of human resources should be adjusted with the local need. The data details of Certificate I training - Certificate IV can be seen in table 6.

Table 6. Number and areas of Certificate I - IV training by Sub District Administrations

Municipality or Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Training area requiring more attention
MANUFAHI						
Total	779	278	217	89	195	Physiotherapy or Massage
Computer	177	65	65	19	28	Rural water supply
Portuguese language course	149	48	39	20	42	Solar production
English Language Course	105	31	41	13	20	Coffee production
Agriculture or horticulture course	15	4	1	1	9	Training for Contractors
Technological information	12	3	6	1	2	Small machine
Carpentry	12	8	4	-	-	Public communication to the study of the public sector (<i>SEFTEC-official acronym in Portugues language</i>)
Financial Services (Micro Finance and Banking);	10	4	1	2	3	Tourist and Tourist Guide

Municipality or Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Training area requiring more attention
Improve business	9	7	-	2	-	Piano and music course
Public Office Administration	9	1	4	2	2	Painter of arts, paintings, tattoos
General Administration for the Office	6	3	3	-	-	
Construction (General)	6	1	5	-	-	
Plumbing	6	5	1	-	-	
Automotive and Maintenance.	5	2	-	2	1	
Police investigation.	5	2	1	1	1	
Tailor or Seamstress	5	2	1	1	1	
Diploma in Training and Evaluation	4	2	-	2	-	
Cooker	4	3	1	-	-	
Business Construction (General)	3	-	1	-	2	
Electricity	3	2	1	-	-	
Training and evaluation	3	1	1	-	1	
Management for Police	3	1	-	-	2	
Agricultural Course	3	-	-	-	3	
Hospitality Management (General)	2	1	-	-	1	
Hospitality Management (General)	2	1	-	-	1	
Hospitality (food production)	2	1	1	-	-	

Municipality or Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Training area requiring more attention
Welding	2	2	-	-	-	
Hair stylist	2	1	-	-	1	
Course of aesthetics (Manicure and Pedicure)	2	-	1	-	1	
Fishing course	2	-	-	-	2	
Automotive and Maintenance.	1	1	-	-	-	
Bricklayer	1	-	-	1	-	
Photographer	1	-	-	1	-	
Others	208	76	39	21	72	
Alas						
Total	37	14	7	5	11	
Computer	6	3	2	-	1	
Portuguese language course	2	-	-	1	1	
General Administration for the Office	1	1	-	-	-	
Business Construction (General)	1	-	1	-	-	
Automotive and Maintenance.	1	1	-	-	-	
Construction (General)	1	-	1	-	-	
Carpentry	1	1	-	-	-	
Automotive and Maintenance.	1	-	-	-	1	
Agriculture or horticulture course	1	-	-	-	1	
Agricultural Course	1	-	-	-	1	
Fishing course	1	-	-	-	1	
English Language	1	-	-	-	1	

Municipality or Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Training area requiring more attention
Course						
Others	19	8	3	4	4	
Fatuberliu						
Total	38	9	3	6	20	
Computer	10	2	-	2	6	
Portuguese language course	7	2	-	2	3	
English Language Course	4	-	1	1	2	
Technological information	2	1	-	-	1	
Hospitality Management (General)	1	1	-	-	-	
Plumbing	1	1	-	-	-	
Others	13	2	2	1	8	
Same						
Total	643	230	199	74	140	
Computer	152	54	61	17	20	
Portuguese language course	122	44	36	15	27	
English Language Course	96	31	39	11	15	
Agriculture or horticulture course	12	3	1	1	7	
Carpentry	11	7	4	-	-	
Financial Services (Micro Finance and Banking);	10	4	1	2	3	
Improve business	9	7	-	2	-	
Information Technological (IT)	9	1	6	1	1	
Public Office Administration	9	1	4	2	2	

Municipality or Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Training area requiring more attention
Public Office Administration	5	2	3	-	-	
Construction (General)	5	1	4	-	-	
Plumbing	5	4	1	-	-	
Police investigation	5	2	1	1	1	
Tailor or Seamstress	5	2	1	1	1	
Automotive and Maintenance	4	2	-	2	-	
Diploma in Training and Evaluation	4	2	-	2	-	
Culinary course (Cooker)	4	3	1	-	-	
Electricity	3	2	1	-	-	
Management for Police	3	1	-	-	2	
Business Construction (General)	2	-	-	-	2	
Hospitality Management (General)	2	1	-	-	1	
Hospitality (food production)	2	1	1	-	-	
Welding	2	2	-	-	-	
Training and evaluation	2	-	1	-	1	
Course of aesthetics (Manicure and Pedicure)	2	-	1	-	1	
Agricultural Course	2	-	-	-	2	
Hospitality Management (General)	1	-	-	-	1	

Municipality or Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Training area requiring more attention
Bricklayer	1	-	-	1	-	
Photographer	1	-	-	1	-	
Fishing course	1	-	-	-	1	
Others	152	53	32	15	52	
Turiscail						
Total	61	25	8	4	24	
Portuguese language course	18	2	3	2	11	
Computer	9	6	2	-	1	
English Language Course	4	-	1	1	2	
Hair stylist	2	1	-	-	1	
Agriculture or horticulture course	2	1	-	-	1	
Technological information	1	1	-	-	-	
Training and evaluation	1	1	-	-	-	
Others	24	13	2	1	8	

2.6. Professional Occupations – Public Sectors

2.6.1. Permanent Public Servants

Table 7 shows that general staff and teachers are the main occupations of the public sector and together account for 84.2% of the positions. 39.4% of teachers held positions between 6 - 10 years, 35.2% over 15 years, 15.46% between 11 - 15 years and less than 6 years corresponds to 10.1%. As for staff in general, the data indicate that most maintained their services between 1-5 years and 6-10 years.

Table 7. Distribution of permanent public servants' occupation and years of service

Occupation	<1 Year	1-5 Years	6 - 10 Years	11-15 Years	>15 Years	Total	Percentage (%)
Teachers	10	38	187	73	167	475	51,74
Employees	8	78	115	58	39	298	32,46
Medical or Medical Specialist	1	31	4	1	8	45	4,90
Department Cheaf	-	7	5	7	2	21	2,29
General Director	-	2	3	4	2	11	1,20
National Director	-	6	1	3	4	14	1,53
Defender or Judge	-	-	1	-	2	3	0,33
Others	-	15	21	8	7	51	5,56
Total	19	177	337	154	231	918	100 %
Percentage (%)	2,1	19,3	36,7	16,8	25,2	100,0	

As for the degree or level of respondents, the majority are in the positions between grade F (level 1, & 2) - grade C or level 5, together corresponds to 93.7%. The servers with level above 6 are very few, registering about 1.84% and those with special regime 5.42% (Table 8).

Table 8. Degree and Level of permanent public officials interviewed.

Degree or Level	Frequency	Percentage (%)
Grade A or level 7	5	0,54
Grade B or Level 6	12	1,30
Grade C or Level 5	97	10,52
Grade D or Level 4	217	23,54
Grade E or Level 3	417	45,23
Grade F or Level 1, 2	124	13,45
Special Regime	50	5,42
Total	922	100 %

2.6.2. Temporary Public Servants

Table 9 shows temporary public servants by occupation and years of service. The occupational pattern is similar to the permanent staff with the mastery of teachers and staff. Teachers and staff are those who have a high number of temporary public servants. Both represent 86.6% of the temporary public servants staff while hiring the specialized technicians only 1.9%. The standard of service duration is similar to permanent staff, the highest proportion of whom have maintained the public service between 1-5 years and 6-10 years and together represent 88% compared to those who have maintained the most service of 10 years (5.3%).

Table 9. Distribution of temporary public servants by occupation and years of service

Year of work	Public Servants	Specialized technical	Teachers	Others	Total	Percentage (%)
<1 Year	14	1	13	-	28	6,7
1-5 Years	72	4	124	11	211	50,6
6 - 10 Years	56	3	65	32	156	37,4
11-15 Years	7	-	4	3	14	3,4
>15 Years	3	-	3	2	8	1,9
Total	152	8	209	48	417	100 %
Percentage (%)	36,5 %	1,9 %	50,1 %	11,5 %	100 %	

2.7. Education Level of Temporary Public Servants

At the level of education, 67.2% of temporary public servants have a secondary education level, a Bachelor's Degree with a percentage of 16.7%, Pre-secondary school (5.3%), Technical Vocational High School (5.3%) and primary school (3.8%). Other levels of education have a percentage less than 3% (Table 10).

Table 10. Distribution of temporary public servants by levels of education

Education Level	Number of Public Servants	Percentage (%)
Primary School	18	3,8
Pre-secondary School	25	5,3
Secondary School	317	67,2
Technical Vocational High School	25	5,3
Others	1	0,2
One Year Diploma or Diploma I	1	0,2

Education Level	Number of Public Servants	Percentage (%)
Two Years Diploma or Diploma II	0	0,0
Three Years Diploma or Diploma III	5	1,1
Four Years Diploma or Diploma IV	0	0,0
Bachelor's Degree	79	16,7
Master's Degree	1	0,2
PhD or Doctorate	-	0,0
Total	472	100 %

2.8. Non-Public Sector (Private Sector)

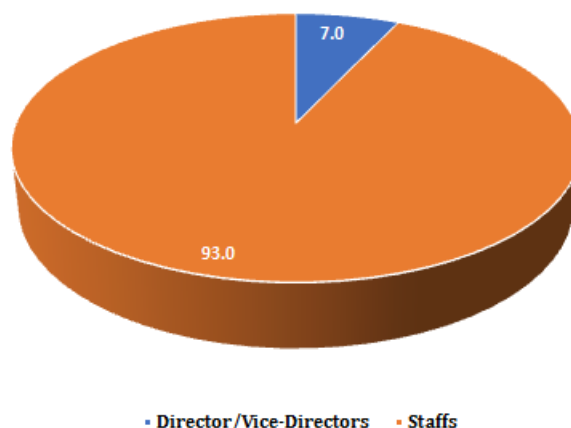
The non-public sector in the municipality of Manufahi persists small in comparison with the public sector. This despite the growth of the non-public sector is one of the government's main goals and most of those who do not currently work have expressed their interest of working in the non-public sector. However, despite the desire to work in the non-public sector, much of this work requires good educational qualifications. The result of this work provides several relevant evidence.

2.8.1. Non-Governmental Organizations (NGOs) and Private Universities

Figure 1 shows data for staff working in Non-Governmental Organizations (NGOs). Among the 57 respondents, 7% hold positions as Director or Deputy Directors of the organizations and the highest percentage 93% are employees.

Figure 2. Staff of Non-Governmental Organizations (NGOs) by position

Non-Governmental Organization (%)

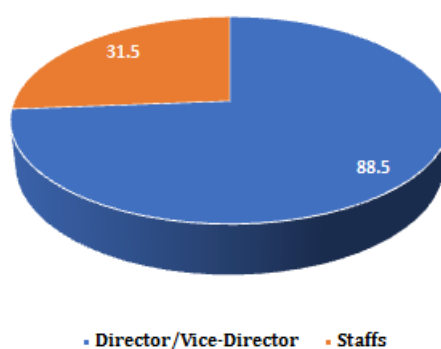


2.8.2. Entrepreneurs

Entrepreneurs play an important role through their investments, increasing the prosperity of the population in the municipality. Thus, citizens have the opportunity to take a job through investment, services and increased trade, in addition to the municipality grow economically. In this sense, it is essential to understand the human resources involved in this process and try to empower them efficiently and effectively. Figure 3 shows the distribution of the personnel involved in the company by level of education and by position in which it currently assumes. 68.5% of the respondents are employed as director or vice principals and 31.5% assume the role of director at the same time as an employee of the same company.

Figure 3. Dist

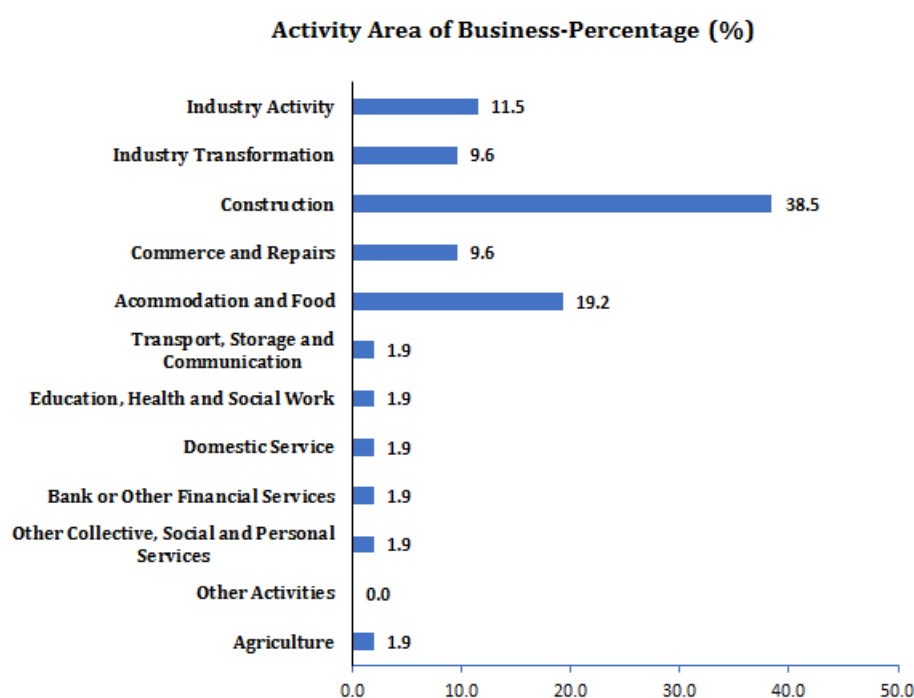
Entrepreneurs (%)



2.8.3. Activity Sectors

The greater proportion of the areas of activity of the companies are related to Construction, Accommodation - Food and industrial activity. Other sectors of activity are less than 10% (Figure 4).

Figure 4. Distribution of the areas of entrepreneurs' activities



2.8.4. Education Level of Entrepreneurs or employers

The data also shows that most of the people involved have no level of education or no schooling (67.1%) and secondary education (11.1%). Other levels of education have a percentage less than 10% (Table 11).

Analyzing the presence of entrepreneurs and their qualifications is essential for the growth of the municipality. Increasing the level of education, the municipality inserts its citizens into a productive economy, giving them the opportunity to be entrepreneurs or innovators, through a good education. Thus, the presence of entrepreneurs and the trained of qualified employees are crucial for the municipality.

Table 11. Distribution of entrepreneurs and level of education

Level of Education	Number of Entrepreneurs	Percentage(%)
Does not know how to read or write	3,980	67,1
Secondary School	656	11,1
Does not know how to read or write (did not finish primary school)	514	8,7
Pre-secondary School	413	7,0
Primary School	256	4,3
Bachelor's Degree (S1)	53	0,9
1 st Cycle (1 st Grade - 4 th Grade)	27	0,5
Secondary School	8	0,1
Secondary School of Agriculture	7	0,1
Three years Diploma or Diploma III	7	0,1
2 ^o . Cycle (1 st Year, 2 nd Year)	3	0,1
3 ^o . Cycle (3 rd Grade - 9 th Grade or 3 rd year)	3	0,1
One Year Diploma or Diploma I	3	0,1
Secondary School of Sports	2	0,0
Others	1	0,0
Secondary Technical School	-	0,0
Secondary School of Nursing	-	0,0
Secondary School of Social Assistance	-	0,0
Two Years Diploma or Diploma II	-	0,0
Four Years Diploma or Diploma IV	-	0,0
Master's Degree (S2)	-	0,0
PhD (S3)	-	0,0
Total	5,933	100 %

2.9. Preferred Area of Work

The FDCH survey asks persons 17 years or over who had never worked, where they would like to work, if they got a job. The responses in table 12 shows that the majority opted for the non-public sector (private sector) with 74.5% compared to the public sector 25.5%. The Sub District Administration of Same has a higher

percentage of individuals seeking employment in the non-public sector as well as in the public sector (Table 12).

Table 12. Number of total respondents in Manufahi Municipality in search of employment and intends to work in the public or private sectors

Sub District Administration	Public Sector	Percentage (%)	Private Sector	Percentage (%)	Total	Percentage (%)
Alas	151	8,7	405	8,0	556	8,2
Fatuberliu	668	38,4	191	3,8	859	12,6
Same	786	45,2	3,915	77,1	4,701	69,0
Turiscail	133	7,7	565	11,1	698	10,2
Total	1,738	100 %	5,076	100 %	6,814	100 %

2.10. Sector of Activity which is intended to work

Table 13 shows that in the private sector the preference is mainly for agriculture (55.4%), domestic tasks (13%), industrial activity (7.8%), education, health and social work (5.5) and construction (5.9%). Other sectors of activity have a percentage less than 5%.

Table 13. Distribution of areas of activity that respondents wish to work

Activity Sector	Sub District Administration				Total	Percentage (%)
	Alas	Fatuberliu	Same	Turiscail		
Agriculture	587	237	2,604	390	3,818	54,6
Industrial Activity	18	53	458	17	546	7,8
Transformation industry	17	11	183	4	215	3,1
Construction	34	15	285	16	350	5,0
Commerce and repairs	29	24	236	23	312	4,5
Accommodation and Foods	13	10	96	7	126	1,8
Transport, Storage and Communications	3	1	80	5	89	1,3
Education, Health and Social Works	19	13	338	17	387	5,5
Domestic Service	47	5	695	159	906	13,0
Bank or other financial services	3	7	46	5	61	0,9

Activity Sector	Sub District Administration				Total	Percentage (%)
	Alas	Fatuberliu	Same	Turiscail		
Other collective, social and personal services	17	5	121	13	156	2,2
Other activities	-	-	20	1	21	0,3
Total	787	381	5,162	657	6,987	100
Percentage %	11,3 %	5,5 %	73,9 %	9,4 %	100 %	

2.11. Age group of respondents in search of employment

In relation to the age group, the largest number of respondents seeking employment are young people aged 17-36 years, representing around 68.8% (Table 14).

Table 14. Age group of respondents in search of employment

Age Group	Non-Public Sector	Percentage (%)
17 - 20	559	11,0
21- 24	811	16,0
25 - 28	793	15,6
29 - 32	739	14,6
33 - 36	591	11,6
37 - 40	365	7,2
41 - 44	413	8,1
45 - 48	235	4,6
49 - 52	97	1,9
53 - 56	72	1,4
57 - 60	74	1,5
61- 64	93	1,8
65+	234	4,6
Total	5,076	100 %

2.12. Graduates in job search "Unemployment"

The data also provides information on the number and qualifications of people with higher education in job search (Table 15). The figure shows that, among the

111 respondent graduates, 60.4% intended to work in the public sector and 39.6% intended to work in the non-public sector. Graduates intend to work more in the public sector rather than in the private sector.

The areas of higher education courses with the highest number of job seekers are "unemployment" in the areas of law, Medicine - Medical Doctors (general medicine), Accounting, Mathematics and Private Law. Graduates in other areas are very few less than 5%, so these data are fundamental for the municipality's governors, companies and other employers partners in order to know how to take their advantages and employ them.

Table 15. Number and areas of knowledge of higher education courses in job search and wish to work

No.	Study Program or Area of Specialization	Do not work and want to work?		Total	Percentage (%)
		Public Sector	Private Sector		
1	Law	8	3	11	9,9
2	General Medicine - Medical Doctors (General Practitioners)	5	3	8	7,2
3	Accounting	5	3	8	7,2
4	Mathematics	3	3	6	5,4
5	Private Law	1	5	6	5,4
6	Civil Engineering - Civil Construction	3	2	5	4,5
7	Management	1	3	4	3,6
8	Education Sociology	3	1	4	3,6
9	Social Economy Agricultural	2	1	3	2,7
10	Education	2	1	3	2,7
11	Computer technology Engineering	2	1	3	2,7
12	Teaching biology	3	-	3	2,7
13	Public policy	3	-	3	2,7
14	Agronomy	2	-	2	1,8
15	Public Law	2	-	2	1,8
16	Computer science	2	-	2	1,8
17	Nursing	1	1	2	1,8
18	Pharmacy	1	1	2	1,8
19	Animal Production (Livestock)	1	1	2	1,8
20	Economy of Finance or	-	2	2	1,8

No.	Study Program or Area of	Do not work and want to work?		Total	Percentage (%)
	management of finances - Banking Economics				
21	Mathematics of Teaching	2	-	2	1,8
22	Physics of Teaching	2	-	2	1,8
23	Physics	1		1	0,9
24	General or Environmental Biology	-	1	1	0,9
25	Architecture Engineering	-	1	1	0,9
26	Mining Engineering	-	1	1	0,9
27	Theology	1	-	1	0,9
28	Portuguese language	-	1	1	0,9
29	English language	-	1	1	0,9
30	Indonesian Language	1	-	1	0,9
31	Geology	-	1	1	0,9
32	Mineral Engineering	-	1	1	0,9
33	Petroleum	-	1	1	0,9
34	Dentist	1	-	1	0,9
35	Midwife	1	-	1	0,9
36	Gastrointestinal Radiology, Medical Radiology	1	-	1	0,9
37	Agro-business	1	-	1	0,9
38	Aquaculture	-	1	1	0,9
39	Food Technology	-	1	1	0,9
40	Tourism and Hospitality	1	-	1	0,9
41	Human Resource Economics	-	1	1	0,9
42	Industrial Economics	1	-	1	0,9
43	Communication - Journalism and Publishing	-	1	1	0,9
44	Computer Management	1	-	1	0,9
45	Education Philosophy	1	-	1	0,9
46	International, Bilateral and Multilateral Relations	-	1	1	0,9
47	Educational Psychology	1		1	0,9
48	Teacher Training	1	-	1	0,9
Total		67	44	111	100 %

2.13. Number and areas of study of students who are currently attending courses

Table 16 shows the number of students surveyed in Manufahi municipality who are currently attending higher education in different study programs. The numbers show that some areas of study, where their graduates have more "unemployment" (Table 15), still remain areas with higher numbers of students (Table 16). It is hoped that decentralization of local power will be implemented by the government and the development of the private sector in the municipality there will be opportunities to absorb the graduates in the labor market. If this does not happen, it may possibly increase the number of job seekers in particular in the areas identified above in table 15.

Table 16. Distribution of the number of students who are currently attending courses in higher education

No.	Area of Study	Frequency	Percentage (%)
1	Management	28	10,1
2	Computer technology Engineering	18	6,5
3	Civil Engineering - Civil Construction	13	4,7
4	International, Bilateral and Multilateral Relations	12	4,3
5	Sociology	11	4,0
6	Accounting	11	4,0
7	Law	10	3,6
8	Tourism and Hospitality	10	3,6
9	Mining Engineering	9	3,3
10	Food Science and Technology	8	2,9
11	Education	8	2,9
12	Public health	8	2,9
13	Economy of Finance or management of finances - Banking Economics	8	2,9
14	Sociology of Education	7	2,5
15	Computer science	6	2,2
16	Public administration	6	2,2
17	Architecture Engineering	5	1,8
18	Agronomy	5	1,8
19	Public policy	5	1,8
20	General or Environmental Biology	4	1,4
21	English language	4	1,4

No.	Area of Study	Frequency	Percentage (%)
22	Human Resource Economics	4	1,4
23	Teaching biology	4	1,4
24	Mathematics	3	1,1
25	Psychology	3	1,1
26	Portuguese language	3	1,1
27	Engineering Industry	3	1,1
28	Agricultural Product Processing Engineering	3	1,1
29	Animal Production (Livestock)	3	1,1
30	Development Study	3	1,1
31	Mathematics of Teaching	3	1,1
32	Study of Peace	3	1,1
33	Teacher training	3	1,1
34	Chemistry	2	0,7
35	Mechanical Engineering	2	0,7
36	Forest Resources and Forestry Engineering	2	0,7
37	Others	2	0,7
38	Nursing	2	0,7
39	Pharmacy	2	0,7
40	Forestry Management	2	0,7
41	Forestry Techniques and Operations	2	0,7
42	Food Technology	2	0,7
43	Business Administration	2	0,7
44	Government Science	2	0,7
45	Engineering Ore Treatment	1	0,4
46	Agricultural Engineering	1	0,4
47	Veterinary Medicine	1	0,4
48	Public Law	1	0,4
49	Political Science	1	0,4
50	Actuarial Sciences	1	0,4
51	Geology	1	0,4
52	Petroleum	1	0,4
53	Transportation Engineering and Telecommunication	1	0,4
54	Dentist	1	0,4
55	Physical Education or Sports Education	1	0,4
56	Medicine - Medical Practice (General Practice)	1	0,4
57	Conservation of Nature	1	0,4

No.	Area of Study	Frequency	Percentage (%)
58	Preventive Veterinary Medicine	1	0,4
59	Aquaculture	1	0,4
60	Economics of education	1	0,4
61	Industrial Economics	1	0,4
62	Communication - Journalism and Publishing	1	0,4
63	Social service	1	0,4
64	Computer Management	1	0,4
Total		276	100 %

2.14. Year the course ends

Regarding to the estimation of the numbers of students of higher education who will graduate or finish their courses in the next 6 years, the data in table 17 shows that the areas of Management, Information Technology Engineering, Civil Engineering - Civil Construction, Relationships International, Bilateral and Multilateral, Sociology and Accounting are the ones that have the most graduation numbers. Other areas have few numbers of graduation per year, so it is important to highlight the need to anticipate not to contribute to more the number of unemployed graduates.

Table 17. Distribution of the number of students who are currently attending courses and prediction of the year in which the course will end

Area of Study	Year the course ends							Total
	2017	2018	2019	2020	2021	2022	2023	
Management	9	11	2	-	-	-	-	22
Computer Technology Engineering	7	5	2	2	-	-	-	16
Civil Engineering - Civil Construction	5	3	3	-	1	-	-	12
International, Bilateral and Multilateral Relations	10	2	-	-	-	-	-	12
Sociology	6	4	-	1	-	-	-	11
Accounting	3	1	2	3	1	-	-	10
Law	4	5	-	-	-	-	-	9
Mining Engineering	2	3	2	1	-	-	-	8

Area of Study	Year the course ends							Total
	2017	2018	2019	2020	2021	2022	2023	
Tourism and Hospitality	5	2	-	1	-	-	-	8
Education	4	1	1	1	-	-	-	7
Public Health	4	-	2	1	-	-	-	7
Computer Science	3	1	2	-	-	-	-	6
Public Administration	2	3	1	-	-	-	-	6
Economy of Finance or Management of Finances - Banking Economics	3	-	1	2	-	-	-	6
Education Sociology	1	3	-	2	-	-	-	6
Engineering Architecture	3	-	1	1	-	-	-	5
Food Science and Technology	2	3	-	-	-	-	-	5
Agronomy	-	2	-	1	1	-	-	4
Human Resource Economics	1	3	-	-	-	-	-	4
Biology of Teaching	3	-	1	-	-	-	-	4
Public policy	3	1	-	-	-	-	-	4
General or Environmental Biology	1	1	-	1	-	-	-	3
English language	-	1	1	-	-	1	-	3
Agricultural Product Processing Engineering	-	-	-	3	-	-	-	3
Livestock Production	-	3	-	-	-	-	-	3
Development Study	2	-	-	1	-	-	-	3
Mathematics	2	-	-	-	-	-	-	2
Chemistry	-	-	1	1	-	-	-	2
Psychology	2	-	-	-	-	-	-	2
Portuguese language	1	-	1	-	-	-	-	2
Industry Engineering	-	1	1	-	-	-	-	2
Others	2	-	-	-	-	-	-	2
Nursing	1	-	-	1	-	-	-	2

Area of Study	Year the course ends							Total
	2017	2018	2019	2020	2021	2022	2023	
Forestry Management	2	-	-	-	-	-	-	2
Mathematics of Teaching	1	-	1	-	-	-	-	2
Government Science	2	-	-	-	-	-	-	2
Study of Peace	1	1	-	-	-	-	-	2
Mining Engineering	-	1	-	-	-	-	-	1
Mechanical Engineering	-	-	-	1	-	-	-	1
Forest Resources and Forestry Engineering	-	1	-	-	-	-	-	1
Agriculture Engineering	1	-	-	-	-	-	-	1
Veterinary Medicine	-	-	-	1	-	-	-	1
Public Law	1	-	-	-	-	-	-	1
Political Science	1	-	-	-	-	-	-	1
Actuarial Sciences	-	-	-	1	-	-	-	1
Geology	1	-	-	-	-	-	-	1
Petroleum	1	-	-	-	-	-	-	1
Dentist	-	1	-	-	-	-	-	1
Physical Education or Sports Education	-	-	-	1	-	-	-	1
Forestry Techniques and Operations	1	-	-	-	-	-	-	1
Conservation of Nature	1	-	-	-	-	-	-	1
Preventive Veterinary Medicine	1	-	-	-	-	-	-	1
Aquaculture	1	-	-	-	-	-	-	1
Economics of education	-	1	-	-	-	-	-	1
Industrial Economics	-	1	-	-	-	-	-	1
Communication - Journalism and Publishing	1	-	-	-	-	-	-	1
Social service	-	-	1	-	-	-	-	1
Business Administration	-	1	-	-	-	-	-	1

Area of Study	Year the course ends							Total
	2017	2018	2019	2020	2021	2022	2023	
Computer Managemen	-	1	-	-	-	-	-	1
Total	107	67	26	27	3	1	-	231

2.15. The demand of development training for individuals and institutional

2.15.1. Training in generic areas and specialized competences

One of the fundamental results of this work is that the data shows a considerable level of professional development activity in various areas of training in the municipality of Manufahi. Table 18 below indicates a demension of the professional development training undertaken by area of training and lengh of course. In response to this question, respondents were asked or permitted to select up to three options for courses undertaken, so the table refers to the number of courses undertaken rather than to individual undergoing training (trainees).

The 2,433 respondents represent a substantial level of training activity, as 40.9% were for 1 - 6 months, 50.6% were less than a month and 8.5% were for more than 6 months. It is notable also that the major courses undertaken were in the areas of Leadership, Finance and Planning. Other areas of training have a percentage of less than 10%. There is little indication of training in areas considered or regarded as priority areas for municipality of Manufahi , such as agriculture, construction and hospitality and tourism.

Table 18. Professional development training undertaken by area of study and duration of courses

Area of Study	Duration				Total	Percentage(%)
	Less than 1 Month	1 - 6 Month	7 Months - 1 Year	More than 1 Year		
Leadership	298	159	21	24	502	20,6
Business	163	117	7	6	293	12,0
Planning	161	104	17	6	288	11,8
Management	119	69	13	8	209	8,6
Human Resources	132	64	9	4	209	8,6
Information Technology	86	238	21	13	358	14,7
Procurement and Logistics	54	17	1	4	76	3,1
Administration	123	106	4	6	239	9,8
Information System and Business Management	50	34	13	6	103	4,2
Media and Public Relations	7	9	1	4	21	0,9
Specialized Technician	18	42	3	5	68	2,8
Others	20	37	6	4	67	2,8
Total	1,231	996	116	90	2,433	100 %
Percentage(%)	50,6 %	40,9 %	4,8 %	3,7 %	100 %	

2.15.2. Language Training

Table 19 shows the proportion of vocational training in language areas and the duration of the course. There are a remarkable number of people who have already taken part in a language course. As expected, the Portuguese language as the official language has the highest percentage (61%) followed by the English language with 28.8%. The Tetum language has a 6.7% share of respondents and other languages with a share of less than 2%. 67.7% of the courses have duration between 1 - 6 months, 2.6% less than one month and another 29.7% are longer

than 7 months. The Portuguese language and English language courses are the main courses conducted by the respondents in the municipality of Manufahi.

Table 19. Language training and duration of the courses

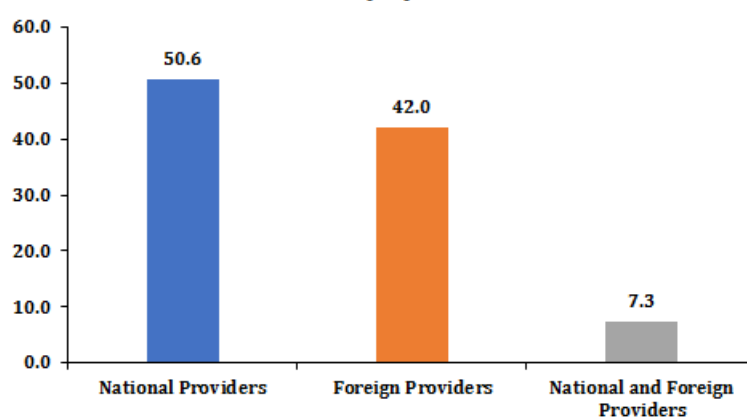
Type of Training	Duration				Total	Percentage (%)
	Less than 1 Month	1 - 6 Month	7 Months - 1 Year	More than 1 Year		
Portugues language	39	1,131	213	283	1,666	61,0
English language	21	573	102	91	787	28,8
Tetum language	8	79	36	59	182	6,7
Indonesia language	3	29	5	13	50	1,8
Korean language	0	21	2	2	25	0,9
Others	0	16	1	3	20	0,7
Total	71	1,849	359	451	2,730	100 %
Percentage (%)	2,6	67,7	13,2	16,5	100 %	

2.16. Service Providers Institution and Funding

Among the total number of respondents who have already done the language training, 56.2% was financed by the trainee himself, by the government 26.8% and the training supported by the private sector 6.5%. Training supported by government in cooperation with international partners and only by international partners corresponds to 8.6% and 1.8%, respectively (Table 20).

Figure 5. Institution Provider of language training

Who are the Training Providers - percentage (%)



2.17. Training Financing

As for institutions providing language training, 50.6% of training providers are national institutions, 42% provided by foreign institutions and 7.3% promoted by national and foreign institutions (Figure 5).

Table 20. Funders of language training

Sub District Administration	Government	Private Setor	Own account	Government and international partners	International Partners	Total
Alas	101	2	149	11	1	264
Fatuberliu	81	13	141	21	4	260
Same	403	136	972	162	32	1,705
Turiscail	95	14	162	25	8	304
Total	680	165	1,424	219	45	2,533
Percentage (%)	26,8	6,5	56,2	8,6	1,8	100 %

2.18. Future Training Plan

2.18.1. Personal Development Training

Future training plan desired by the respondents was also the subject of an investigation in this work. In order for the training to generate capital gains, it is necessary to respond to the needs of the municipality and, consequently, the needs of the trainees themselves. For this, it is important to make a study of the training needs, before starting the investment.

The study of training needs is one of the most common ways to identify the needs of the municipality, since it allows, on the one hand, to see if the training is the answer to the problems and, on the other hand, to identify which type of training which serves to fill them. In addition, it allows identifying the individual training needs, particularly those that do not yet have and are seeking employment.

As part of the desire for training for the future, two questions were asked for those who are not yet employed or looking for a job and those who are already employed in the public or non-public sector (private sectors). In relation to the first, they asked what type of training they wish to do in order to increase their personal skills, to obtain a greater job opportunity and to facilitate their job search. The data in table 21, shows that the majority of respondents wish to increase or raise their knowledge in the areas of Education and Teaching Professionals and Languages training courses (English, Portuguese).

The longing for training in specific areas such as Agriculture, Tourism, Fisheries, Livestock, in industries were found in few respondents compared to generic training areas. This is due, of course, to the lower number of employees in this area and a lack of knowledge on the part of respondents about the importance of training for self-employment. Check out training to broaden general knowledge are more preferred compared to specialized areas.

Table 21. Areas of training desired by non-employed respondents

No.	Area of Study	Frequency	Percentage (%)
1	Teachers and Education Professionals	15	30,6
2	Languages (English, Portuguese, etc.)	12	24,5
3	Medicine and Health Professionals	4	8,2
4	Police, Defense, Security (employee training)	4	8,2
5	Varieties *	3	6,1

No.	Area of Study	Frequency	Percentage (%)
6	Information System & Business Management	2	4,1
7	Agriculture	2	4,1
8	General Skills Development- Induction	1	2,0
9	Information Technology, Database, Web, Software and Electronic Filing (registration) - computer	1	2,0
10	Management, Administration and Leadership	1	2,0
11	Finance, Budget, Accounting and Planning	1	2,0
12	Law and Justice	1	2,0
13	Procurement, Logistics and Asset Management	1	2,0
14	Mediation Technique, Conflict Analysis, Conciliation and Sensitive Cases	1	2,0
Total		49	100 %

*) Areas that by their nature could not be classified in a category of their own. This category includes all data that could not be integrated into any of the training categories, as well as very specific training.

2.18.2. Development of training and institutional strengthening

As regards the second question - the personal development training and the institutional or organizational strengthening applied to the employed respondents, the data in Table 22 show that the areas of teacher education and Education and Languages (English, Portuguese) are areas of higher preference desired by the respondents while in other training areas the desire was less than 10% (Table 22).

Table 22. Desired training areas by non-employed respondents

No.	Area of Study	Frequency	Percentage (%)
1	Teachers and Education Professionals	144	32,7
2	Languages (English, Portuguese, etc.)	74	16,8
3	Management, Administration and Leadership	39	8,9
4	Information Technology, Database, Web, Software and Electronic Filing (registration) - computer	38	8,6
5	Varieties *	30	6,8
6	Medicine and Health Professionals	22	5,0
7	Police, Defense, Security (employee training)	22	5,0
8	Finance, Budget, Accounting and Planning	18	4,1
9	Agriculture	14	3,2
10	Law and Justice	8	1,8
11	Hospitality in Tourism	6	1,4
12	Procurement, Logistics and Estate Management	4	0,9
13	Human resource Management	3	0,7
14	Mediation Technique, Conflict Analysis, Conciliation and Sensitive Cases	3	0,7
15	Professional, Research and Development Knowledge (based on the operating sector)	3	0,7
16	General Skills Development- Induction	2	0,5
17	Information System & Business Management;	2	0,5
18	Customer Service (customer service and standard development)	2	0,5
19	Production of Livestocks	2	0,5
20	Training of trainers (TOT)	1	0,2
21	Audit and Inspection	1	0,2

No.	Area of Study	Frequency	Percentage (%)
22	Project Management	1	0,2
23	Fisheries	1	0,2
Total		440	100 %

*) Areas that by their nature could not be classified in a category of their own. This category includes all data that could not be integrated into any of the training categories, as well as very specific training.

2.19. Training Category and Academic Degree

2.19.1. Vocational Training and Academic

When asked about the category of training of the 4,072 respondents, 66.2% of respondents intended to develop their knowledge through the vocational or professional training courses and 33.8% of respondents in the academic - higher education courses (Figure 23).

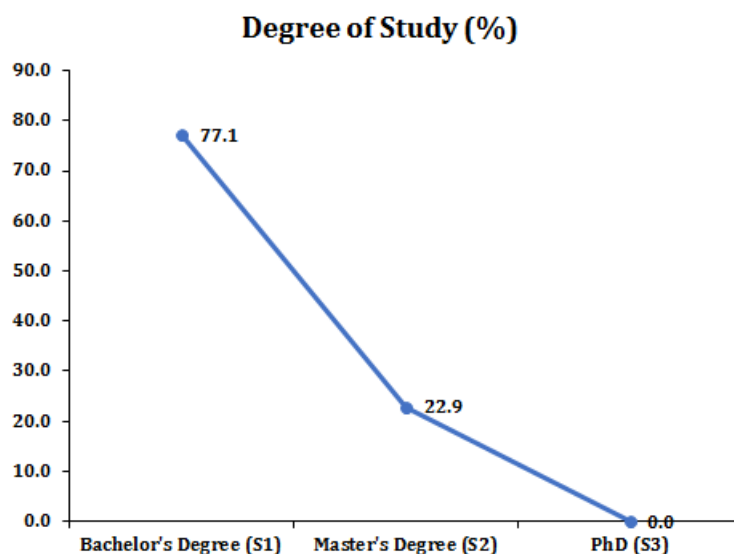
The Sub District Administration of Same has a greater number of those who wish vocational or professional training as well as attending academic or higher education levels.

Table 23. Training category - Academic or Vocational Training

Sub District Administration	Academic or University	Vocational or Vocational training	Total
Alas	119	272	391
Fatuberliu	82	67	149
Same	926	1,803	2,729
Turiscail	248	555	803
Total	1,375	2,697	4,072
Percentage (%)	33,8 %	66,2 %	100 %

Among the 1,375 of respondents, 33.8% of respondents surveyed who wish to take their courses in higher education, 77.1% of respondents planned to increase their knowledge in Undergraduate (Bachelor's Degree) programs and 22.9% of respondents in Master's Degree programs (Figure 6).

Figure 6. Degrees of studies that wish to



The details of the training areas and the academic degrees desired can be seen in table 24.

Table 24. Academic degrees and areas of study they wish to pursue

No.	Area of Study	Academic level courses (University)			Total
		Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)	
1	Teachers and Education Professionals	49	15	-	64
2	Languages (English, Portuguese, etc.)	23	5	-	28
3	Management, Administration and Leadership	13	4	-	17
4	Medicine and Health Professionals	13	2	-	15
5	Information Technology, Database, Web, Software and Electronic Filing (registration) - computer	12	3	-	15
6	Finance, Budget, Accounting and Planning	6	3	-	9
7	Agriculture	6	-	-	6
8	Varieties *	4	2	-	6
9	Law and Justice	2	1	-	3

No.	Area of Study	Academic level courses (University)			Total
		Bachelor's Degree (S1)	Master's Degree (S2)	PhD (S3)	
10	Procurement, Logistics and Estate Management	-	3	-	3
11	Customer Service (customer service and standard development)	2	-	-	2
12	Mediation Technique, Conflict Analysis, Conciliation and Sensitive Cases	1	1	-	2
13	Professional, Research and Development Knowledge (based on the operating sector)	2	-	-	2
14	Training of trainers (TOT)	1	-	-	1
15	Human resource Management	1	-	-	1
16	Audit and Inspection	1	-	-	1
17	Information System & Business Management;	-	1	-	1
18	Production of Livestocks	1	-	-	1
19	Police, Defense, Security (employee training)	-	1	-	1
20	Hospitality in Tourism	1	-	-	1
Total		138	41	-	179
Percentage (%)		77,1 %	22,9 %	0,0	100 %

*) Areas that by their nature could not be classified in a category of their own. This category includes all data that could not be integrated into any of the training categories, as well as very specific training.

3. Development of Human Resources within the Strategic Development Plan of the Municipality

3.1. The four pillars of the Municipal Strategic Plan (PEM-officials acronym in Portugues Language)

The Manufahi Municipal Strategic Plan (MSP/PEM), aligned with the Timor-Leste Government's Strategic Development Plan for 2011-2030, aims to promote the progress and sustainable development of the territory by defining strategies and guidelines, creating conditions of competitiveness, innovation and modernity, ensuring the public interest through an efficient, transparent and rigorous management and allocation of resources. Like the National Strategic Development Plan (NSDP/PEDN-official acronym in Portugues language), the Municipal Strategic Plan (MSP/PEM) is built around four pillars:

1. Social capital: health, education and social protection;
2. Infrastructure: transportation, telecommunications, power and water supply and Sanitation;
3. Economic foundations : targeting three sectors for development - agriculture, tourism and petrochemicals - to bring about growth, jobs, and new sources of public revenue in addition to oil;
4. Institutional framework: focus on macroeconomic management and improving the capacity and effectiveness of government institutions.

The development of human resources in municipality of Manufahi must have regards to these four pillars and also to the current situation in the economy and society as a whole. In addressing key human resource developments, this section based on the four pillars and starts with a summary of the structure of the economy in Manufahi municipality and of recent growth in various sectors.

The municipality of Manufahi has identified the following generic training area needs to develop the capacity and competence of its human resources for the implementation of its strategic priority programs and municipal development, in line with the strategic development objectives.

Social Capital (health, education and social protection)	
Education and Training	<ol style="list-style-type: none"> 1. Ensure that children aged 3 to 5 years are enrolled in kindergartens (pre-schools) which have quality of education; 2. Ensure the complete facilities in each elementary school in the municipality; 3. Guarantee rehabilitation of all schools in the municipality; 4. Strengthen access to quality of education; 5. Hire and train teachers or lecturers according to their areas or subjects; 6. Minimize number of illiteracy in the municipality of Manufahi of all age groups, in accordance with the national programs outlined in the municipality of Manufahi; 7. Build, rehabilitate and maintenance of pre-school education establishments, primary and secondary schools, ensuring the development and re-qualification of school parks in the municipality and the conditions for the quality training of Manufahi youth; 8. Establish an informal training center in Sub District Administrations; 9. Establish educational laboratories which have good quality; 10. Ensure quality of higher education in the Municipality of Manufahi; 11. Support the development of complementary activities of educational action in pre-school education and in primary to secondary education promoting and integrating initiatives in the area of culture, arts and sports among others; 12. Guaranteeing also the same conditions for the teaching of students with special needs with the introduction of gestural language among other supports.
Health Sector	<p>In the health sector, the Manufahi Municipality has identified the priority programs as listed below:</p> <p>Ensure access to quality of health for all citizens;</p> <ul style="list-style-type: none"> • Training program in the development of knowledge in the area of the Promotion of Mother and Child Health and Family Planning; • Ensure health professionals throughout Manufahi Municipality possess the skills and qualities sufficient to serve the inhabitants;

	<ul style="list-style-type: none"> • Ensure in each sub village of the municipality of Manufahi, there are health professionals such as doctors, nurses and midwives; • Ensure that children receive vaccines such as BCG, polio, diphtheria, measles and others; • Rehabilitate health centers in each Sub District Administrations with complete health equipments; • Establish laboratories with complete facilities.
<p>Social Protection (Inclusion)</p>	<ol style="list-style-type: none"> 1. Establish veterans council of Municipality and continue to value veterans and former combatants; 2. Promote and give opportunity to women in the development of municipality and in order to have employment; 3. Ensure social security for vulnerable and needy families; 4. Increase people's capacity through peacebuilding and social cohesion, improve technical assistance and increase people's capacity to support domestic violence centers through effective and available support to participate in various related areas (Training in resolution (Forum theater), Training in monitoring and evaluation, Training in dialogue and mediation and among others) and lastly, gender equality training; 5. Establish a "database" center to identify and monitor the most vulnerable groups in the municipality of Manufahi;
<p>Environment</p>	<ol style="list-style-type: none"> 6. Ensure adequate facilities and transport for the disabled people; 7. Strengthen the functioning of a training center for the disabled people; <ol style="list-style-type: none"> 1. Raise awareness of environmental issues through seminars at the sub village community level at all Sub District Administrations ; 2. Campaigning on the environment by distributing pamphlets, leaflets and bans on environmental destruction to the entire community to realize the importance of the environment to human needs; 3. Reinforce the reforestation program, involving all elements of the community in the municipality of Manufahi;

Culture and Patrimony	<ol style="list-style-type: none"> 4. Recruit the technicians - civil servants specialized in environment and give training on environment to improve their capacity; 5. Promote people's knowledge in the areas of climate change and biodiversity, pollution control, environmental impact analysis, waste recycling and improve service centers in the area of climate change at municipal level and Sub District Administrations; <ol style="list-style-type: none"> 1. Identify and promote all natural, cultural and patrimony reserves in the Municipality of Manufahi for local investment and revenue needs; 2. Provide knowledge in the area of art culture and creative cultural industries, museum development and libraries, identification and rehabilitation of cultural patrimony.
<p style="text-align: center;">Infrastructure (transport, telecommunications, energy and water supply and sanitation)</p> <p>The term infrastructure has broad meaning, but is usually associated with the basic structure of society, such as communications media, transportation (roads, vehicles, traffic, etc.), electricity, fuels (production, distribution, network maintenance , etc.), basic sanitation (drinking water supply, sewage network, etc.), among others, which guarantee the functioning of a municipality or region.</p> <p>Infrastructure is the foundation needed to leverage development. Without it, economic growth is compromised by the difficulty of generating goods and services, since production depends on the supply of energy, communication, means and transport routes, among others, as well as compromises the quality of life of the population, especially health, when it is lacking in basic sanitation and drinking water, and urban mobility. Therefore, from the infrastructure axis, the public power must pay close attention, since the inadequacy of this compromises the development of the municipality. In the area of Infrastructure, the Municipality of Manufahi has identified the following priority training programs:</p>	
Roads and Bridges	<ol style="list-style-type: none"> 1. Build and rehabilitate all national, regional and rural bridges in the Municipality of Manufahi to link together to facilitate circulation and communication between communities and facilitate access to the market to improve the local economy; 2. Build and rehabilitate rural and urban roads; 3. Ensure road maintenance program; 4. Housing and Buildings Development Program. <ol style="list-style-type: none"> 1. Establish and develop the drinking water program

Water and sanitation	<p>in rural and urban areas;</p> <ol style="list-style-type: none"> 2. Ensure the maintenance program and drinking water facility (Urban and Rural); 3. Provide and rehabilitate basic sanitation; 4. Ensure the system program for drinking water supply; 5. Ensure access to safe drinking water and basic Sanitation.
Electricity	<ol style="list-style-type: none"> 1. Provide the installation of electricity in rural and urban areas; 2. Guarantee the maintenance of electricity (protection and maintenance of power distribution lines); 3. Identify users of electricity and communities, families that have not been accessed by electricity; 4. Establish system to manage the distribution of electricity to all users with quality according to procedure and operational standards; 5. Establish the prepaid system.
Telecommunication	<ol style="list-style-type: none"> 1. Install Network Telecommunications in rural areas of the urban; 2. Ensure the community to have access to cheap, affordable and guaranteed telecommunications; 3. Establish a community communication training center in the municipality of Manufahi.
FEconomic fundamentals - targeting three sectors for development - agriculture, tourism, rural development and the private sector.	
Rural development	<ol style="list-style-type: none"> 1) Building rural roads; 2) Building potable water in rural areas; 3) Building the Rural Market; 4) Building Rural Electricity; 5) Build Rural Health Post; 6) Small Industries Development Program.
Agriculture	<ol style="list-style-type: none"> 1) Increase rice production through ICM and SRI method, plant the new variations; 2) Provide training for agricultural extension workers;

	<ol style="list-style-type: none"> 3) Provide training to farmers who use non-organic pesticides to increase good-quality horticulture; 4) Build and rehabilitate irrigation and its facilities so that farmers focus more on the development of agricultural products; 5) Carry out training in the area of fisheries and agriculture, to increase qualification standards in the production sectors; 6) Provide equipment, laboratories and veterinarians on handling of agricultural products and fisheries; 7) Conduct research on development and capacity building with emphasis on production quality; 8) Develop traditional agriculture in guiding the <p>agricultural market to respond to the needs of the community.</p>
<p>Tourism</p>	<ol style="list-style-type: none"> 1) Identify all tourist sites in the municipality of Manufahi; 2) Rehabilitate the Boa-Ventura National Park and other places of resistance to attract tourists; 3) To protect, promote and develop tourism in the municipality of Manufahi; 4) Promote and develop community, historical and religious tourism in the Kablake mountain which is still part of Same Sub District Administration, Turiscai Sub District Administration, Alas Suib District Administration, Fatuberliu Sub District Administration, <i>Pousada Same</i> (A type of group of houses were used as a place for tourists in Portugues colonialism time) and Dom Boaventura Monument.
<p>Private Sector</p>	<ol style="list-style-type: none"> 1) Promote business environment that is conducive to attracting private investment in potential areas; 2) Develop agro-commerce and agro-industry in the field of agriculture, livestock and fishing; 3) Increase knowledge and train employees in the following areas:

	<ul style="list-style-type: none"> a. Strategies to develop the cooperative sector; b. Training of trainers in the area of cooperatives; c. Training in management of cooperatives; d. Audit training of cooperatives; e. Training in decrees of laws and statute of the cooperative society. <p>4) Development of micro and small enterprises;</p> <p>5) Establish the water factory for domestic consumption to reduce imports;</p> <p>6) Increase knowledge in micro and small businesses to support entrepreneurs in running their business in the future:</p> <ul style="list-style-type: none"> a. Training of SME trainers; b. Training in accounting and business administration; c. Training in family business plan; d. Training in business software (IT).
<p>Institutional framework - focus on macroeconomic management and improvement of the capacity and effectiveness of government institutions.</p>	
<p>Management and Good Governance of Public Sector</p>	<ul style="list-style-type: none"> 1. Promote transparency and accounting in municipal finance management; 2. Establish the necessary legal framework for the development of the municipality; 3. Accelerate the implementation of local power by empowering the municipality, bringing public service closer to citizens and promoting public service professionalism in the municipality; 4. Ensure implementation of the land and property law; 5. Strengthen the performance and customer service of village authorities; 6. Promote the favorable business environment to attract investment within the municipality; 7. Strengthening the presence of community police in the villages; 8. Promote continuous dialogue on conflict Prevention; 9. Ensure public order, environmental health, law and

<p>Justice</p>	<p>freedom of expression of all people;</p> <ol style="list-style-type: none"> 10. Strengthen implementation of the PNDS & PDIM Program; 11. Reinforce Local Government Administration-Public Administration through training: 12. Procurement Management; 13. File Management; 14. Accounting Management; 15. Human Resource Management; 16. The Spatial Planning. <ol style="list-style-type: none"> 1. Training for private lawyers, Notaries, Registration and lawyers; 2. Training for magistrates and defense lawyers Specific training for magistrates and public defense lawyers; 3. Management of public administration for employees involved in social or community development; 4. Training in digital archiving in the area of logistics; 5. Training for Civil Justice Officers; 6. Language training.
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3.2. Main Key Areas of Training

The municipality of Manufahi presented the following distribution of training needs per training area required for each pillar and development sector for the immediate period 2019-2022, and then for the period 2023-2025 and in the long term to end of 2030. Training needs were subdivided into two categories: the first refers to scholarships for vocational and technical education, bachelor's, master's and doctorate degrees, and the second refers to professional development through participation in workshops, seminars and development in a work context. Data from the main training areas are presented only in the form of the following table taking into account the short, medium and long term priorities.

Table 25. Distribution of training needs in the short, medium and long term

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Bachelor's Degree and Master's Degree in Tourism and Hospitality (Hospitality and Culinary Arts)	x	x	x	x	x
Diploma III, Bachelor and Master 's Degree in Education in the area of Culture, History and Religious or Religions	x	x	x	x	x
Specialist in Planning and Development Community Tourism	x	x	x	x	x
Bachelor's Degree and Master's Degree in Education (English and Portuguese Language) for Cultural Training Center	x	x	x	x	x
Specialist in Tourism and Cultural Management (Mountains and Beaches)	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Bachelor's Degree and Masters's Degree in Environmental Tourism Planning	x	x	x	x	x
Hospitality, Tourism and Cooking	x	x	x	x	x
Tourist Information Center	x	x	x	x	x
Bachelor's Degree in Plants	x	x	x	x	x
Bachelor's Degree in Livestock (Animal Production or AI or IB Program)	x	x	x	x	x
Bachelor 's Degree in Horticulture	x	x	x	x	x
Bachelor's Degree in Agricultural Planning	x	x	x	x	x
Bachelor's Degree in Irrigation	x	x	x	x	x
Bachelor's Degree in Fisheries, both for Maritime and Aquaculture	x	x	x	x	x
Bachelor's Degree in Marketing	x	x	x	x	x
Master's Degree in Agricultural Researcher	x	x	x	x	x
Masters's Degree in Livestock, Fisheries, Plants Industries and Irrigation	x	x	x	x	x
Training for Emission Area Issue for Micro Industry	x	x	x	x	x
Training for Survey Data Industry	x	x	x	x	x
Agribusiness	x	x	x	x	x
Agropecuário	x	x	x	x	x
Agronomy	x	x	x	x	x
Climatology	x	x	x	x	x
Agricultural Economics	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Zootechnical Engineering	x	x	x	x	x
Industrial Engineering	x	x	x	x	x
Agro Business Management	x	x	x	x	x
Animal Science	x	x	x	x	x
Biology	x	x	x	x	x
Meteorology	x	x	x	x	x
Project Management	x	x	x	x	x
Veterinary Medicine	x	x	x	x	x
Electrical or Electronic Manufacturing	x	x	x	x	x
Geodetic Engineering	x	x	x	x	x
Chemical and Biochemical Engineering	x	x	x	x	x
Chemical and Petroleum Industry	x	x	x	x	x
Industrial chemistry	x	x	x	x	x
Bachelor 's Degree in Education	x	x	x	x	x
Nutrition Specialist	x	x	x	x	x
Accountant (Banking)	x	x	x	x	x
Specialist in statistical data analysis	x	x	x	x	x
Cooperative Specialist	x	x	x	x	x
Economist	x	x	x	x	x
Architecture Engineering and Specialization in Urban Management	x	x	x	x	x
Regional development	x	x	x	x	x
Economic development	x	x	x	x	x
Urban Engineering	x	x	x	x	x
Geography and Regional Planning	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Agronomist	x	x	x	x	x
Bachelor's Degree in Planning Management	x	x	x	x	x
Plant Specialist	x	x	x	x	x
Irrigation Architect	x	x	x	x	x
Veterinary and Plant Specialist	x	x	x	x	x
Bachelor's Degree in Tourism and Hospitality	x	x	x	x	x
Bachelor's Degree in Information Technology (IT)	x	x	x	x	x
Bachelor's Degree in Education (History)	x	x	x	x	x
Bachelor's Degree in Education (English and Portuguese language)	x	x	x	x	x
Bachelor's Degree in Rural Development	x	x	x	x	x
Bachelor's Degree in Accounting	x	x	x	x	x
Bachelor's Degree in Economics (Business)	x	x	x	x	x
Training in Business	x	x	x	x	x
Bachelor's Degree in Marketing Management	x	x	x	x	x
Training in Market Management	x	x	x	x	x
Master in Accounting (Market Price Monitoring)	x	x	x	x	x
Training in Monitoring Market Price	x	x	x	x	x
Training in the area of Inspection for Economic Activities	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Training in Food Safety	x	x	x	x	x
Bachelor's Degree in Industry	x	x	x	x	x
Training in the area Issue License for Micro Industry	x	x	x	x	x
Training for Monitoring and Follow-up for industrial companies	x	x	x	x	x
Master's Degree in Economics (Business - Cooperative)	x	x	x	x	x
Training in Cooperative awareness	x	x	x	x	x
Cooperative Basic Training	x	x	x	x	x
Masonry	x	x	x	x	x
Plumbing	x	x	x	x	x
Carpentry	x	x	x	x	x
Sewing Training	x	x	x	x	x
Business management	x	x	x	x	x
Hydraulics	x	x	x	x	x
Hospitality	x	x	x	x	x
Korean language	x	x	x	x	x
English language	x	x	x	x	x
Woodworks	x	x	x	x	x
Mechanics of cars, motorized and heavy equipments	x	x	x	x	x
Planning	x	x	x	x	x
Bricklayer		x	x	x	x
Painting		x	x	x	x
Welding		x	x	x	x
Training program in Working with bamboos (bamboo crafts)		x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Brick (Local Production)		X	X	X	X
Master's Degree in Pedagogical	X	X	X	X	X
Master's Degree in Management	X	X	X	X	X
Bachelor's Degree in Linguistics (Portuguese and English)	X	X	X	X	X
Bachelor's Degree in Anthropology	X	X	X	X	X
Bachelor's Degree in Sociology	X	X	X	X	X
Engineering in the field of Animal Production	X	X	X	X	X
Especialist in Fisheries area	X	X	X	X	X
Agricultural Engineering	X	X	X	X	X
Bachelor's Degree in Economics	X	X	X	X	X
Bachelor's Degree in Literature	X	X	X	X	X
Bachelor's Degree in Multimedia	X	X	X	X	X
Bachelor's Degree in Civil Construction	X	X	X	X	X
Bachelor's Degree in Curriculum Development	X	X	X	X	X
Diploma III and Bachelor 's Degree in Accounting	X	X	X	X	X
Diploma III in the area of inclusivity	X	X	X	X	X
Diploma III in Human Resources	X	X	X	X	X
Diploma III in Administration and Finance	X	X	X	X	X
Diploma III in IT area	X	X	X	X	X
Diploma III in the Library	X	X	X	X	X
Diploma III in Audit	X	X	X	X	X

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Diploma III in the Recurrent Teaching	x	x	x	x	x
Master in Researcher areas for Education	x	x	x	x	x
Educational Administration	x	x	x	x	x
Academic Accreditation System	x	x	x	x	x
Qualitative and Quantitative Method for Economics Professor	x	x	x	x	x
Educational Policy and Management	x	x	x	x	x
Chemistry and Physics Laboratory	x	x	x	x	x
Arts and Humanity	x	x	x	x	x
Library and Digital Archive	x	x	x	x	x
Biochemistry	x	x	x	x	x
Science Nature and Mathematics	x	x	x	x	x
Pedagogy Trainers	x	x	x	x	x
Psychology	x	x	x	x	x
Sociology	x	x	x	x	x
Science and Technology Education	x	x	x	x	x
Portuguese Language and Linguistics, Literature, English Culture and Human Science	x	x	x	x	x
Philosophy	x	x	x	x	x
Physical education and sports	x	x	x	x	x
Specialist in Cardiovascular	x	x	x	x	x
Specialist in Pediatrics	x	x	x	x	x
Specialist in Psychiatry	x	x	x	x	x
Specialist in Forensic Legal Medicine	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Specialist in Dermatology	x	x	x	x	x
Specialist in Surgery	x	x	x	x	x
Specialist in Gynecology	x	x	x	x	x
Internist Specialist	x	x	x	x	x
Specialist in Ophthalmology	x	x	x	x	x
Specialist in Otorhinolaryngology	x	x	x	x	x
Specialist in Nephrology	x	x	x	x	x
Specialist in Angiology	x	x	x	x	x
Specialist in Neurology	x	x	x	x	x
Specialist in Gynecology and Obstetrics	x	x	x	x	x
Diploma III, Bachelor's Degree, Master and PhD in Nursing	x	x	x	x	x
Diploma III, Bachelor's Degree, Master's Degree and PhD in Midwife	x	x	x	x	x
Bachelor's Degree, Master's Degree and PhD in Environmental Health	x	x	x	x	x
Diploma III and Pharmacist in Pharmacy	x	x	x	x	x
Diploma III and Bachelor's Degree in Analyst	x	x	x	x	x
Diploma III and Bachelor's Degree in Dentist	x	x	x	x	x
Diploma III and Bachelor's Degree in Nutrition	x	x	x	x	x
Diploma III and Bachelor's Degree in Radiology	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Bachelor's Degree in Radiology	x	x	x	x	x
Diploma III in the Medical Record area	x	x	x	x	x
Bachelor's Degree in Medical Record	x	x	x	x	x
Bachelor's Degree in Procurement	x	x	x	x	x
Engineering or architecture	x	x	x	x	x
Civil Engineering	x	x	x	x	x
Master in Law	x	x	x	x	x
Biomedical Engineering	x	x	x	x	x
Human anatomy	x	x	x	x	x
Nutrition Specialist	x	x	x	x	x
Anesthesia	x	x	x	x	x
Medical Engineering	x	x	x	x	x
Internal medicine	x	x	x	x	x
Pulmonary		x	x	x	x
Clinical Biochemistry	x	x	x	x	x
Histology	x	x	x	x	x
Physiotherapy	x	x	x	x	x
Obstetrics Gynecology	x	x	x	x	x
Radiology		x	x	x	x
Medical Rehabilitation	x	x	x	x	x
Development for Health Policy	x	x	x	x	x
Engineering in Meteorology	x	x	x	x	x
Engineering in Geology	x	x	x	x	x
Master's Degree and PhD in Natural Disaster Management	x	x	x	x	x
Bachelor 's Degree, Master's Degree and PhD in <i>Sekolah Tinggi</i>	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
<i>Kesejahteraan Sosial (STKS)</i>					
Bachelor's Degree, Master and PhD in Law	x	x	x	x	x
Specialist in Psychiatry (Mental Illness)	x	x	x	x	x
Bachelor's Degree in Economics (Human Resource Management)	x	x	x	x	x
Bachelor's Degree in Economics (Finance)	x	x	x	x	x
Strengthening resilience of coastal and small island communities to words hydrometeorological hazards and climate change impacts		x	x	x	x
Disaster mitigation measures and recovery efforts of damage infrastructure	x	x	x	x	x
Standard operation procedures for tsunami warning and emergency response		x	x	x	x
Diploma III of Assistant, Construction Engineering (Draftmen, Design and Mapping)	x	x	x	x	x
Engineering in Construction (Bill of Quantity and Contract)	x	x	x	x	x
Diploma III in Supervision and Survey (Supervizor & Surveior)	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Diploma III in Construction (Maintenance - Preparation documents) and Engineering in Construction (Maintenance or Assistant Date)	x	x	x	x	x
Laboratory Engineering (Quality Control)	x	x	x	x	x
Automotive or Mechanic Engineering	x	x	x	x	x
Computer Engineering	x	x	x	x	x
Road bridge Engineering	x	x	x	x	x
Laboratory Specialist	x	x	x	x	x
Geologist	x	x	x	x	x
Soil Mechanic	x	x	x	x	x
Specialist in asphalt	x	x	x	x	x
Water Management Engineering	x	x	x	x	x
Hydraulic Engineering	x	x	x	x	x
Mechanical Engineering of the Earth	x	x	x	x	x
Engineering Laboratory	x	x	x	x	x
Architect	x	x	x	x	x
Computer Engineering	x	x	x	x	x
Chemical Engineering	x	x	x	x	x
Engineering Geology	x	x	x	x	x
Engineering in the Central Electrical Technician area	x	x	x	x	x
Technical training for Workshop (mechanics)	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Maintenance training in central areas	x	x	x	x	x
Transmission Network Engineering and substation maintenance	x	x	x	x	x
Engineering in the area Distribution to line (20kv) MT and BT	x	x	x	x	x
Training and maintenance for transformer	x	x	x	x	x
Training Maintenance Distribution	x	x	x	x	x
Training of Control and monitoring	x	x	x	x	x
Training for prepaid accountants through the system	x	x	x	x	x
Training in the Finance and Logistics Sector	x	x	x	x	x
Engine or machine Engineering	x	x	x	x	x
Magneto Electronic Engineering	x	x	x	x	x
Engineering Telecommunication	x	x	x	x	x
Computer Technical Engineering	x	x	x	x	x
Engineering in Distribution Electricity	x	x	x	x	x
Measuring Electricity	x	x	x	x	x
Protection System Distribution	x	x	x	x	x
Electrical Maintenance Technician		x	x	x	x
Protection and Maintenance for Line Distribution	x	x	x	x	x
Civil Engineering	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Structural Engineering	x	x	x	x	x
Civil Engineering	x	x	x	x	x
Oil Engineering	x	x	x	x	x
Transportation and Logistics Management	x	x	x	x	x
Management for Airports	x	x	x	x	x
Mechanical for the Boats	x	x	x	x	x
Shipping		x	x	x	x
Maritime Security and Traffic Control in Ports	x	x	x	x	x
Controller for Air Traffic	x	x	x	x	x
Aeronautic Engineering	x	x	x	x	x
Pilots	x	x	x	x	x
Electronic Aviation Technology	x	x	x	x	x
Airport Lighting System	x	x	x	x	x
Electronic Engineering and Telecommunication	x	x	x	x	x
Computer Engineering	x	x	x	x	x
Bachelor Degree in Public Administration	x	x	x	x	x
Bachelor Degree in Communication	x	x	x	x	x
Bachelor Degree in Law (Criminology)	x	x	x	x	x
Leadership Training	x	x	x	x	x
Language Training (English and Portuguese)	x	x	x	x	x
Training in Local Government Administration	x	x	x	x	x
Project Management and	x	x	x	x	x

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Procurement					
Manager	X	X	X	X	X
Archive Management	X	X	X	X	X
Writing Report	X	X	X	X	X
Banking and Insurance Management	X	X	X	X	X
Audit	X	X	X	X	X
Analyze Data Statistics	X	X	X	X	X
Customs	X	X	X	X	X
Computer	X	X	X	X	X
Advisory and Translation	X	X	X	X	X
Public Relationship, Protocol and Management Protocol		X	X	X	X
Financial Plan and Integrated Operation	X	X	X	X	X
Organizational Change and Development	X	X	X	X	X
Resolution Conflict and decision making	X	X	X	X	X
Magistrates and Public Defender	X	X	X	X	X
Lawyer and Judicial Service	X	X	X	X	X
Related searches	X	X	X	X	X
Human Rights	X	X	X	X	X
Private Lawyer	X	X	X	X	X
Judge, Prosecutor and Investigator	X	X	X	X	X
Attorney	X	X	X	X	X
Immigration and Asylum Law	X	X	X	X	X
Conservative and Notary	X	X	X	X	X
Criminal investigation	X	X	X	X	X

Main areas of training	Category of training you wish to pursue (Academic or Professional)		Training priorities		
	Academic	Professional Technician	Short Term (2019-2022)	Mid Term(2023-2025)	Long Term (up to 2030)
Public service	x	x	x	x	x
Mediation	x	x	x	x	x
Property for sale	x	x	x	x	x
Judgment	x	x	x	x	x
Identification properties	x	x	x	x	x
Cadastral System Survey	x	x	x	x	x

4. Discussion and Analysis

This study has two complementary lines of work, being the first identification of the distribution of existing human resources at the Municipal level and Administrative Posts. With the data collected, the levels of education and areas of study, occupations and their intentions of training and or employment in the desired areas were subsequently analyzed. The second is to identify the priority programs of the municipality based on the four pillars of the Municipal Strategic Plan (MSP/PEM-acronym in Portuguese language) and the key human resources needed for training in the development of the same priority programs. Attempts have been made to analyze and compare the existence of the current human resources and the need for training or training required by the municipality based on its priority programs to allocate funding efficiently and effectively.

The data presented here show that the majority of the population respondents in the municipality of Manufahi are young people aged 17-44 years. At the knowledge level, there is a large number of people with no education level (illiterate), followed respectively by those with pre-secondary education and basic and secondary education.

This dispersal of schooling, together with the rapid growth of the population in the relevant age groups, shows the essence of the challenge faced by the municipality of Manufahi. One aspect of this challenge is the balance between those who have completed general secondary education and academic education are predominant compared to those who have completed technical vocational courses either at the secondary technical level or at the higher technical level - polytechnics. The ideal balance between academic and technical education is a key issue in the development process. In addition, the data also indicate a very small number of people who had taken part in one of the vocational training courses with skilled labor prepared for self-employment or institutional strengthening.

Those who have already taken part in one of the short-term professional courses are mostly generic professional courses geared more towards administrative work and the civil service such as courses in leadership, administration, finance,

planning, management and languages, which in practical technical terms do not support the creation of their own jobs (self-employment).

It is further aggravated by a large number of job seekers, including those who have completed their degree in law, medicine - medical clinic (general practice), accounting, mathematics, private law and more graduates in other areas. (see table 15), without being exploited in the labor market. The work preference is in the public sector while the non-licensed are in the non-public sector such as agriculture, domestic work, industrial activity and civil construction.

Analyzing the training preference based on the priority programs (Table 25) with the current human resources (Table 5), the data show that the Manufahi municipality has a high number of graduates in several areas, however it is verified that there are still shortcomings in some specialized areas. In relation to the current human resources, the question is how to take advantage of and employ them. However, it is important to note that there are still serious concerns about quality not only in technical knowledge but also in language skills and this can become a challenge. Language training activities are intended to provide the beneficiaries with fluency in reference languages and to enable them to be more effective in carrying out their tasks in particular when traveling to international work. In this sense, it is important to unite language training with the additional training at postgraduate level directed at the priority technical areas and professional stages.

Another challenge demonstrated in the work presented was the existence of a large number of public and private employees, including entrepreneurs with very low educational levels. This may possibly imply a lack of productivity and competitiveness in companies or organizations. It is evident that with this very low level of schooling the municipality will not be able to overcome the serious problems which are facing right now or even the future challenges.

Private sector growth is constrained by skill gaps in the workforce of both employers and workers. The private sector contributes to economic development by generating jobs and income, as well as through investment, new technologies,

knowledge transfer and increased productivity. This has been observed in some Asian countries, where much of the recent success in poverty reduction is due to robust economic growth stimulated by the private sector. In this sense, it is crucial to strengthen the private sector by promoting the development and the adequacy of the qualification of workers and employers, with a view to improving their employability and increasing the productivity and competitiveness of the enterprise.

Equipping workers with certain skills will allow them to continue to take opportunities for growth expansion in a non-farm private sector. A high school diploma or higher is increasingly an indicator of employment opportunities in the urban private sector.

The Manufahi municipality has identified skills shortages in the following sectors: electronics Engineering, health, tourism, aviation, manufacturing, waste treatment and financial services (banks, insurance and securities). It also identified a lack of skills in the following areas: english, nursing, pharmacy, hospitality, pilot training, accounting and auditing, machine operation, component manufacturing and assembly, Engineering (design and development), literacy, software programming and management (decision making, leadership, delegation, motivation). Thus, it is considered that academic skill and professional technical training should be provided for the most crucial areas in the implementation of its priority program as shown in table 25.

Based on the data presented above, it becomes evident the need for training and the development of people's ability as a means to provide qualitative and quantitative benefits.

It is important to emphasize that skills development can not be seen only as formal technical and vocational education and training. It comprises skills acquired through all levels of education and training, taking place in formal, non-formal and vocational training contexts, which enables individuals in all sectors of the economy to engage fully and productively in livelihoods and have the capacity to further refine and adapt their skills to meet new demands and opportunities in the

economy and the labor market. Skills development should not be characterized by the source of education or training itself, but by the skills that are acquired through this process.

With regard to people with disabilities, data show that there are a large number of people with disabilities and many of them have stopped at primary and secondary level due to various difficulties, and this makes it difficult to get a job with higher salary than the benefit that they receive from the government. Employers have some concerns about hiring people with disabilities because they feel they may not have adequate professional qualifications. This issue can be minimized if there are some inclusive policies such as developing initial and continuing vocational training for people with disabilities and disabled people to enable them to acquire the knowledge and skills necessary to obtain a vocational qualification which help to overcome the concerns of employers, so that they can have more opportunities and easier to entry into the labor market.

The data also point out the need to reduce or combat illiteracy by creating opportunities and mobilizing municipal managers to increase literacy provision for all young people, adults and older people who did not have access or stay in basic education, especially the merchants small and medium-sized enterprises and farmers. Education and training for entrepreneurship is also principal key to encourage creativity and the realization of new local economic initiatives.

Intensive training in service and postgraduate (specialization) should be intensified as key elements for the quality of the human resources currently possessing the Secondary and Bachelor's level of education. It also reveals the need for a supply of study areas at the secondary and post-secondary level that is geared to the needs of the country (demand-driven secondary vocational education and demand-driven post secondary technical education).

And finally, in the scope of preparation of human resources for the creation of municipalities, it is important to strengthen the training in the areas of **Urbanization and Regional Planning, Planning and Territorial Planning.**

PART C: CONCLUTION AND RECOMMENDATIONS

5. Conclusion and Recommendations

Based on the data presented and discussed above, it is concluded that, in developing human capital resources and achieving sustainable development in the future, the Manufahi municipality needs to pay more attention to the development opportunities identified in the Municipal Development Plan (PDM-official acronym in Portugues language) and to the following five dimensions: 1) **economic** (increased efficiency of the production system), 2) **social** (improvement of income distribution levels of the population), 3) **ecological** (preservation of the environment), 4) **spatial** (balance in distribution and occupation of rural population and urban) and 5) **cultural** (respect to the ways of thinking and acting of the society, with focus in the construction of an environmental conscience linked to the consumption).

According to the results obtained, it is considered pertinent to conclude and recommend the following:

- a. The commitment to educate obtained results, it is considered pertinent to conclude and recommend the following: focusing more on the opening of vocational training centers (or Polytechnic institutes) to the detriment of the opening of more universities;
- b. Complement in the opening of vocational training centers (or Polytechnic institutes) to the detriment of the opening of more universities sustainable and non formal.

Based on the data analyzed, we reinforce the need to train other areas where there are notable shortages of qualified human resources and areas of greater importance according to the priority programs found in table 25.

Most respondents wish to work in the non-public (private) sector than in the public sector. The desire for the private sector was slightly higher among young people aged 17-36 and the preference for work is mainly in the area of agriculture, household chores, industry and construction.

The most unemployed graduates and post-graduates are in the areas of law, medicine - medical clinic (general medicine), accounting, mathematics, private law and more licensed in other areas (table 15).

Intensive training in service and postgraduate (specialization) should be intensified as key elements for the quality of the human resources currently possessing the Secondary and Bachelor's level of education.

There are a large number of people with disability of productive age who are looking for work and with inadequate professional qualifications, or very limited practical professional knowledge. It is recommended the need to develop initial and continuing vocational training for people with disabilities and disabilities, especially gestural training for those with visual and hearing disabilities, so that they can have more opportunities in the labor market.

To fill out this general conclusion we highlight five key points:

- 1) Education and training opportunities remain limited in some of key areas highlighted by the Strategic Development Plan for the Municipality (PEDM- official acronym in Portuguese language), such as agriculture, construction and hospitality and tourism. They should be given greater focus in human capital development:
 - **Agriculture** is the heart of the municipality's economy and critical to the welfare of its people. A path of sustainable agricultural development will require greater investment in building innovation and skills in small-scale farms, through many routes: training and technology transfer; a sharp expansion of the number and skills of extension workers; through better education and training for members of rural households, including women; and greater investment in vocational and tertiary education programs, and Research and Development (R&D) centers, closely related to the needs of agriculture in the municipality of Manufahi;
 - **The construction** with limited infrastructure inherited from the period of Indonesian rule and the ongoing needs of development to

consolidate the infrastructures namely the roads thus offering the population of the benefited region, better conditions of transport, easy access and allows local farmers to transport their products to the market quickly and effectively;

- **Tourism** in the City of Manufahi remains primarily a future opportunity rather than a current reality for Timor-Leste, but seizing that opportunity will require the development of a trained workforce, from entry-level staff to senior managers, as well as investment in R&D, policy development and planning capabilities;
- 2) **Private Sector** - Survey data show that private sector growth is constrained by skill gaps in the workforce both employers and workers. In this sense, it is crucial to strengthen the private sector by promoting the development and adequacy of the qualification of workers and employers with a view to improving their employability and increasing the productivity and competitiveness of the enterprise;
 - 3) **Technical and Vocational Education and Training (TVET)**. The FDCH survey shows a lower level of TVET qualifications than university qualifications in municipality and increased investment in expanding the TVET should be a high priority. This expansion should cover technical secondary schools, the polytechnic system and the community based non-formal vocational training system. In doing so it is important that the boundary between academic and technical education remains fluid, with easy articulation between the two areas.
 - 4) **Adult education** (literacy for all young people, adults and the elderly), especially for women, and training in the workplace. In our view these three areas are of considerable importance looking ahead. In particular, the increasing role of women, perhaps especially in agriculture, and at a higher level of skill because of improved training, can contribute to the growth of family and national income, and to more jobs generally.

- 5) In the preparation of human resources for the creation of municipalities (decentralization) it is important to strengthen the training in the areas of Urbanization and Regional Planning, Planning and Territorial Planning;
- 6) It also reveals the need for a supply of study areas at secondary and post-secondary levels that are geared to the needs of the country (demand-driven secondary vocational education and demand-driven post secondary technical education).

6. Bibliographic References

- Data collection of Existing Human Resources in Timor-Leste in 2016 – Human Capital Development Fund (FDCH), 2016.
- General Directorate of Statistics - Ministry of Finance, Population and Housing Census in 2010;
- General Directorate of Statistics - Ministry of Finance, Population and Housing Census in 2015;
- Strategic Plan for National Development from the year of 2011-2030;
- Strategic Plan for Municipal Development in 2016.

Annex 1. Questions at the groups discussion

QUESTIONS FOR GROUP DISCUSSION - GROUP I - GENERAL QUESTIONS

Identify the Natural Resources that the Municipality / RAEOA-Oecusse has as priorities to develop!	Related to the Natural Resources that exists, What kind of Human Resources do you want to train to develop the existing potentialities?	What level of Human Resources do you want to train?		Training priority for (Short, Medium/Midterm and Long Term)		
		Academic	Professional Technician	Short Term (2019-2021)	Mid Term (2022-2025)	Long Term (2026 - 2030)
Tourism						
Agriculture						
Identify other potentials						

QUESTIONS FOR GROUP DISCUSSION - GROUP II - SOCIAL CAPITAL

Social Capital	What are the priority programs related to the sectors below that the Municipality / RAEOA has to develop? Describe according to each industry!	Related to the powers (Natural Resources) that exists, What kind of Human Resources do you want to train (train) to develop the existing potentialities?	What level of Human Resources do you want to train?		Training priority for (Short, Medium/Midterm and Long Term)		
			Academic	Professional Technician	Short Term (2019-2021)	Mid Term (2022-2025)	Long Term (2026 - 2030)
EDUCATION AND TRAINING							
HEALTH							
SOCIAL INCLUSION							
ENVIRONMENT							
CULTURE AND PATRIMONY							

QUESTIONS FOR GROUP DISCUSSION - GROUP III - ECONOMIC DEVELOPMENT

Economic development	What are the priority programs related to the sectors below that the Municipality / RAEOA-Oecusse has to develop? Describe according to each industry!	Related to the powers (Natural Resources) that exists, What kind of Human Resources do you want to train (train) to develop the existing potentialities?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
			Academic	Professional Technician	Short Term (2019-2021)	Mid Term(2022-2025)	Long Term (2026 - 2030)
Rural Development							
AGRICULTURE							
PRIVATE SECTOR							

QUESTIONS FOR GROUP DISCUSSION - GROUP IV - INFRASTRUCTURE DEVELOPMENT

INFRASTRUCTURE DEVELOPMENT	What are the priority programs related to the sectors below that the Municipality / RAEOA has to develop? Describe according to each industry!	Related to the powers (Natural Resources) that exists, What kind of Human Resources do you want to train (train) to develop the existing potentialities?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
			Academic	Técnico Profissional	Short Term (2019-2021)	Mid Term (2022-2025)	Long Term (2026 - 2030)
ROADS AND BRIDGES							
WATER AND SANITATION							
ELECTRICITY							
MARITIME PORTS (if applicable)							
AIRPORT AND TELECOMMUNICATIONS							

QUESTIONS FOR GROUP DISCUSSION - GROUP V - INSTITUTIONAL FRAMEWORK

INSTITUTIONAL FRAMEWORK	What are the priority programs related to the sectors below that the Municipality / RAEOA has to develop? Describe according to each industry!	Related to the powers (Natural Resources) that exists, What kind of Human Resources do you want to train (train) to develop the existing potentialities?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
			Academic	Professional Technician	Short Term (2019- 2021)	Mid Term (2022- 2025)	Long Term (2026 - 2030)
MANAGEMENT AND GOOD GONERNANCE OF THE PUBLIC SECTORS							
Justice							

Annex 2. Attendance list of the participants in the group discussions

Attendance list of participants in the group discussion on identification of natural resources and economic potencies, related priority programs and key areas of training in the Municipality of Manufahi

No.	Name	Position	Institutions
1	Arantes Isac Sarmento	Acting of Manufahi Municipality Administrator	Ministry of Administration State (MAS/MAE-official acronym in Portugues language)
2	Virgilio Ramos da Costa	Cheaf Department of Internal Human Resources of HCDF/FDCH	Technical Secretariat of Human Capital Development Fund under the Ministry of Invesment and Strateguc Plan (ST-FDCH-MPIE-official acronym in Portugues language)
3	Sidonio Gusmão	Director of PNDS for Manufahi Municipality	National Program for Village Development under the Ministry of Administration State (PNDS – MAE-Official acronym in Portugues language)
4	Pio F.	Staff of External Development Invesment Plan (PDIM-official acronym in Portugues language)	Ministry of Administration State (MAE-official acronym in Portugues language)
5	Nelson J. P. da Cruz	Staff of External Development Invesment Plan (PDIM-official acronym in Portugues language)	Ministry of Administration State (MAE-official acronym in Portugues language)
6	Tiago N. da Costa	Director of DTTM	DTTM of Manufahi Municipality
7	Domingos Soares	Director of SMASA	DTTM of Manufahi Municipality
8	Luzinho M. da Costa	Staff of Statistic Department	Department of Estatistic for Manufahi Municipality
9	Livia Maria de Jesus	Officer of SEDPAC	Secretary State of Sport and Promotion High Competition (SEDPAC-official acronym in

			Portugues language)
10	David Sarmento IS	Coordinator of Environmental Department for Manufahi Municipality	Department of Environmental for Manufahi Municipality
11	Zelia Rita Nunes	HR (Human Resources) Officer of MOPTC	Ministry of Public Works, Transport and Communication (MOPTC-official acronym in Portugues language)
12	Cipriano Tilman	Representative of Inteectuals for Manufahi Municipality	Betano Polytechnic Institute (IPB-official acronym in Portugues language) of Kay Rala Xanana Gusmão
13	Aurelio dos S. Marques	Director of Agriculture Department for Manufahi Municipality	Agriculture Department of Manufahi Municipality
14	Jose Amaral Tilman	Director of Civil Protection for Manufahi Municipality	Ministry of Social Solidarity (MSS-official acronym in Portugues language)
15	Domingas Quintao Nunes	Staff of Civil Protection	Ministry of Social Solidarity (MSS-official acronym in Portugues language)
16	Jaime da Costa	Staff of Local NGO	Non Governmental Organization (NGO/ONG Luta ba Futuru-official name of local NGO in Manufahi Municipality)
17	Madalena A. J. Mendes	Trainees of OJT	Non Governmental Organization (NGO/ONG Luta ba Futuru-official name of local NGO in Manufahi Municipality)
18	Filomeno da Silva	Officer of MAE	Administration Office of Manufahi Municipality
19	Turquiano da C. Pereira	Coordinator of IADE for Manufahi Municipality	Institute for Business Development Support (IADE-official name in Portugues language)
20	António de Andrade	Cheaf Department of Human	Administration Office of

		Resources for Manufahi Municipality	Manufahi Municipality
21	Leopoldo Barreto	Staff of APA Alos-MAE	Administration Office of Manufahi Municipality
22	Luis C. Lopes	News Reporter	Manufahi Community Radio of 1912
23	Joanico Rozinho	Staff of Lefobom	Lefobom of Manufahi Municipality
24	Renato Pereira	Cheaf Department of Finance for Manufahi Municipality	Administration Office of Manufahi Municipality
25	Trinito Sarmento	Director of Education Department	Education Department of Manufahi Municipality
26	Jose Godinho M	Cheaf Department of PDIN	Administration Office of Manufahi Municipality
27	Victor Martins	Cheaf Department of Administration and Logistic	Ministry of Social Solidarity (MSS-official acronym in Portugues language)
28	Leonia Pinto Correia	Social Facilitator Administrative Post (FSPA-official acronym in Portugues language) of PNDS for Same Sub District Administration	National Program for Village Development under the Ministry of Administration State (PNDS – MAE-Official acronym in Portugues language)
29	Joni da Costa	Coordinator of Civil Protection	Ministry of Social Solidarity (MSS-official acronym in Portugues language)
30	Marjulito da Cunha	Cheaf Department of Procurement	Administration Office of Manufahi Municipality
31	Filomeno da C. A.	Staff of Social Assistance	Administration Office of Manufahi Municipality
32	Jose Antonio da C. Braz	Director of SLAIM	Administration Office of Manufahi Municipality
33	Deamentina da Silva Pinto	Responsible for the post office of Manufahi Municipality	Ministry of Public Works, Transport and Communication (MOPTC-official acronym in Portugues language)
34	Memiana L. F. F. Fernandes	Financial Officer	Administration Office of

			Manufahi Municipality
35	Florencia C. R. Tilman	Director of Health Department	Health Department of Manufahi Municipality
36	Abil dos S. Andrade	Staff of PDIN	Administration Office of Manufahi Municipality
37	Carmelito P. da Costa	Trainee of OJT	Technical Professional School of Same
38	Ersia Agustinha Amaral	Trainee of OJT	Technical Professional School of Same
39	Deiazio M. B. Cardoso	Trainee of OJT	Technical Professional School of Same
40	Joanita da Silva	News Reporter	Timor-Leste Radio and Television (RTTL – official acronym in Portugues language)
41	Armellino Mesquita	News Reporter	Boa Ventura Community Radio of the Municipality of Manufahi
42	Apelonia L.L. Araujo	Accountant of PNDS	National Program for Village Development under the Ministry of Administration State (PNDS – MAE-Official acronym in Portugues language)
43	Jacob C. Martins	HR Officer of MAE	Ministry of Administration State (MAE-official acronym in Portugues language)
44	Mareos Monteiro	Coordinator of PNDS	National Program for Village Development under the Ministry of Administration State (PNDS – MAE-Official acronym in Portugues language)
45	Prudencio A. Dias Ribeiro	Representative of ST-FDCH	Technical Secretariat of Human Capital Development Fund (ST-FDCH-acronym in Portugues language)