



Ministry for Higher Education,  
Science and Culture  
(MESCC)

# FDCH



Human Capital Development Fund  
(FDCH)

## RESULTS OF DATA COLLECTION OF EXISTING **HUMAN RESOURCES** AND THE MAIN KEY AREAS OF TRAINING

**AUTONOMOUS REGION  
SPECIAL  
OECUSSI AMBENO  
(RAEOA)**

# LD RHE

DATA COLLECTION OF EXISTING  
**HUMAN RESOURCES**



**LD RHE REPORT 2018**

# **Results of Data Collection of Existing Human Resources and The Main Key Areas of Training**

## **Special Autonomous Region of Oecusse - Ambeno (RAEOA)**

***Fundo do Desenvolvimento do Capital Humano (FDCH)***  
**(Human Capital Development Fund – HCDF)**

[www.fdch.gov.tl](http://www.fdch.gov.tl)

Council of Administration of Human Capital Development Fund (CA-FDCH)  
Former Office of Ministry of Finance, Building #5, 2<sup>nd</sup> Floor, Government Palace, Dili, Timor-Leste  
Email: [info@fdch.gov.tl](mailto:info@fdch.gov.tl)

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Through this opportunity we would like to extend our gratitude to:

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**Thank you.**

## MESSAGE FROM THE MINISTER



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

Achieving the goals and targets outlined in the Strategic Plan for National Development 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 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 and development in the current context of individual institutions or organizations, societies and individuals. It is in this context that 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 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 prosperity of the Parents.

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.

The integration of these priority areas into a National Human 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 blue ink signature, appearing to be "Longuinhos dos Santos", is written over a horizontal line.

**Longuinhos dos Santos, M.M.**

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: acronym in Portuguese language) directed to the Technical Secretariat of Human Capital Development Fund (ST-FDCH: 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 - acronym in Portuguese language) and the National Program for Village Development team (PNDS-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.

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 handwritten signature in blue ink, appearing to read 'Isménio Martins da Silva'.

**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 of which is based on the data collection of human resources existing in each municipality, including the Special Autonomous Region Oecusse - Ambeno (RAEOA) carried out by the Human Capital Development Fund (FDCH) and the second identification of natural resources and the economic potential of RAEOA, priority programs related to their potential based on the four pillars of the RAEOA Strategic Plan (RSP) and key human resources that need training in the development of priority programs.

The key to the effective development of the RAEOA'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 Development of Human Resources (DRD/HRD), ensuring different phases of the strategic plan of the RAEOA to be successfully implemented.

The formulation of a human resources development strategy requires an integrated and multifaceted understanding of a complexity of subjects such as population demographics, especially the current human resources of the RAEOA, human development and the workforce in the public and private sector, vocational education or vocational education and system as well as capacity development, current and future labor market issues including the employer and market needs and the tertiary education system (tertiary 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 from the RAEOA are scarce and are often dispersed through many sources.



Integration of these issues into a human resources development strategy for the RAEOA will ensure the development of appropriate local government policy responses (RAEOA), 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 the priority programs of the RAEOA based on the 4 development pillars, 3) identify the key key human resources that need training for the development of priority programs; and 4) also attempt to analyze and compare the existence of current human resources and the need for training or training required by the RAEOA based on its priority allocation programs efficiently and effectively.

### **Methodology**

The methodology is used and applied with following phases: in the first phase, the data were collected from individuals aged 17 years or over by census of the resident population in the RAEOA with the completion of a questionnaire, carried out between September 5 to November 5 and in the second phase, was made through the "Focus Group Discussion" (FGD) held on March 27, 2018 to the President or Deputy Authority, General and Regional Directors of RAEOA and also with the participation of other distinct entities, aiming at assess the accuracy of the information given, but also the relevance of the programs identified as necessary for the development of the RAEOA's human resources.

### **Summary of Results**

The data presented here show that the majority of the respondent population in RAEOA are young people aged 17-44 years. At the level of knowledge, there is a large number of people with no education level (illiterate), followed by those with

complete secondary education, pre-secondary education and basic secondary education respectively.

This dispersion of education, together with the rapid growth of the population in the relevant age groups, shows the essence of the challenge faced by RAEOA. 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 vocational technical courses at both the secondary technical level and 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 has had taken part in one of the vocational training courses with 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 servant 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 bachelor's degree in Management, Law, Civil Engineering - Civil Construction, Computer Engineering and more graduates in other areas in a small number (see table 15), without being exploited in the labor market. The work preference is in the public sector while the non-graduates is 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 RAEOA has a high number of graduates in several areas. However, it is verivied that there are still deficiencies 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 in language skills and this can become one of the

challenges. 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 postgraduates directed at the priority technical areas and professional internship program.

Another challenge demonstrated in the work presented was the existence of the large number of public and private employees, including entrepreneurs with very low levels of education. 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 of the RAEOA 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 countries in Asia, 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 enable them to continue to seize opportunities for growth expansion in a non-agriculture in private sector. A high school diploma or higher is increasingly an indicator of employment opportunities in the urban private sector.

RAEOA 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 and software or management (decision making, leadership, delegation, motivation). Thus, it is considered that academic ability 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 ability peoples 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 to be able to further enhance 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 quite a large number of people with disabilities 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 earn a higher salary than the benefit of 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 to help overcome the concerns of employers so that they can have more opportunities and their entry into the labor market is easier.

The data also point out the need to reduce or combat illiteracy through the creation of opportunities and mobilization RAE OA manages to increase literacy to all young people, adults and older people who did not have access or stay in basic

education, especially the small and medium-sized businesses 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 or 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 demand-driven secondary vocational education and demand-driven post secondary technical education área of secondary and post secondary education.

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

### **Conclusion Summary 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, RAEOA needs to pay more attention to the development opportunities identified in the RAEOA Strategic Plan and to the following five dimensions : 1) economic (increase efficiency of the production system), 2) social (improvement of the levels of income distribution of the population), 3) ecological (preservation of the environment), 4) spatial (balance in distribution and occupation of population rural and urban) and 5) cultural (respect to the ways of thinking and acting of society, focusing on the construction of an environmental conscience linked to consumption).

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

- a) The commitment to education should give priority to technical and professional training on academic, 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 increase the employability and professional capacity of those who finish the formal education.

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 postgraduates are in the areas of Management, Law, Civil Engineering - Civil Construction and Computer Engineering, and graduated in other areas in smaller numbers (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 disabilities of productive age who are looking for work and with inadequate professional qualifications, or very limited practical professional knowledge. The need to develop initial and continuing vocational training actions for people with disabilities and incapacity, such as gestural training for those with visual and hearing disabilities, is recommended so that they can have more opportunities in the labor market.

Para completar esta conclusão geral, destacamos cinco pontos principais:

- 1) **Education and training opportunities** remain limited in some of the major areas highlighted by the SDP, such as agriculture, construction and hospitality

and tourism. The following areas should be more focused on human capital development:

- **Agriculture** is the heart of the RAEOA's economy and critical to the well-being of its people. A sustainable agricultural development path will require greater investment in building innovation and skills on small-scale farms through many routes: training and technology transfer; a strong expansion of the number and skills of extension workers; through better education and training for members of rural families, including women; and increased investment in vocational and tertiary education programs and Research and Development (R & D) centers, closely related to the needs of agriculture in the RAEOA.
- **The construction** with a limited infrastructure inherited from the Indonesian government period and the continuous needs 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 RAEOA remains a future opportunity, but taking advantage of this opportunity will require the development of a trained workforce, from the entry-level team to senior managers, as well as investment in R & D, development and planning and capacity planning.

2) **Private Sector** - Survey data show that private sector growth is constrained by skill gaps in the workforce both employers and workers. In this regard, 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;

3) **Technical and vocational education and training (TVET)**. FDCH's research shows a lower level of TVET qualifications than university qualifications in the RAEOA, and increased investment in the expansion of 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 on-the-job training. In our view, these three areas are of considerable importance. In particular, the increasing role of women, especially in agriculture, and with a higher skill level due to improved training, may contribute to the growth of household and national income, and to more jobs in general;
- 5) In the preparation of human resources for the creation of the RAEOA (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 demand-driven secondary vocational education and demand-driven post secondary technical education área-level provision of secondary and post-graduation education.

## PART A: INTRODUCTION, OBJECTIVES AND METHODOLOGY

### 1. Introduction, Objectives and Methodology

#### 1.1. General Introduction

Oecusse, formerly Ambeno (Oecusse-Ambeno), with capital at Pante Macassar has a total area of 817.23 km<sup>2</sup>. It is a special administrative region of Timor-Leste, is a coastal enclave in the western part of the island of Timor, separated from the rest of East Timor by West Timor, which is part of the province of Nusa Tenggara Timur, Indonesia, and which surrounds Oecusse in all directions, except in the north, where it borders the Sea of Savu. Oecusse is located on the northern coast of the country.

Located on the north coast of the island, bathed in the north by the Sea of Savu, the enclave guards, among lush vegetation and enormous natural beauty, the testimonies of all who wanted it for themselves.

First point on the island of Timor where the Portuguese settled, Oecusse-Ambeno (in Tetum, Oe-Kusi Ambenu) is therefore usually considered the birthplace of Timor-Leste. It was in 1556 that a group of Dominican friars gave birth to Timorese territory, the first settlement, Lifau, which, about 150 years later, would have been the capital of the then Portuguese colony. This status was lost in 1767, when, due to the frequent incursions of the Dutch, the Portuguese decided to transfer the capital to Dili. In 1859, with the Treaty of Lisbon, Portugal and the Netherlands divided the island between them, being assured the continuation of Oecusse-Ambeno as Portuguese enclave in Dutch space.

In 1975, after Timor-Leste unilaterally proclaimed independence, Indonesia entered Oecusse-Ambeno a week before invading the rest of the territory; however, the territory continued to be administered as part of occupied Timor. Thus, upon recognition of the independence of the new State of Timor-Leste in 2002, Oecusse-Ambeno became an integral part of the young republic.

Oecusse Ambeno is governed as a Special Administrative Region of Timor-Leste. RAEOA (Special Administrative Region of Oecusse Ambeno) is the regional government authority. A national development program to implement government policies, called ZEESM TL (Special Zones for the Social Market Economy of Timor-Leste), is in place.

According to the 2015 census, the total population of the RAEOA is approximately 73,716 inhabitants. 37,299 or 50.6% are women and 36,417 or 49.6% are men. The majority of the population of RAEOA is Catholic, and the language spoken in their daily lives is the Baiken used by a large part of the population of Oecusse-Ambeno in addition to the two official languages of the Republic of Timor-Leste.

### Sub District Administration, Villages and Sub Villages

Oecusse-Ambeno is divided into 4 Sub District Administration: Nitibe, Oesilo, Pante Macassar and Passabe, 18 Villages and 62 Sub Villages scattered throughout the territory as per the table below:

#### Sub District Administration Area

Sub District Administration	Surface Km <sup>2</sup>	Percentage (%)
Pante Macasar	357,30	43,72
Niibe	301,72	36,92
Oesilo	97,37	11,91
Passabe	60,84	7,44
<b>Total</b>	<b>817,23</b>	<b>100</b>

#### Sub District Administrations, Number of Villages and number of Sub Villages

Sub District Administration	Villages	Number of Sub Villages
Pante Macasar	8	28
Nitibe	5	17
Oesilo	3	13
Passabe	2	4
<b>Total</b>	<b>18</b>	<b>62</b>



## Economic Potentials and Natural Resources for the Development of RAEOA

### a) Agriculture

The vast majority of the population of RAEOA have always relied on agriculture as a daily life support activity. Agricultural practice in RAEOA tends predominantly to a subsistence model, and traditional markets often present commodity exchange as a mode of transaction. As a result, many households are only marginally integrated into the monetary economy. In this sense, local government should focus on the engagement of small food producers. This engagement has essentially two objectives: to improve food security to overcome annual hunger and to identify agricultural products that can generate a profitable surplus for the market.

The challenges are also huge, especially the resistance of many Atoni farmers to attempts to introduce agricultural change. With its own agricultural output to satisfy its own consumption, most of the farmers in RAEOA plant a wide variety of crops in small quantities at different times as a risk management strategy to avoid the possibility of total crop failure. This style of farming can increase the workload, so farmers like to see their daily needs with their own eyes; they think that in order to live, they must have (in their own crops and animals) all their basic needs.

In the future, the local government wants the farmers of RAEOA to increase their livelihoods through agriculture, but for this they will need to find a way to produce one or two commodities in sufficient volume for export. Various food crops were proposed as having potential including peanuts, cashews, soybeans, mung beans and white onions.

Interest has been shown in the cultivation of cashews from as far away as India. Niche cultivation, such as the Aloe vera plant, which occurs naturally in Timor, could also be exploited.

The challenges faced by the RAEOA population include transportation and the sale of products on the Indonesian market such as Atambua and Kefa. The majority of the populations in the RAEOA live completely depends on the results of the

agricultural production like rice, vegetables, fruits and cattle, and the system of the management of production is still traditional. In this sense, there is a need for specific training for agricultural workers / professionals with a view to improving the specific skills of agricultural sector assets.

### **b) Agroforestry**

The forest subsector in RAEOA plays a key role by providing useful resources for household livelihoods and can be a great outlet for precious timber exports. However, the activities of the resident population result from some collateral issues such as forest degradation. Among the problems that are causing the degradation of existing forests are shifting agriculture, firewood harvesting, forest fire, indiscriminate logging, lack of policies and regulations, and lack of forestry information.

Measures to revitalize an agroforestry industry along sustainable principles have been encouraged by governments and some donors and NGOs that emphasize the dual benefits of providing a future source of income while addressing serious environmental problems such as erosion and poor water retention two solos.

The above issues must be reversed through reforestation, which means reversing a trend that has been in motion for centuries and has accelerated at the end of the last century. In a positive initiative they should be combined with traditional and state laws with the cooperation of community leaders and local governments to combat deforestation in Oecusse, prohibiting the cutting of several protected species - teak, tamarind, pink, eucalyptus, "kayu merah" (Pterocarpus), nismetan (Terminalia) and Nitas (Stercolia) - and enable traditional authorities to enforce the ban. The establishment of an agroforestry industry, however, will clearly require more than bans. This will require individual farmers to be persuaded that allocating parts of their private land for planting trees (which will require at least several years to provide a return) is a solid investment. Encouragingly, if social issues and land pressure can be addressed, it is believed that the severe climate in Oecusse has a positive effect on the quality of wood species, such as teak.

In addition to possibly reviving the sandalwood industry, other candidates for non-food wood products include nem trees, which have a natural insecticidal quality, turi, gamal, lontoro, and a known high quality and self-propagating bamboo species such as betun, which provides a fast return (three years) on investments. However, it is noted that the sustainable development of the forest sector is one of the strategies, fully viable for development in RAEOA as a whole.

### **c) Fishery**

The fisheries sector is considered strategic in the sócio economic development process of the RAEOA, mainly due to its geographic location and potentialities in the creation of thousands of direct and indirect jobs and in the generation of foreign exchange through the export of fish with some commercial value. In this sense, it is considered that the improvement of competitiveness in the fisheries sector, where the infrastructures and the adoption of material and human resources constitute a major constraint to overcome, dragging with it the expansion of the productive base, whether it is facing the the internal market, or for export.

### **d) Livestock**

livestock in the RAEOA, the development of the livestock area is complemented by exploitation of the breeding of several animals, namely cattle, chickens, pigs, goats and buffaloes. Since the end of the sandalwood industry, cattle have been the only significant export from Oecusse. People rarely slaughter cattle for their own consumption, preferring to use them to store accumulated wealth, which can then be used to pay the bride price (Barlaque) and as a form of insurance against seasonal food shortages. Livestock activity in RAEOA, especially ruminants, is closely associated with ritual and cultural activities practiced by families. Most of the livestock farming units are of the traditional family type, which practice small livestock as complementary activities to agriculture.

Before independence, the main markets for livestock were Dili and the main population centers of West Timor, such as Atambua, Kefamenanu and Kupang. However, with the actual closure of the land border of Oecusse, the markets of Oecusse cattle dealers became increasingly inaccessible. The cost of shipping (the ferry charges \$ 12 for an animal and \$ 8 for the owner) has become more expensive, which has led the market in this less attractive area. As a result, most livestock owners prefer (illegally) to seek buyers from across the border between neighboring communities in West Timor. Given the limited options available to Oecusse sellers, it appears that the advantage in any cross-border cattle transaction is firmly on the side of the buyer, who may otherwise obtain livestock from West Timor, Covalima and Bobonaro.

The local government is aware that RAEOA has a vast territory with different agroecological conditions and very favorable food resources for livestock activity. The tradition of animal breeding and use of animal traction in agriculture, the economic value and social role that different species play in the lives of rural Oecusse families, the extensive and fertile areas of natural pasture and the existence of a market with large products are opportunities for development of the livestock subsector.

Livestock production is a relevant activity in the agrarian sector due to its role in the poverty reduction strategy and its growing contribution to the socioeconomic development of the RAEOA. Animal husbandry is a component of diversification of livelihoods, a source of income and an economic reserve, contributes to the balance of production systems, increased agricultural production, animal traction and manure, and for the food security of families, playing a social role in rural communities.

In this sense, the strategy of livestock development that the local government intends to achieve must focus on the livestock development of farmers, their aspirations and priorities in the new role that the public sector, the private sector, civil society and communities must play .

### **e) Tourism**

The natural conditions of the RAEOA are a great attraction for tourism. The environmental values associated with the tranquility of the island and its cultural and ethnographic richness are potentialities that begin to be explored, and the sector is in its initial phase of development. The environmental resources supporting the development of the sector are the beaches and historical and cultural resources that can be developed to boost the growth of the local pollution economy, generating jobs and incentives to economic production. There are also great potentialities for the practice of water sports (sport fishing, etc.) and there are favorable conditions for the practice of ecotourism, through the use of natural resources (natural landscapes and flora). However, this sector has not been well managed, such as ecotourism, cultural tourism, nature tourism, rural tourism and other historical and scenic sites. Local government firmly believes in community-based tourism, and it is in this sense that RAEOA is involved in the creation of procedures to support local organizations as well as in the orientation of the development and promotion of new services and products. By exploring links in this sector with other sectors, such as agriculture, health and the environment. Thus, several challenges remain such as the lack of basic infrastructure such as bridges, roads, security and other basic needs.

In the future, RAEOA intends to develop this sector, knowing that tourism activities can constitute an initial investment that generates ramifications of local economic production and extends even regionally. It is with this idea that investment in tourism can be a positive alternative for the RAEOA that seeks an alternative to develop the local economy. In this sense, the extreme importance of training of human resources in the area of the tourism sector stands out.

### **f) Natural Resources**

It is necessary to invest in the research of identification of natural resources such as Magnesium, Mineral, Gas and Iron and Manufacturing Industry which are the natural resources of great potentiality to be developed in the future.



Anticipating the implementation of the process of decentralization and creation of the municipality, the main challenge of the economy is identified as: increasing the competitiveness of the economy through diversification of the economy; the bet in the poles of development; the investment of human capital, infrastructures and research and innovation. The challenge is also the need to develop the four 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 (infrastructure investment and planning: industrial parks, EEZs, aquaparkes, thermal power stations, roads, ports, definition of housing areas and state reserves).
- 3) Research, innovation and technological development (creation of specialized 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 creation of institutions that serve 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 Sector are considered crucial sector and the creation of a business environment favorable to the RAEOA private sector and the mobilization of resources for private investment. Developing financial instruments that improve funding conditions and facilitate access to RAEOA 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 RAEOA's strategic development agenda. The lack of necessary skills and well-run public and private institutions for long-term sustainable growth is a priority to be included in all development activities in the RAEOA due to its 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 human resources data at the level of the RAEOA.

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

The fact that there is no Human Resources survey in RAEOA is one of the reasons for this work.

## 1.2. Objective

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 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, the data were collected from individuals aged 17 years or over through the census of the resident population in the RAEOA with the completion of a questionnaire, carried out between September 5 and November 5, 2016, and the second was made through the "Focus Group Discussion" (FGD) held on March 27, 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 (PEDN 2011-2030) to the President / Deputy Authority, General and Regional Directors of (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 the human resources in the RAEOA.

To simplify the analysis, we also collected additional secondary data 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 research and other relevant data and elaborate its implications for the development of human resources strategy of the RAEOA, continues in four sections.

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

**Section 2** starts from the four pillars of RAEOA's strategic development plan, outlining priority programs and key areas of training.

**Section 3** briefly discusses and analyzes the data presented here.

**Section 4** provides conclusions and recommendations.

## 2. Understanding the Human Capital of RAEOA - Oecusse

### 2.1. Presentation and analysis of data

This section presents a brief review of data on the level of human resources in the Especial Autonomous Region of Oecússi Ambeno (RAEOA) and its distribution in Sub District Administrations, as well as providing a basis for human resources strategy decisions. The main source of information presented here is the result of the FDCH survey and statistical data from the General Directorate of Statistics (DGE).

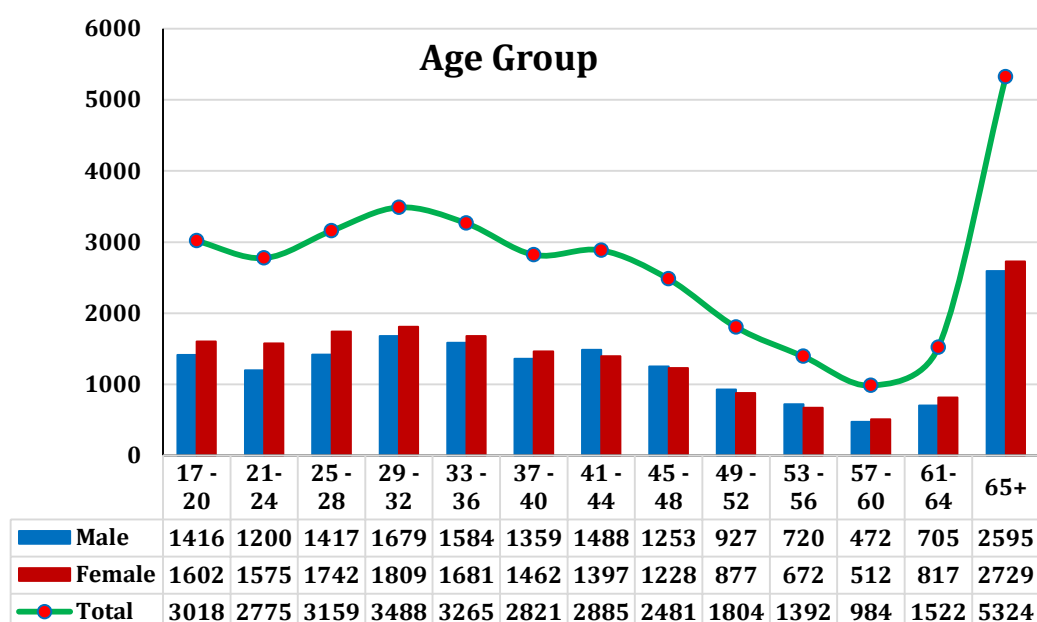
### 2.2. Profile of Respondents

The first part of the collection tool outlined the profile of the respondents and, as shown below, the results were represented in percentage graphs. Parallel to the graphical presentation of these results an analysis of the obtained data is made, aiming to reach the objectives already listed initially.

The survey involved 34,918 respondents, of which 48.2% were male and 51.8% were female. The other aspects of the profile are arranged in the graphs below.

The majority are between 17 and 44 years of age in both sexes, accounting for 61.3%, followed by the age group from 45 to 64 years, with 23.4% of those surveyed and 15.2% with more than 65 years. The female sex is the largest number in the age group between 17-40 years and in the individuals over 57 years, whereas in the male sex the predominance is in individuals aged between 41 and 56 years (Figure 1).

Figure 1. Distribution of respondents by age group and sex



### 2.3. People with Disability

Table 1 shows the distribution of the existence of people with disabilities in the Special Autonomous Region of Oecússi Ambeno (RAEOA). A total of 499 respondents with disabilities were registered, corresponding to 1.4% of the total number of respondents distributed by 4 Sub District Administration (table 1).



Table 1. Distribution of existence of people with disabilities by Sub District Administration

Sub District Administration	Disability?		TOTAL
	Yes	No	
Nitibe	176	5,589	<b>5,765</b>
Oesilo	29	5,233	<b>5,262</b>
Pante Macassar	162	19,897	<b>20,059</b>
Passabe	132	3,700	<b>3,832</b>
<b>RAEOA</b>	<b>499</b>	<b>34,419</b>	<b>34,918</b>
<b>Percentage (%)</b>	<b>1,4</b>	<b>98,6</b>	<b>100,0</b>

The largest number of people with disabilities were registered at the Nitibe and Pante Macassar Sub District Administration while the Oesilo Sub District Administration was registered with a smaller number of people with disabilities (Table 2).

Table 2. Distribution of people with disabilities by Sub District Administration

Sub District Administration	Frequency	Percentage (%)
Nitibe	176	35
Oesilo	29	6
Pante Macassar	162	32
Passabe	132	26
<b>Total</b>	<b>499</b>	<b>100 %</b>

From 499 people with disabilities, the main difficulties were physical mobility (31.4%), vision / eyes (40.4%), hearing los (16.0%), psychosocial / mental 11.6%) and cognitive/Intellectual (0.6%) (Table 3).

Table 3. Distribution of people with disabilities by type of disability

Sub District Administration	Type of disability					Total
	Physical/ mobility	Vision/eye	Deaf	Psychosocial / Mental	Cognitive / intelectual	
Nitibe	55	90	22	11	1	179
Oesilo	13	11	1	3	1	29
Pante Macassar	73	31	29	27	1	161
Passabe	16	70	28	17	-	131
<b>Total RAEOA</b>	<b>157</b>	<b>202</b>	<b>80</b>	<b>58</b>	<b>3</b>	<b>500</b>
<b>Percentage (%)</b>	<b>31,4</b>	<b>40,4</b>	<b>16,0</b>	<b>11,6</b>	<b>0,6</b>	<b>100,0</b>

## 2.4. Education Level

As for the level of education of illiterate respondents, adult literacy and incomplete basic education occupy 63% of the total respondents. Basic (primary) and pre-secondary education represent 20.7% and secondary education account for 12%. Technical Vocational education and other levels of education occupy 0.8% and 0.3%, respectively. At the tertiary or higher level, 3.2% of respondents have the level of higher education (Table 4).

Among 1,116 (3.2%) of respondents, 74.5% had a bachelor's degree following Diploma III / Bachelor's Degree 20.7% and other academic levels have a percentage lower than 2% (Table 4).

Table 4. Distribution by level of education and by Sub District Administration

Level of Education	RAEOA	Nitibe	Oesilo	Pante Macassar	Passabe
Can not read / write	20,319	4,275	4,232	8,720	3,092
Do not read / write (did not finish primary)	1,673	418	125	944	186
<b>Sub Total</b>	<b>21,992</b>	<b>4,693</b>	<b>4,357</b>	<b>9,664</b>	<b>3,278</b>
Elementary	3,788	711	365	2,352	360
Pre-secondary	3,431	206	291	2,785	149
Secondary	4,213	293	303	3,412	205
Professional Technical High School	268	22	6	224	16
Others	54	7	4	42	1

Level of Education	RAEOA	Nitibe	Oesilo	Pante Macassar	Passabe
<b>Sub Total</b>	<b>11,754</b>	<b>1,239</b>	<b>969</b>	<b>8,815</b>	<b>731</b>
1 st. Cycle (1st class - 4th class)	49	1	4	44	-
2º. Cycle (1st Year, 2nd Year)	3	-	-	3	-
3º. Cycle (3rd year - 9th year / 3rd year up)	4	1	-	3	-
<b>Sub Total</b>	<b>56</b>	<b>2</b>	<b>4</b>	<b>50</b>	<b>-</b>
Diploma I	16	3	3	8	2
Diploma II	12	1	2	9	-
Diploma III	231	25	23	164	19
Diploma IV	11	1	0	8	2
Bachelor's Degree (S1)	831	32	36	739	24
Master (S2)	14	1	0	13	-
PhD (S3)	1	0	0	1	-
<b>Sub Total</b>	<b>1,116</b>	<b>63</b>	<b>64</b>	<b>942</b>	<b>47</b>
<b>Total</b>	<b>34,918</b>	<b>5,997</b>	<b>5,394</b>	<b>19,471</b>	<b>4,056</b>

Regarding the distribution of the respondents knowledge by study area (study program) and Sub District Administration, from 1,116 who hold the higher degree only 605 (54.2%) answered this question. Details of data can be seen in Table 5, below.

**Table 5. Distribution of education level of respondents by study program and Sub District Administration**

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
<b>Total</b>	<b>14</b>	<b>5</b>	<b>104</b>	<b>4</b>	<b>466</b>	<b>11</b>	<b>1</b>	<b>605</b>	<b>415</b>	<b>190</b>
Management	1	-	2	-	113	2	-	118	84	34
Law	-	-	1	-	43	2	1	47	46	1
Medical Doctor (General Practitioner)	1	-	2	-	35	-	-	38	19	19
Education	-	1	12	-	10	-	-	23	10	13
Civil Engineering - Civil Construction	-	-	1	-	20	-	-	21	17	4
Nursing	1	-	9	-	10	-	-	20	11	9
Midwife	3	1	8	-	8	-	-	20	3	17
Public Health	1	-	2	-	13	1	-	17	7	10
Computer Technology Engineering (Computer)	-	-	3	-	13	-	-	16	14	2
Livestock Production	-	1	3	-	10	-	-	14	10	4
Mathematics	-	-	6	-	7	-	-	13	11	2
Portuguese language	-	-	9	1	2	-	-	12	8	4
Economics of Finance / Financial Management - Banking Economics	-	-	1	-	10	-	-	11	7	4
Agronomy	-	-	1	-	8	-	-	9	9	-
Public administration	-	-	1	-	8	-	-	9	5	4
Public Law	-	-	-	-	8	-	-	8	8	-
Economics	-	-	2	-	6	-	-	8	7	1
Biology	-	-	2	-	6	-	-	8	6	2
Teacher training	-	-	5	-	3	-	-	8	4	4
Mathematics of Teaching	-	-	3	-	4	-	-	7	5	2
Economy	-	-	-	1	5	-	-	6	4	2
Political Science	-	-	-	-	6	-	-	6	5	1

# FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
Fishing Engineering	1	-	1	2	2	-	-	6	4	2
Accounting	-	-	-	-	6	-	-	6	3	3
Human Resource Management	-	-	-	-	6	-	-	6	5	1
Public policy	-	-	-	-	6	-	-	6	5	1
Pharmacy	2	-	1	-	2	-	-	5	3	2
Development Study	-	-	-	-	4	1	-	5	3	2
Tourism and Hospitality	-	-	4	-	-	1	-	5	3	2
Physics of Teaching	-	-	-	-	5	-	-	5	3	2
Government / Comparative Government Systems	-	-	-	-	4	1	-	5	4	1
Pre-primary and Primary Education	-	-	5	-	-	-	-	5	3	2
Architecture Engineering	-	-	-	-	4	-	-	4	4	-
Clinical Analysis	1	-	2	-	1	-	-	4	3	1
English Language	-	1	-	-	3	-	-	4	3	1
Nutrition	-	-	-	-	4	-	-	4	1	3
International, Bilateral and Multilateral Relations	-	-	-	-	4	-	-	4	4	-
General / Environmental Biology	-	-	1	-	1	1	-	3	1	2
Mining Engineering	-	-	-	-	3	-	-	3	2	1
Electrical Engineering	-	-	-	-	3	-	-	3	3	-
Management	-	-	1	-	2	-	-	3	3	-
Philosophy	-	-	-	-	3	-	-	3	3	-
Computer Science	-	-	-	-	2	1	-	3	2	1
Maternal and Child Health	-	-	1	-	2	-	-	3	2	1
Aquaculture	-	-	2	-	1	-	-	3	2	1
Economics Education / Management Education	-	1	-	-	2	-	-	3	2	1

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
Moral Theology	-	-	-	-	3	-	-	3	2	1
Zoology	-	-	1	-	1	-	-	2	1	1
Agricultural Engineering	-	-	-	-	2	-	-	2	2	-
Psychology	-	-	1	-	1	-	-	2	1	1
Military Career	1	-	-	-	1	-	-	2	2	-
Mechanical Engineer	-	-	1	-	1	-	-	2	2	-
Dentist	1	-	1	-	-	-	-	2	1	1
Agro-business	-	-	-	-	2	-	-	2	1	1
Forestry Management	-	-	-	-	1	1	-	2	2	-
Animal Reproduction	-	-	-	-	2	-	-	2	1	1
Pastoral Theology	-	-	-	-	2	-	-	2	2	-
Mechanical Engineering	-	-	-	-	1	-	-	1	1	-
Pathological Anatomy and Clinical Pathology	-	-	-	-	1	-	-	1	-	1
Food Science and Technology	-	-	1	-	-	-	-	1	-	1
Sociology	-	-	-	-	1	-	-	1	1	-
Theology	-	-	-	-	1	-	-	1	1	-
Applied Linguistics	-	-	-	-	1	-	-	1	1	-
Japanese Language	-	-	-	-	1	-	-	1	-	1
Religious Career	-	-	-	-	1	-	-	1	-	1
Actuarial Sciences	-	-	1	-	-	-	-	1	-	1
Astronomy	-	-	-	-	1	-	-	1	1	-
Meteorology	-	-	-	-	1	-	-	1	1	-
Biological Oceanography	-	-	-	-	1	-	-	1	-	1
Chemical Engineer	-	-	-	-	1	-	-	1	1	-

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
Production Engineering	-	-	1	-	-	-	-	1	1	-
Environmental Engineer	-	-	-	-	1	-	-	1	1	-
Physiotherapy and Occupational Therapy	-	-	1	-	-	-	-	1	-	1
Optometry	-	-	1	-	-	-	-	1	-	1
Radiology, Medical Radiology	1	-	-	-	-	-	-	1	1	-
Engineering of Agricultural Product Processing	-	-	-	-	1	-	-	1	1	-
Genetics and Improvement of Domestic Animals	-	-	-	-	1	-	-	1	-	1
International Economy	-	-	-	-	1	-	-	1	-	1
Business Administration	-	-	-	-	1	-	-	1	1	-
Computer Management	-	-	-	-	1	-	-	1	1	-
Philosophy of Education	-	-	1	-	-	-	-	1	1	-
Peace Study	-	-	-	-	1	-	-	1	1	-
Video Arts	-	-	-	-	1	-	-	1	-	1
Special Education	-	-	1	-	-	-	-	1	1	-
Training of Primary and Pre-Secondary Teachers	-	-	-	-	1	-	-	1	1	-
Others	-	-	2	-	12	-	-	14	1-	4
<b>Nitibe</b>										
<b>Total</b>	<b>2</b>	<b>-</b>	<b>16</b>	<b>1</b>	<b>18</b>	<b>1</b>	<b>-</b>	<b>38</b>	<b>29</b>	<b>9</b>
Medical Doctor (General Practitioner)	-	-	-	-	6	-	-	6	4	2
Education	-	-	4	-	1	-	-	5	5	-
Law	-	-	-	-	4	-	-	4	3	1
Portuguese Language	-	-	3	-	-	-	-	3	3	-
Pre-primary and Primary Education	-	-	3	-	-	-	-	3	2	1
Management	-	-	-	-	2	-	-	2	2	-



# FUNDO DE DESENVOLVIMENTO DO CAPITAL HUMANO (FDCH)

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
General / Environmental Biology	-	-	-	-	-	1	-	1	-	1
Civil Engineering - Civil Construction	-	-	-	-	1	-	-	1	1	-
Clinical Analysis	1	-	-	-	-	-	-	1	1	-
Food Science and Technology	-	-	1	-	-	-	-	1	-	1
Economy	-	-	-	1	-	-	-	1	-	1
Philosophy	-	-	-	-	1	-	-	1	1	-
English language	-	-	-	-	1	-	-	1	1	-
Nursing	-	-	1	-	-	-	-	1	-	1
Pharmacy	1	-	-	-	-	-	-	1	1	-
Public health	-	-	-	-	1	-	-	1	-	1
Aquaculture	-	-	1	-	-	-	-	1	1	-
Biology of Education	-	-	1	-	-	-	-	1	1	-
Public Policy	-	-	-	-	1	-	-	1	1	-
Special Education	-	-	1	-	-	-	-	1	1	-
Teacher Training	-	-	1	-	-	-	-	1	1	-
Oesilo										
Total	3	-	7	-	18	-	-	28	19	9
Public Health	1	-	1	-	3	-	-	5	2	3
Management	-	-	-	-	5	-	-	5	3	2
Portuguese Language	-	-	2	-	1	-	-	3	3	-
Education	-	-	-	-	2	-	-	2	-	2
Midwife	1	-	-	-	1	-	-	2	1	1
Teacher Training	-	-	2	-	-	-	-	2	2	-
Mathematics	-	-	-	-	1	-	-	1	1	-

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
Agronomy	-	-	-	-	1	-	-	1	1	-
Law	-	-	-	-	1	-	-	1	1	-
Theology	-	-	-	-	1	-	-	1	1	-
Chemical Engineering	-	-	-	-	1	-	-	1	1	-
Mechanical Engineering	-	-	1	-	-	-	-	1	1	-
Medical Doctors (General Pratitioners)	1	-	-	-	-	-	-	1	1	-
Livestock Production	-	-	-	-	1	-	-	1	1	-
Aquaculture	-	-	1	-	-	-	-	1	-	1
<b>Pante Macassar</b>										
Total	<b>8</b>	<b>5</b>	<b>74</b>	<b>3</b>	<b>417</b>	<b>10</b>	<b>1</b>	<b>518</b>	<b>352</b>	<b>166</b>
Management	1	-	2	-	102	2	-	107	77	30
Law	-	-	1	-	38	2	1	42	42	-
Medical Doctor (General Practitioner)	-	-	2	-	27	-	-	29	13	16
Civil Engineering- Civil Construction	-	-	1	-	19	-	-	20	16	4
Midwife	2	1	8	-	7	-	-	18	2	16
Computer Technology Engineering (Computer)	-	-	3	-	13	-	-	16	14	2
Nursing	-	-	6	-	10	-	-	16	8	8
Livestock Production	-	1	3	-	9	-	-	13	9	4
Education	-	1	4	-	7	-	-	12	3	9
Mathematics	-	-	6	-	6	-	-	12	10	2
Economics of Finance / Financial Management - Banking Economics	-	-	1	-	10	-	-	11	7	4
Public Health	-	-	1	-	7	1	-	9	4	5
Public Administration	-	-	1	-	8	-	-	9	5	4
Agronomy	-	-	1	-	7	-	-	8	8	-

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
Public Law	-	-	-	-	8	-	-	8	8	-
Economics of Education	-	-	2	-	6	-	-	8	7	1
Political Science	-	-	-	-	6	-	-	6	5	1
Portuguese Language	-	-	4	1	1	-	-	6	2	4
Fishing Engineering	1	-	1	2	2	-	-	6	4	2
Accounting	-	-	-	-	6	-	-	6	3	3
Human Resource Management	-	-	-	-	6	-	-	6	5	1
Economy	-	-	-	-	5	-	-	5	4	1
Development Study	-	-	-	-	4	1	-	5	3	2
Tourism and Hospitality	-	-	4	-	-	1	-	5	3	2
Biology of Education	-	-	1	-	4	-	-	5	3	2
Mathematics of Teaching	-	-	3	-	2	-	-	5	3	2
Physics of Teaching	-	-	-	-	5	-	-	5	3	2
Governmental Sciences	-	-	-	-	4	1	-	5	4	1
Public Policy	-	-	-	-	5	-	-	5	4	1
Teacher Training	-	-	2	-	3	-	-	5	1	4
Architecture Engineering	-	-	-	-	4	-	-	4	4	-
Pharmacy	1	-	1	-	2	-	-	4	2	2
Nutrition	-	-	-	-	4	-	-	4	1	3
International, Bilateral and Multilateral Relations	-	-	-	-	4	-	-	4	4	-
Mining Engineering	-	-	-	-	3	-	-	3	2	1
Electrical Engineering	-	-	-	-	3	-	-	3	3	-
Clinical Analysis	-	-	2	-	1	-	-	3	2	1
Management	-	-	1	-	2	-	-	3	3	-

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
English Language	-	1	-	-	2	-	-	3	2	1
Computer Science	-	-	-	-	2	1	-	3	2	1
Maternal and Child Health	-	-	1	-	2	-	-	3	2	1
Economics of Education / Management of Education	-	1	-	-	2	-	-	3	2	1
Moral Theology	-	-	-	-	3	-	-	3	2	1
General / environmental biology	-	-	1	-	1	-	-	2	1	1
Zoology	-	-	1	-	1	-	-	2	1	1
Agricultural engineering	-	-	-	-	2	-	-	2	2	-
Philosophy	-	-	-	-	2	-	-	2	2	-
Psychology	-	-	1	-	1	-	-	2	1	1
Military Career	1	-	-	-	1	-	-	2	2	-
Dentist	1	-	1	-	-	-	-	2	1	1
Agro-Business	-	-	-	-	2	-	-	2	1	1
Forestry Management	-	-	-	-	1	1	-	2	2	-
Animal Reproduction	-	-	-	-	2	-	-	2	1	1
Pastoral Theology	-	-	-	-	2	-	-	2	2	-
Pre-primary and Primary Education	-	-	2	-	-	-	-	2	1	1
Mechanical Engineering	-	-	-	-	1	-	-	1	1	-
Pathological Anatomy and Clinical Pathology	-	-	-	-	1	-	-	1	-	1
Sociology	-	-	-	-	1	-	-	1	1	-
Applied Linguistics	-	-	-	-	1	-	-	1	1	-
Japanese Language	-	-	-	-	1	-	-	1	-	1
Religious Career	-	-	-	-	1	-	-	1	-	1
Actuarial Sciences	-	-	1	-	-	-	-	1	-	1

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
Astronomy	-	-	-	-	1	-	-	1	1	-
Meteorology	-	-	-	-	1	-	-	1	1	-
Biological Oceanography	-	-	-	-	1	-	-	1	-	1
Production Engineering	-	-	1	-	-	-	-	1	1	-
Mechanical Engineer	-	-	-	-	1	-	-	1	1	-
Environmental Engineer	-	-	-	-	1	-	-	1	1	-
Physiotherapy and Occupational Therapy	-	-	1	-	-	-	-	1	-	1
Optometry	-	-	1	-	-	-	-	1	-	1
Radiology, Medical Radiology	1	-	-	-	-	-	-	1	1	-
Agricultural Product Processing Engineering	-	-	-	-	1	-	-	1	1	-
Genetics and Improvement of Domestic Animals	-	-	-	-	1	-	-	1	-	1
Aquaculture	-	-	-	-	1	-	-	1	1	-
International Economy	-	-	-	-	1	-	-	1	-	1
Business Administration	-	-	-	-	1	-	-	1	1	-
Computer Management	-	-	-	-	1	-	-	1	1	-
Philosophy of Education	-	-	1	-	-	-	-	1	1	-
Peace Study	-	-	-	-	1	-	-	1	1	-
Video Arts	-	-	-	-	1	-	-	1	-	1
Others	-	-	1	-	12	-	-	13	9	4
Passabe										
Total	1	-	7	-	13	-	-	21	15	6
Education	-	-	4	-	-	-	-	4	2	2
Management	-	-	-	-	4	-	-	4	2	2
Nursing	1	-	2	-	-	-	-	3	3	-

Program Study	Level of Education							Total	Sexo	
	Dip. I	Dip. II	Dip. III	Dip. IV	Bachelor (S1)	Master (S2)	PhD (S3)		M	F
Public Health	-	-	-	-	2	-	-	2	1	1
Medical Doctor (General Practitioner)	-	-	-	-	2	-	-	2	1	1
Biology of Education	-	-	-	-	2	-	-	2	2	-
Mathematics teaching	-	-	-	-	2	-	-	2	2	-
Training of primary and pre-secondary teachers	-	-	-	-	1	-	-	1	1	-
Others	-	-	1	-	-	-	-	1	1	-

## 2.5. Vocational Training Certificate Level I - Certificate IV

From 34,918 respondents who participated in this research, about 1.3% had already participated in Certificate I - Certificate IV courses. Those who completed the courses, 56.3% completed the Certificate I course, 18% Certificate II, 13.8% Certificate III and 11.8% Certificate IV (Table 6). The predominant areas of Certificate I training - Certificate IV are Computer Courses, Portuguese Language, and English Language. Other areas of training represent very little. The data also show the lack even of the lack of qualifications in some areas, which requires more attention and investment (Table 6). However the investment of human resources training should be adjusted with the local need. The data Details of Certificate I training data - Certificate IV can be seen in table 6.

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

Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Areas of training that require more attention
<b>SPECIAL ADMINISTRATIVE REGION OF OECUSSE</b>						
<b>Total</b>	<b>449</b>	<b>253</b>	<b>81</b>	<b>62</b>	<b>53</b>	Fisioterapia / Massagem
Computer	107	75	18	9	5	Abastecimento de água rural
Portuguese language course	97	51	18	16	12	Produção solar
English Language Course	48	19	10	12	7	Produção de café
Plumbing	7	3	1	1	2	Melhoramento de negócios
Agriculture / horticulture course	7	5	-	-	2	Formação aos Contratores
Electricity	6	6	-	-	-	Hospitalidade (Geral)
Automotive and Maintenance.	5	4	-	1	-	Máquina pequena
Carpentry	5	2	1	2	-	Hospitalidade (produção de alimentos)
Tailor / Seamstress	4	2	2	-	-	Guia Turístico e Turístico
Business Construction (General)	3	1	2	-	-	Automotivo e Manutenção.
Technological information	3	1	-	-	2	Formação e avaliação
Construction (General)	3	1	2	-	-	Investigação policial.
General Administration for the Office	2	1	-	-	1	Gestão para Polícia
General Administration of the Office	2	1	-	-	1	(Diploma) em Formação e Avaliação
Financial Services (Micro Finance and Banking);	2	1	-	-	1	Cozinheiro



Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Areas of training that require more attention
Agricultural Course	2	-	2	-	-	Estilista de cabelo / Cabeleireiro
Public communication study for public sector (SEFTEK);	1	-	-	1	-	Curso de estética (Manicura e Pedicure)
Hospitality Management (General)	1	-	-	-	1	Curso de piano e música
Bricklayer	1	1	-	-	-	Pintor de artes, pinturas, tatuagens
Welding / Welding	1	-	1	-	-	
Photographer	1	1	-	-	-	
Fishing course	1	1	-	-	-	
Others	14-	77	24	20	19	
<b>Nitibe</b>						
<b>Total</b>	<b>38</b>	<b>17</b>	<b>7</b>	<b>7</b>	<b>7</b>	
Portuguese language course	7	1	2	3	1	
Computer	3	2	-	1	-	
Technological information	2	1	-	-	1	
Financial Services (Micro Finance and Banking);	2	1	-	-	1	
Agriculture / horticulture course	2	1	-	-	1	
Public communication to the study of the public sector (SEFTEK);	1	-	-	1	-	
Carpentry	1	-	1	-	-	
Electricity	1	1	-	-	-	
English Language Course	1	-	-	1	-	
Others	18	1-	4	1	3	
<b>Oesilo</b>						
<b>Total</b>	<b>49</b>	<b>30</b>	<b>15</b>	<b>3</b>	<b>1</b>	
Computer	9	5	3	1	-	
Portuguese language course	7	4	3	-	-	
English Language Course	3	2	1	-	-	
Bricklayer	1	1	-	-	-	
Welding / Welding	1	-	1	-	-	
Plumbing	1	-	1	-	-	
Carpentry	1	1	-	-	-	
Agriculture / horticulture course	1	1	-	-	-	
Agricultural Course	1	-	1	-	-	

Sub District Administration	Total	Cert. I	Cert. II	Cert. III	Cert. IV	Areas of training that require more attention
Others	24	16	5	2	1	
Pante Macassar						
Total	281	161	50	39	31	
Computer	82	58	14	5	5	
Portuguese language course	54	34	8	8	4	
English Language Course	31	9	8	8	6	
Automotive and Maintenance.	5	4	-	1	-	
Plumbing	4	1	-	1	2	
Electricity	4	4	-	-	-	
Agriculture / horticulture course	4	3	-	-	1	
Construction (General)	3	1	2	-	-	
Carpentry	3	1	-	2	-	
Tailor / Seamstress	3	1	2	-	-	
General Administration for the Office	2	1	-	-	1	
Business Construction (General)	2	1	1	-	-	
General Administration of the Office	2	1	-	-	1	
Technological information	1	-	-	-	1	
Photographer	1	1	-	-	-	
Agricultural Course	1	-	1	-	-	
Fishing course	1	1	-	-	-	
Others	78	4-	14	14	1-	
Passabe						
Total	81	45	9	13	14	
Portuguese language course	29	12	5	5	7	
Computer	13	10	1	2	-	
English Language Course	13	8	1	3	1	
Plumbing	2	2	-	-	-	
Business Construction (General)	1	-	1	-	-	
Hospitality Management (General)	1	-	-	-	1	
Electricity	1	1	-	-	-	
Tailor / Seamstress	1	1	-	-	-	
Others	2-	11	1	3	5	

## 2.6. Professional Occupations in Public Sector

### 2.6.1. Permanent Public Servants

Table 7 shows that public servants and teachers are the main occupations of the public sector and together account for 85.02% of the positions. 30% of teachers held their positions between 6 - 10 years, 31.4% over 15 years, 22% between 11 - 15 years and less than 6 years corresponds to 16.9%. As for public servants, the data indicate that most maintained their services between 1-5 years and 6-10 years.

**Table 7. Distribution of permanent employees' occupation and years of services**

Occupation	<1 Year	1-5 Years	6 - 10 Years	11-15 Years	>15 Years	Total	Percentage (%)
Teachers	12	61	130	95	135	433	37,26
Staffs	22	171	197	111	54	555	47,76
Doctor / Medical Specialist	3	36	5	4	11	59	5,08
Chief of Department	-	2	14	7	13	36	3,10
Director General	2	1	-	2	2	7	0,60
National Director	1	2	1	1	4	9	0,77
Public Defender / Judge	-	4	-	-	-	4	0,34
Others	2	20	22	9	6	59	5,08
<b>Total</b>	<b>42</b>	<b>297</b>	<b>369</b>	<b>229</b>	<b>225</b>	<b>1162</b>	<b>100,00</b>
<b>Percentage (%)</b>	<b>3,6</b>	<b>25,6</b>	<b>31,8</b>	<b>19,7</b>	<b>19,4</b>	<b>100,0</b>	

Regarding the grade / level of respondents, the majority are in the positions between grade F (level 1, & 2) - grade C / level 5, together corresponds to 95.8%. The servants with level above 6 are very few, registering about 1.38% and those with special regime 2.83% (Table 8).

Table 8. Grade and Level of permanent public servants interviewed

Degree / Level	Frequency	Percentage (%)
Grade A / level 7	3	0,26
Grade B / level 6	13	1,12
Grade C / level 5	66	5,67
Grade D / level 4	236	20,26
Grade E / level 3	573	49,18
Grade F / level 1, 2	241	20,69
Special Regime	33	2,83
<b>Total</b>	<b>1165</b>	<b>100,00</b>

### 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 public servants with the mastery of teachers and staff. Teachers and staff are those who have a high number of temporary public servants. Both represent 83.7% of temporary public servants while hiring the specialized technicians is only 2.2%. As for the standard of length of service is similar to permanent public servant, the highest proportion are those who have maintained the public service between 1-5 years and 6 -10 years and together represent 79.4% compared to those who maintained the services more than 10 years ( 4%).

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

Year of Services	Employees	Specialized Technician	Teachers	Others	Total	Percentage (%)
<1 year	44	4	29	16	93	16,7
1-5 years	107	5	167	29	308	55,2
6 - 10 years	54	3	49	29	135	24,2
11-15 years	11	-	5	4	20	3,6
>15 years	-	-	1	1	2	0,4
<b>Total</b>	<b>216</b>	<b>12</b>	<b>251</b>	<b>79</b>	<b>558</b>	<b>100,0</b>
<b>Percentage (%)</b>	<b>38,7</b>	<b>2,2</b>	<b>45,0</b>	<b>14,2</b>	<b>100,0</b>	

## 2.7. Level of Education of Employees Contract

At the level of schooling, 64.2% of temporary staff have a secondary education level, with a 16.2% and primary degree (5.3%). Other levels of schooling have a lower percentage of 5% (Table 10).

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

Education Level	Number of Public Sevants	Percentage (%)
Primary	29	5,3
Pre-secondary	27	4,9
Secondary	353	64,2
Professional Technical High School	19	3,5
Others	2	0,4
Diploma I	-	0,0
Diploma II	1	0,2
Diploma III	26	4,7
Diploma IV	3	0,5
Bachelor (S 1)	89	16,2
Master	1	0,2
PhD	-	0,0
<b>Total</b>	<b>550</b>	<b>100,0</b>

## 2.8. Non-Public Sector (Private Sectors)

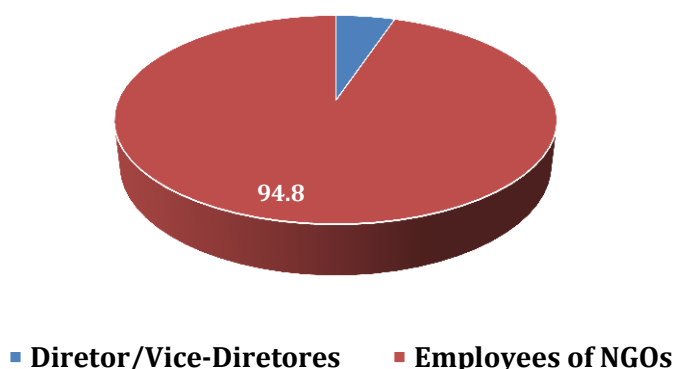
The non-public sector in RAEOA still remains small compared to the public sector. This despite the growth of the non-public sector being one of the government's main goals and the majority of those who do not currently work have expressed interest in working in the non-public sector. However, despite 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 155 respondents, 5.2% hold positions as Director or Vice-Directors of the organizations and the highest 94.8% are employees.

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

#### Non Government Organization (%)

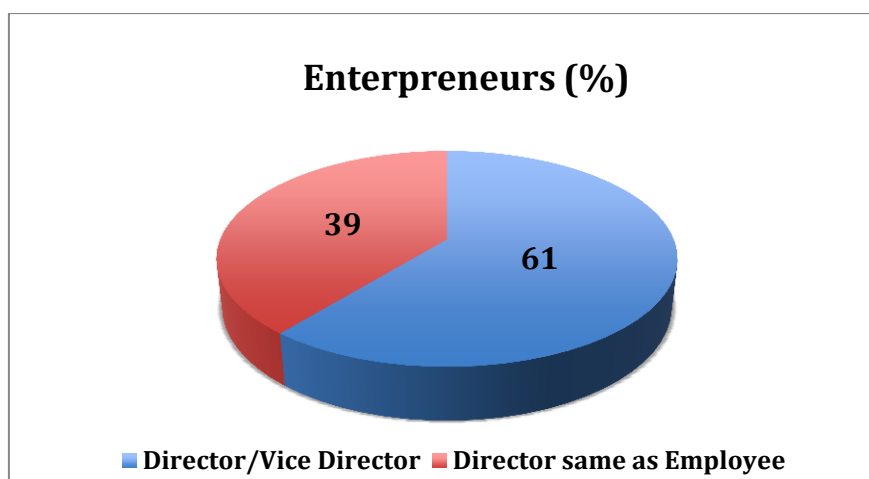


### 2.8.2. Entrepreneurs (Businessmen)

Entrepreneurs play an important role through their investments, increasing the prosperity of the population in RAEOA. Thus, citizens have the opportunity to take a job through investment, services and increased trade, in addition to the RAEOA 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. 60.9% of the respondents are employed as Director / Vices Directors and 39.1% assume the function as director simultaneously as an employee of the same company.

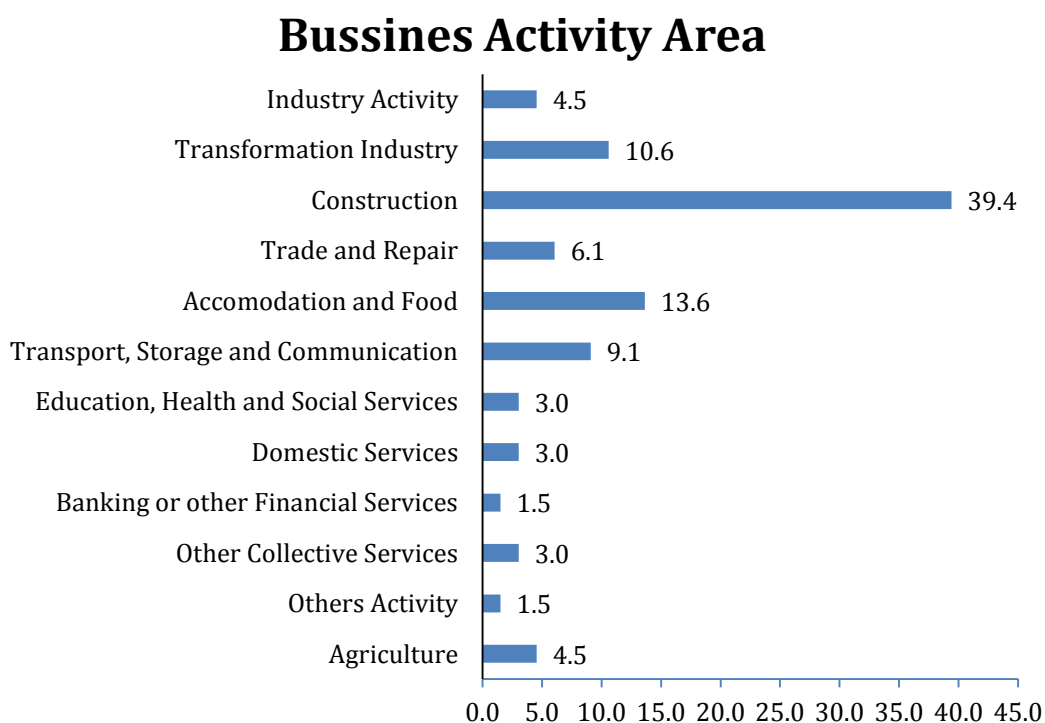
Figure 3. Distribution of entrepreneurs by position



### 2.8.3. Activity Sectors

The largest proportion of the companies areas of activity are related to Construction, Accommodation-Food, Transport, Storage and Communication, Industrial Activity and Commerce and Repair. Other sectors of activity are less than 5% and there are even some areas without registration of business activities (Figure 4).

Figure 4. Distribution of the areas of entrepreneurs' activities





#### 2.8.4. Education Level of Entrepreneurs

The data also show that most of the people involved have no level of education (74.4%), secondary education (7%), basic education (5.6) and pre-secondary education (5.6%). Other levels of education less than 5% (Table 11).

Analyzing the presence of entrepreneurs and their qualifications is essential for the growth of the RAEOA. Increasing the level of education, RAEOA inserts its citizens in 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 RAEOA.

**Table 11. Distribution of entrepreneurs and level of education**

Level of Education	Number of entrepreneurs	Percentage (%)
Can not read / write	6,310	74,4
Secondary	597	7,0
Primary	476	5,6
Pre-secondary	471	5,6
Do not read / write (did not finish primary)	420	5,0
Bachelor's Degree (S1)	122	1,4
Secondary School	29	0,3
Diploma III	16	0,2
1 st. Cycle (1st grade up to 4th grade)	14	0,2
Secondary School Agriculture	14	0,2
Secondary Technical School	6	0,1
2º. Cycle (1st Year, 2nd Year)	1	0,0
3º. Cycle (3rd year up to 9th year / 3rd year)	1	0,0
Secondary School of Sports	1	0,0
Diploma IV	1	0,0
Secondary School for Nursing	-	0,0
Secondary School for Social Assistance	-	0,0
Others	-	0,0
Diploma I	-	0,0
Diploma IV	-	0,0
Master (S2)	-	0,0
PhD (S3)	-	0,0
<b>Total</b>	<b>8,479</b>	<b>100,0</b>

## 2.9. Preferred Working Area

This data collection process also asked people aged 17 or over who never worked in what sector they wanted to work in and where they would like to work if they could get a job. The responses in table 12 show that the majority opted for the non-public sector (private sector) with 72.9% compared to the public sector 27.1%. The Sub District Administration of Pante Macassar has a higher percentage of individuals seeking employment in the non-public sector as well as in the public sector in the Sub District Administration of Nitibe (Table 12).

**Table 12. Total number of RAEOA respondents in looking for a job and intends to work in the public or private sector.**

Sub District Administration	Public Sector	Percentage (%)	Private Sector	Percentage (%)	Total	Percentage (%)
Nitibe	1,017	39,0	785	11,2	1,802	18,7
Oesilo	82	3,1	1,756	25,0	1,838	19,1
Pante Macassar	995	38,1	2,970	42,3	3,965	41,2
Passabe	515	19,7	1,506	21,5	2,021	21,0
<b>Total</b>	<b>2609</b>	<b>100,0</b>	<b>7,017</b>	<b>100,0</b>	<b>9,626</b>	<b>100,0</b>

## 2.10. Business sector preferred to work in

Table 13 indicates that, in the private sector, the preference is mainly for agriculture (58.5%), household tasks (15.1%) and industrial activity (8.3). Other sectors of activity have a percentage less than 5%.

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

Sector Activity	Sub District Administrations				Total	Percentage (%)
	Nitibe	Oesilo	Pante Macassar	Passabe		
Agriculture	465	1308	1768	1487	5028	58,5
Industrial Activity	60	26	619	6	711	8,3
Transformation Industry	17	1	55	7	80	0,9
Construction	24	10	365	9	408	4,7
Trade and Repair	27	9	122	6	164	1,9
Food and Accommodation	10	5	154	24	193	2,2
Transport, Storage and Communication	5	6	94	1	106	1,2

Sector Activity	Sub District Administrations				Total	Percentage (%)
	Nitibe	Oesilo	Pante Macassar	Passabe		
Education, Health and Social Work	14	5	185	5	209	2,4
Domestic Service	278	11	944	68	1301	15,1
Bank or other financial services	-	2	72	2	76	0,9
Other Collective, Social and Personal Services	5	-	258	11	274	3,2
Other Activities	8	-	38	4	50	0,6
<b>Total</b>	<b>913</b>	<b>1383</b>	<b>4674</b>	<b>1630</b>	<b>8600</b>	<b>100</b>
<b>Percentage (%)</b>	<b>10,6</b>	<b>16,1</b>	<b>54,3</b>	<b>19,0</b>	<b>100,0</b>	

### 2.11. Age group of respondent who are looking for a Job

Regarding the age group, the largest number of respondents seeking employment are young people aged 21-44 years, representing around 67.7% (Table 14).

Table 14. Age range of respondents looking for a job

Age Group	Non Public Sector	Percentage (%)
17 - 20	347	4,9
21- 24	659	9,4
25 - 28	873	12,4
29 - 32	913	13,0
33 - 36	933	13,3
37 - 40	759	10,8
41 - 44	621	8,8
45 - 48	492	7,0
49 - 52	318	4,5
53 - 56	215	3,1
57 - 60	178	2,5
61- 64	170	2,4
65+	539	7,7
<b>Total</b>	<b>7,017</b>	<b>100</b>

## 2.12. Graduates in job search "Unemployment"

The data also provide information on the number and qualifications of people with higher education to job search (Table 15). The figures shows that of the 189 graduates respondents, 68.3% intend to work in the public sector and 31.7% intend to work in the non-public (private) sector. Graduates intend to work more in the public sector rather than the private sector.

The areas of higher education courses with the highest number of job search graduates looking for employment "unemployment" are in the areas of Management, Law, Civil Engineering - Civil Construction and Computer Engineering. Graduates in other areas are very few less than 5%, so this data is key for municipal government, employers and other employers partners how to take advantage of and employ them.

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

No.	Program Study / Expertise Area	Do not work and want to work?		Total	Percentage (%)
		Public Sector	Non Public Sector		
1	Management	36	22	58	30,7
2	Law	12	3	15	7,9
3	Civil Engineering - Civil Construction	6	1	7	3,7
4	Computer technology engineering	4	2	6	3,2
5	Mathematics	4	1	5	2,6
6	Medical Doctor (General Practitioner)	4	1	5	2,6
7	Midwife	1	4	5	2,6
8	Animal Production (Livestock)	3	2	5	2,6
9	Agronomy	3	1	4	2,1
10	Nursing	3	1	4	2,1
11	Public health	3	1	4	2,1
12	Public Law	4	-	4	2,1
13	Accounting	1	3	4	2,1
14	Architecture Engineering	2	1	3	1,6
15	Private Law	2	1	3	1,6
16	Education	-	3	3	1,6

No.	Program Study / Expertise Area	Do not work and want to work?		Total	Percentage (%)
		Public Sector	Non Public Sector		
17	Tourism and Hospitality	3	-	3	1,6
18	Teaching mathematics	1	2	3	1,6
19	Others	2	1	3	1,6
20	mining engineering	2	-	2	1,1
21	Electrical engineering	1	1	2	1,1
22	Analyst, Medical Assistant	2	-	2	1,1
23	Portuguese language	2	-	2	1,1
24	English language	1	1	2	1,1
25	Pharmacy	1	1	2	1,1
26	Nutrition	1	1	2	1,1
27	fishing engineering	2	-	2	1,1
28	Economy of Finance / management of finances - Banking Economics	1	1	2	1,1
29	Teaching biology	2	-	2	1,1
30	General / Environmental Biology	1	-	1	0,5
31	Agricultural engineering	-	1	1	0,5
32	Food Science and Technology	-	1	1	0,5
33	Public Law	1	-	1	0,5
34	Philosophy	-	1	1	0,5
35	political science	1	-	1	0,5
36	Theology	1	-	1	0,5
37	Japanese language	1	-	1	0,5
38	Religious Career	-	1	1	0,5
39	Astronomy	-	1	1	0,5
40	Chemical engineering	1	-	1	0,5
41	Engineering Industry	1	-	1	0,5
42	Dentist	1	-	1	0,5
43	Optometry	1	-	1	0,5
44	Maternal and Child Health	1	-	1	0,5
45	Agricultural Product Processing Engineering	1	-	1	0,5
46	Aquaculture	1	-	1	0,5
47	Development Study	1	-	1	0,5
48	Human Resource Economics	1	-	1	0,5

No.	Program Study / Expertise Area	Do not work and want to work?		Total	Percentage (%)
		Public Sector	Non Public Sector		
49	Economics of education	1	-	1	0,5
50	Computer Management	1	-	1	0,5
51	Teaching Physics	1	-	1	0,5
52	Government Science	1	-	1	0,5
53	Public policy	1	-	1	0,5
54	International, Bilateral and Multilateral Relations	1	-	1	0,5
<b>Total</b>		<b>129</b>	<b>60</b>	<b>189</b>	<b>100,0</b>

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

Table 16 shows the number of students surveyed in RAEOA 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 with the decentralization of local power that will be implemented by the government and the development of the private sector in RAEOA 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 number of students who are currently attending courses in higher education**

No.	Areas of Study	Frequency	Percentage (%)
1	Management	40	12,3
2	Economy of Finance / management of finances - Banking Economics	21	6,5
3	Portuguese language	18	5,5
4	Computer Engineering	17	5,2
5	Tourism and Hospitality	16	4,9
6	Midwife	15	4,6
7	Civil Engineering - Civil Construction	14	4,3
8	Law	11	3,4
9	English language	11	3,4

No.	Areas of Study	Frequency	Percentage (%)
10	General / Environmental Biology	10	3,1
11	Medical Doctors (General Practitioners)	10	3,1
12	Agro-business	10	3,1
13	Teaching biology	10	3,1
14	Teaching mathematics	9	2,8
15	International, Bilateral and Multilateral Relations	9	2,8
16	Education	8	2,5
17	Public health	8	2,5
18	Mathematics	7	2,2
19	Pharmacy	6	1,8
20	Human Resource Economics	6	1,8
21	Public administration	4	1,2
22	Others	4	1,2
23	mining engineering	3	0,9
24	Agronomy	3	0,9
25	Computer science	3	0,9
26	Dentist	3	0,9
27	Nursing	3	0,9
28	Animal Production (Livestock)	3	0,9
29	Fishing engineering	3	0,9
30	Government Science	3	0,9
31	Chemistry	2	0,6
32	Architecture Engineering	2	0,6
33	Social Economy Agricultural	2	0,6
34	Public Law	2	0,6
35	Political science	2	0,6
36	Animal Reproduction	2	0,6
37	Accounting	2	0,6
38	Economy - Cooperativa - Mercado	2	0,6
39	Hydraulic Engineering	1	0,3
40	Mechanical Engineering	1	0,3
41	Agricultural Engineering	1	0,3
42	Fishing Resources and Fisheries Engineering	1	0,3
43	Sociology	1	0,3



No.	Areas of Study	Frequency	Percentage (%)
44	Applied Linguistics	1	0,3
45	Fashion design	1	0,3
46	Geology	1	0,3
47	Mineralogy	1	0,3
48	Petrology	1	0,3
49	Meteorology	1	0,3
50	Chemical Engineering	1	0,3
51	Engineering Industry	1	0,3
52	Others	1	0,3
53	Psychiatry	1	0,3
54	Forestry Techniques and Operations	1	0,3
55	Clinical and Animal Surgery	1	0,3
56	Marine Fishing Resources	1	0,3
57	Development Study	1	0,3
58	Computer Management	1	0,3
59	Special Education	1	0,3
<b>Total</b>		<b>325</b>	<b>100,0</b>

#### 2.14. Year the Course Ends

Regarding the estimation of the numbers of higher education students who will graduate or finish their courses in the next 6 years, the data in table 17 show that the areas of Management, Finance Economy or Finance Management - Banking Economics, Language Portuguese, Computer Engineering, Midwife, Tourism and Hospitality and Civil Engineering - Civil Construction are the ones that have the most graduation numbers. Other areas have few graduation numbers per year so it is important to highlight the need not to anticipate no to contribute more to the number of unemployed graduates.

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

Areas of Study	Year of Course Ending							Total
	2017	2018	2019	2020	2021	2022	2023	
Management	17	6	7	6	-	-	-	36
Economics of Finance / Finance Management - Banking Economy	5	3	5	5	1	-	-	19
Portuguese language	3	1	6	5	3	-	-	18
Computer Engineering	6	3	2	3	1	-	-	15
Midwife	3	8	2	2	-	-	-	15
Tourism and Hospitality	-	2	3	8	1	-	-	14
Civil Engineering - Civil Construction	6	2	3	-	-	-	-	11
Medical Doctors (General Praticitioners)	3	2	2	1	1	-	-	9
Agro-business	3	3	3	-	-	-	-	9
Teaching biology	2	1	-	4	2	-	-	9
Law	4	-	2	2	-	-	-	8
English language	1	1	4	2	-	-	-	8
Public health	4	1	1	2	-	-	-	8
Mathematics of Teaching	3	-	2	1	2	-	-	8
International, Bilateral and Multilateral Relations	2	4	-	2	-	-	-	8
General / Environmental Biology	2	2	1	1	-	-	-	6
Education	1	2	2	-	1	-	-	6
Pharmacy	1	5	-	-	-	-	-	6
Mathematics	2	3	-	-	-	-	-	5
Public administration	2	1	1	-	-	-	-	4
Human Resource Economics	2	1	1	-	-	-	-	4
Others	-	1	-	3	-	-	-	4
mining engineering	2	1	-	-	-	-	-	3
Computer science	2	-	-	-	1	-	-	3
Dentist	2	-	1	-	-	-	-	3
Nursing	-	2	1	-	-	-	-	3
fishing engineering	-	-	1	2	-	-	-	3
Chemistry	-	-	2	-	-	-	-	2
Agronomy	1	-	-	1	-	-	-	2
Public Law	2	-	-	-	-	-	-	2
political science	2	-	-	-	-	-	-	2

Areas of Study	Year of Course Ending							Total
	2017	2018	2019	2020	2021	2022	2023	
Animal Production (Livestock)	-	-	1	-	1	-	-	2
Animal Reproduction	2	-	-	-	-	-	-	2
Economy - Cooperativa - Mercado	1	-	1	-	-	-	-	2
Government Science	1	-	-	1	-	-	-	2
Architecture Engineering	1	-	-	-	-	-	-	1
Hydraulic Engineering	-	-	-	-	1	-	-	1
mechanical Engineering	1	-	-	-	-	-	-	1
Social Economy Agricultural	-	-	1	-	-	-	-	1
Agricultural engineering	1	-	-	-	-	-	-	1
Fishing Resources and Fisheries Engineering	1	-	-	-	-	-	-	1
Applied Linguistics	-	1	-	-	-	-	-	1
Fashion design	-	-	-	1	-	-	-	1
Geology	1	-	-	-	-	-	-	1
Mineralogy	-	-	-	-	1	-	-	1
Petrology	1	-	-	-	-	-	-	1
Meteorology	1	-	-	-	-	-	-	1
Chemical engineering	1	-	-	-	-	-	-	1
Engineering Industry	-	1	-	-	-	-	-	1
Others	1	-	-	-	-	-	-	1
Psychiatry	1	-	-	-	-	-	-	1
Forestry Techniques and Operations	-	-	-	1	-	-	-	1
Clinical and Animal Surgery	-	1	-	-	-	-	-	1
Marine Fishing Resources	-	-	1	-	-	-	-	1
Development Study	1	-	-	-	-	-	-	1
Accounting	-	1	-	-	-	-	-	1
Computer Management	-	-	-	1	-	-	-	1
<b>Total</b>	<b>98</b>	<b>59</b>	<b>56</b>	<b>54</b>	<b>16</b>	<b>-</b>	<b>-</b>	<b>283</b>

## 2.15. The Demand of training for Personal and Institutional

### 2.15.1. Training in generic areas and specialized competences

One of the fundamental results of this work is the data show a considerable level of professional development activity in several areas of training in RAE OA. Table 18 below indicates the size of the professional development training performed by training area and the duration of the course. In response to this question, respondents were asked to select up to three options for the courses taken, so the table refers to the number of courses taken and not to trainees.

The 1,974 respondents represent a substantial level of training activity, since 44.4% have a duration of 1 - 6 months, 41.1% less than one month and 14.6% have been for more than 6 months. It is also notable that the main courses were in the areas of Leadership, Finance, Planning and Administration. Other areas of training have a percentage of less than 10%. There are no indications of training in areas considered as priority areas for RAE OA, such as agriculture, construction and hospitality and tourism.

**Table 18. Professional development courses carried out by training area and duration of the course.**

Training Areas	Duration				Total	Percentage (%)
	Less than 1 month	1 - 6 months	7 months - 1 year	More than 1 year		
Leadership	181	192	50	29	452	22,9
Business	143	129	21	12	305	15,5
Planning	136	125	27	18	306	15,5
Management	83	73	21	4	181	9,2
Human Resources	91	80	14	10	195	9,9
Information Technology	24	70	13	11	118	6,0
Procurement and Logistics	18	22	7	-	47	2,4
Administration	91	113	11	11	226	11,4
Information and Business Management System	20	28	4	3	55	2,8
Media and Public Relations	4	5	7	-	16	0,8
Specialized Technician	13	16	7	-	36	1,8

Training Areas	Duration				Total	Percentage (%)
	Less than 1 month	1 - 6 months	7 months - 1 year	More than 1 year		
Others	7	23	3	4	37	1,9
<b>Total</b>	<b>811</b>	<b>876</b>	<b>185</b>	<b>102</b>	<b>1,974</b>	<b>100,0</b>
<b>Percentage (%)</b>	<b>41,1</b>	<b>44,4</b>	<b>9,4</b>	<b>5,2</b>	<b>100,0</b>	

### 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 participation with the highest percentage (58.6%) followed by the English language with 27%. The Tetum language has a participation of 10.5% of the respondents and other languages with a participation of less than 3%. 73.1% of the courses have duration between 1 - 6 months, 3.9% less than one month and 25.1% are more than 7 months. The Portuguese language and English language courses are the main courses carried out by the respondents in RAEOA.

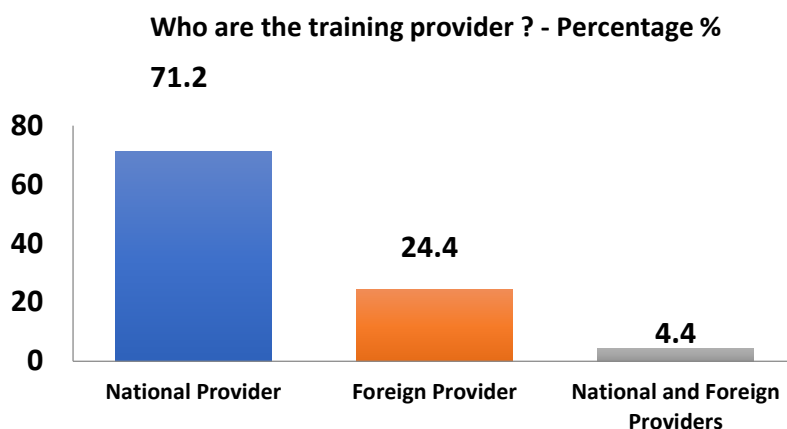
**Table 19. Language training and course duration**

Type of Trainings	Duration				Total	Percentage (%)
	Less than 1 Month	1 - 6 Months	7 Months - 1 year	More than 1 year		
Portuguese	47	1,019	156	162	1,384	58,6
English	29	496	53	60	638	27,0
Tetum	13	157	28	50	248	10,5
Indonesia	2	41	10	26	79	3,3
Korea	-	10	-	-	10	0,4
Others	-	4	-	-	4	0,2
<b>Total</b>	<b>91</b>	<b>1,727</b>	<b>247</b>	<b>298</b>	<b>2,363</b>	<b>100,0</b>
<b>Percentage (%)</b>	<b>3,9</b>	<b>73,1</b>	<b>10,5</b>	<b>12,6</b>	<b>100,0</b>	

## 2.16. Institution Provider and Financing

As for the institution that provide language training, 71.2% of training providers are national institutions, 24.4% provided by foreign institutions and 4.4% promoted by national and foreign institutions (Figure 5).

Figure 5. Language Training Provider



## 2.17. Training Financing

Among the total number of respondents who have already done the language training, 49.9% was financed by the trainee himself, by the government 33.4% and the training supported by the private sector 6.8%. Training with government support in cooperation with international partners and only by international partners account for 9.3% and 1.6% respectively (Table 20).

Table 20. Funders of language training

Sub District Administration	Government	Private Sector	Self Account	Government and International Partners	International Partners	Total
Nitibe	62	18	34	39	6	159
Oesilo	52	15	61	0	9	137
Pante Macassar	484	97	835	136	16	1568
Passabe	57	3	30	8	1	99
<b>Total</b>	<b>655</b>	<b>133</b>	<b>960</b>	<b>183</b>	<b>32</b>	<b>1963</b>
<b>Percentage (%)</b>	<b>33,4</b>	<b>6,8</b>	<b>48,9</b>	<b>9,3</b>	<b>1,6</b>	<b>100,0</b>

## 2.18. Future Training Plan

### 2.18.1. Personal Development Training

The training plan for the future desired by the respondents was also the subject of an investigation in this work. In order for training to generate capital gains, it is necessary to respond to the needs of the RAEOA and, consequently, to 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 shortcomings of the RAEOA, 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 the type of training which serves to fill them. In addition, it allows identifying the individual training needs, particularly those that do not yet have training and looking for employments.

In the context of 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. In relation to the first, they asked what type of training they want to attend 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 raise their knowledge in the areas of Languages (English and Portuguese), specific areas (Varieties), Medicine and Health Professionals and Information System & Business Management.

The longing for training in specific areas such as agriculture, tourism, fisheries, livestock, in industries was found in few respondents compared to generic training areas. This is due, of course, to the lower number of employees in this area and the lack of knowledge on the part of respondents about the importance of training for self-employment. It is found that training to broaden general knowledge is more preferred compared to specialized areas.

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

No.	Training Area	Frequency	Percentage (%)
1	Languages (English, Portuguese, etc.)	11	37,9
2	Varieties *	8	27,6
3	Medicine and Health Professionals	2	6,9
4	Information & Business Management System;	2	6,9
5	Information Technology, Database, Web, Software and Electronic Filing (registration) - computer	1	3,4
6	Management, Administration and Leadership	1	3,4
7	Monitoring and Evaluation	1	3,4
8	Agriculture	1	3,4
9	Professional, Research and Development Knowledge (based on the operating sector)	1	3,4
10	Police, Defense, Security (employee training)	1	3,4
<b>Total</b>		<b>29</b>	<b>100,0</b>

\*) 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 Training and institutional strengthening

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

Table 22. training areas Desired by non-employed respondents

No.	Training Areas	Frequency	Percentage (%)
1	Teachers and Education Professionals	64	23,4
2	Languages (English, Portuguese, etc.)	55	20,1
3	Varieties *	53	19,3
4	Police, Defense, Security (employee training)	17	6,2
5	Information Technology, Database, Web, Software and Electronic Filing (registration) - computer	15	5,5
6	Management, Administration and Leadership	14	5,1



No.	Training Areas	Frequency	Percentage (%)
7	Training of trainers	14	5,1
8	Medicine and Health Professionals	12	4,4
9	Finance, Budget, Accounting and Planning	6	2,2
10	Information System & Business Management;	5	1,8
11	Procurement, Logistics and Estate Management	4	1,5
12	Law and Justice	3	1,1
13	Human resource Management	3	1,1
14	Agriculture	3	1,1
15	General Skills Development- Induction	2	0,7
16	Fisheries	2	0,7
17	Mediation Technique, Conflict Analysis, Conciliation and Sensitive Cases	1	0,4
18	Livestock Production	1	0,4
<b>Total</b>		<b>274</b>	<b>100,0</b>

\*) area 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. Category and Academic Degree of Training

### 2.19.1. Vocational/Academic Training

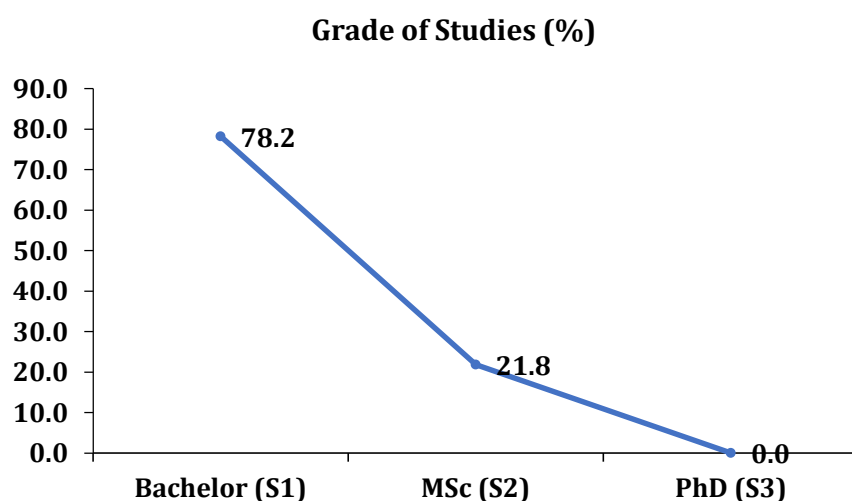
When asked about the training category, out of the total 4,773 respondents, 70.9% of respondents intend to develop their knowledge through the vocational or professional training course and 33.8% in the academic - higher education course (Figure 23). The sub district Administration of Pante Macassar has a larger number of those who wish to have vocational or professional training as well as academic or university training.

Table 23. Category of training - Academic or Vocational Training

Sub District Administration	Academic/University	Vocational/ professional Training	Total
Nitibe	53	840	893
Oesilo	33	52	85
Pante Macassar	1,249	2,379	3,628
Passabe	54	113	167
<b>Total</b>	<b>1,389</b>	<b>3,384</b>	<b>4,773</b>
<b>Percentage (%)</b>	<b>29,1</b>	<b>70,9</b>	<b>100</b>

Among of 1,389 (29.1%) respondents who wish to take the course in higher education, 78.2% plan to increase their knowledge in Bachelor's Degree and 21.8% in Master's Degree (Figure 6).

Figure 6. Grade of studies that wish to pursue



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

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

No.	Training Areas	Academic level courses (University)			Total
		Bachelor (S1)	Master's Degree (S2)	PhD (S3)	
1	Teachers and Education Professionals	25	5	-	30
2	Varieties *	13	5	-	18
3	Languages (English, Portuguese)	6	2	-	8
4	Police, Defense, Security (employee training)	5	1	-	6
5	Medicine and Health Professionals	4	1	-	5
6	Information Technology, Data Buzz, Web, Software and Electronic Filing (registration) - computer	4	1	-	5
7	Finance, Budget, Accounting and Planning	2	2	-	4
8	Management, Administration and	3	-	-	3

No.	Training Areas	Academic level courses (University)			Total
		Bachelor (S1)	Master's Degree (S2)	PhD (S3)	
	Leadership				
9	Human resource Management	1	1		2
10	Information System & Business Management;	2	-	-	2
11	Agriculture	2	-	-	2
12	Training for Trainers (ToT)	1	-	-	1
13	Law and Justice	-	1		1
<b>Total</b>		<b>68</b>	<b>19</b>	<b>-</b>	<b>87</b>
<b>Percentage (%)</b>		<b>78,2</b>	<b>21,8</b>	<b>0,0</b>	<b>100,0</b>

\*) 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 RAEOA

#### 3.1. Four Pillars of the RAEOA Strategic Plan (PEM)

The RAEOA's Strategic Plan (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, 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 PEDN, the PEM is built around four pillars:

- i. Social capital: health, education and social protection.
- ii. Infrastructure: transport, telecommunications, energy and water supply and sanitation.
- iii. Economic fundamentals: targeting three sectors for development - agriculture, tourism and petrochemicals - to generate growth, jobs and new sources of public revenue beyond oil.
- iv. Institutional framework: focus on macroeconomic management and improvement of the capacity and effectiveness of government institutions.

The development of the RAEOA's human resources must take into account these four pillars and also the present situation of the economy and the society as a whole. In addressing key human resource developments, this section builds on the four pillars and begins with a summary of the RAEOA's economy structure and the recent growth in various sectors.

The RAEOA has identified the following generic training needs to develop the capacity and competence of its human resources to implement its strategic priority programs and development of the RAEOA in line with the strategic development objectives.

## Social capital Development

### Education Sector

- 1) Increase the capacity of primary schools to accommodate large numbers of students in rural and regional areas;
- 2) Ensure that children under 5 are enrolled in a kindergarten (pre-school)
- 3) Ensure that children between the ages of 6-12 and 13-15 are enrolled in basic education;
- 4) Reduce illiteracy;
- 5) 5) Construction and maintenance of equipment, pre-school education (Kindergarten)
- 6) 6) Develop a new curriculum for primary schools, vocational technical schools with qualifications based on the needs of the labor market (eg guidance for agriculture, fisheries, industry, mechanics and electronics)
- 7) Improve the quality of primary, secondary and vocational education teachers with the requirements for special training;
- 8) Establish more vocational school in the area of hotel and agriculture in RAEOA.

### Health Sector

- 1) Ensure the quality of health services for all people;
- 2) Prioritize the needs of children and vulnerable groups;
- 3) Develop health services to respond to primary care, secondary care (curative care), tertiary care and special services through the training of people in various specialized areas;
- 4) Implementation of family planning programs;
- 5) There are health professionals in the villages;
- 6) Training or training of managers and professional technicians for health professionals in various areas;

<p><b>Youth and Sport</b></p>	<p>7) Strengthen monitoring supervision and evaluation of health care techniques;</p> <p>8) Development of human resources infrastructure, logistical support, medical and other necessary equipment;</p> <p>1) Participation of young people in specific training in their respective areas;</p> <p>2) Youth participation in various sports activities at national and international level;</p> <p>3) Support to the infrastructure for young people in the strengthening of creativity and the advancement of sports fields in their respective fields;</p> <p>4) To establish a sports association directed by young people at administrative level;</p> <p>5) The construction of sports infrastructure such as stadiums and gymnasiums for volleyball, soccer, basketball and others in Sub District Administration;</p> <p>6) Construction of training centers for young people at administrative level;</p>
<p><b>Social Inclusion</b></p>	<p>7) Support finances in youth sports activities in the community and promote quality talents;</p> <p>1) Strengthen the encouragement of solidarity and subsidize the families of veterans;</p> <p>2) Provide social protection to orphans, persons with disabilities, widows and other vulnerable groups;</p> <p>3) Provide subsidies to vulnerable groups, the disabled, widows, the elderly and others;</p> <p>4) Protect children and women against sexual violence and domestic violence;</p>

<p><b>Environment</b></p>	<ol style="list-style-type: none"> <li>5) Development and implementation of disaster risk management through education, prevention and mitigation systems;</li> <li>6) Priority of infrastructure and human resources needed to participate in special training courses;</li> <li>7) Establish veterans fund to stimulate productive activities for the sustainability of veterans in their daily lives.</li> </ol> <ol style="list-style-type: none"> <li>1) Create good waste management and maintain a clean and healthy environment;</li> <li>2) Formulate recycling policies for the benefit of the community;</li> <li>3) Provide infrastructure to prevent and support forest fires;</li> <li>4) Local administration should guarantee quality drinking water to the public;</li> </ol>
<p><b>Culture and Heritage</b></p>	<ol style="list-style-type: none"> <li>1) Promote and preserve cultures through cultural activities;</li> <li>2) Organizing and updating investors in cultural heritage, setting places and promoting other aspects;</li> <li>3) Identify cultural sites and heritage and preserve their uniqueness for the economic benefit of local communities;</li> </ol>
<p><b>Economic Development</b></p>	
<p><b>Agriculture (Floresty, Livestock and Fishery)</b></p>	<ol style="list-style-type: none"> <li>1) To develop high-quality livestock production to export abroad for the country's economic progress;</li> <li>2) Increase the capacity of extension techniques following</li> </ol>

	<p>special training;</p> <p>3) Support the facilities and use of medicines and pesticides for agricultural farmers;</p> <p>4) Need extension of corn and rice seed to develop production and establish the Development Center in the community of potential areas in the field;</p> <p>5) Establish agricultural research and development sites and centers;</p> <p>6) Rehabilitate and build new irrigation for the benefit of farming communities;</p> <p>7) Socialization of breeding rules for the community (livestock);</p> <p>8) Development of ration and maintenance of good and healthy breeders according to health standardization;</p> <p>9) Improve irrigation systems;</p> <p>10) Establish and consolidate the economic system - commerce and industry;</p> <p>11) Promotion and development of the agricultural sector to increase incomes and create jobs;</p> <p>12) Establish and support agricultural centers, fisheries at each Sub District Administration;</p> <p>13) Promote agroindustrial, agribusiness and cooperatives for rural development;</p> <p>14) Establish the processing center for local products;</p> <p>15) The implementation of reforestation activities with an</p>
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<b>Tourism</b>	<p>agroforestry system involves all components of the community;</p> <p>16) Establish environmental and sanitary conditions with sanitary and livestock supervision;</p> <p>17) Establishment of livestock infrastructure with diversification system (quality of production);</p> <p>1) Identification of tourist sites in RAE OA;</p> <p>2) To construct the tourist places in the RAE OA for the benefit of local and foreign tourists;</p> <p>3) Establishment of libraries and advertising centers for promotion and tourism;</p> <p>4) Trainings for tourist service techniques in RAE OA;</p> <p>5) Activity Promotes "Soru Taís" availability as an art tourism that should be protected by the community of RAE OA and in obtaining regional revenues;</p> <p>6) Establish and promote tourist sites and centers for access to information;</p>
<b>Infraestructure Development</b>	
<b>Roads and Bridges</b>	<p>1) Continue to prioritize the construction and rehabilitation of bridges in RAE OA in rural, regional and national linkages;</p> <p>2) Ensure access to drinking water and sanitation to all citizens</p> <p>3) Ensure regular transportation for the movement of communities between urban and rural areas;</p>

<b>Water and sanitation:</b>	<ol style="list-style-type: none"> <li>1) Requires drinking water and sanitation priorities in RAEOA such as water distribution rehabilitation, water management system, consumers' water bill and others;</li> <li>2) Ensure that a clean water distribution system is used by the communities of RAEIOA;</li> </ol>
<b>Electricity</b>	<ol style="list-style-type: none"> <li>1) Identify and distribute electric energy to all urban and rural communities to access good quality electricity for 24 hours;</li> <li>2) Central energy investment and management of alternative energy distribution networks (solar panels);</li> </ol>
<b>Port and Airport</b>	<ol style="list-style-type: none"> <li>1) Prepare the technicians and managers of air to the airport of the RAEOA.</li> <li>2) Training of pilots, captain of ships and aeronautical technicians and other allied technicians;</li> </ol>
<b>Transportation and Telecommunicati</b>	<ol style="list-style-type: none"> <li>1) Installation of traffic signs in places at risk of accident in the RAEOA;</li> <li>2) Socialization of regulations for the public and apprentices on the use of traffic signals and the process of ownership of vehicles and motorcycles;</li> <li>3) Construction and rehabilitation of terminal-terminal and equipped with its facilities or facilities;</li> <li>4) The RAEOA has access to communications for people at cheap and affordable prices;</li> </ol>

<b>ons</b>	<p>5) Students and the general public can access the Internet in a fast, cheap and sustainable way;</p> <p>6) Training or training of telecommunication technicians</p> <p>7) Effective telecommunications networks for the benefit of inter-rural, regional and cross-border network communities;</p>
<b>Institutional framework - Focus on macroeconomic management and improvement of the capacity and effectiveness of government institutions.</b>	
<b>Good governance Management of the public sector</b>	<ol style="list-style-type: none"> <li>1) Establish the necessary legal framework for the development of RAEOA;</li> <li>2) Promote the professionalism of public service in RAEOA;</li> <li>3) Ensure implementation of the land and property law;</li> <li>4) To reinforce the performance and the attendance services of the sucos authorities;</li> <li>5) Promote the favorable business environment to attract investment within the RAEOA;</li> <li>6) Strengthen the presence of community policing in juices</li> <li>7) Promote continuous dialogue for conflict prevention</li> <li>8) Ensure public order, environmental health, rights and freedom of expression of all people.</li> <li>9) Strengthen the implementation of the PNDS &amp; MDP program</li> <li>10) Strengthen the Administration of Local Government-Public Administration through increasing the knowledge of employees in the generic areas such as: <ul style="list-style-type: none"> <li>• Public administration</li> <li>• Supply management</li> <li>• File Management</li> <li>• Accounting, Finance and Audit Management</li> </ul> </li> </ol>

Justice	<ul style="list-style-type: none"> <li>• Human resource Management</li> <li>• Territory Planning</li> <li>• Heritage and logistics</li> </ul> <ol style="list-style-type: none"> <li>1) Training for private lawyers, Notaries, Registration and lawyers</li> <li>2) Training for magistrates and defense lawyers Specific training for magistrates and public defense lawyers</li> <li>3) Management of public administration for employees related to social / community development.</li> <li>4) Languages mainly Portuguese.</li> </ol>
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### 3.2. Main Training Areas

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

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

Main Training Areas	Category of training wish to pursue (Academic / Professional)		Training Priorities		
	Academic	Professional Technique	Short Term (2019-2022)	Medium term (2023-2025)	Long Term (up to 2030)
Training in the area of Portuguese and English language	√	√	√	√	√
Tourism Management	√		√	√	
Hospitality / Hospitality	√		√	√	
Gastronomy (Modern on the spot)	√	√			
Historian	√			√	
Craft	√	√		√	
Environment	√				
Music	√	√	√	√	
Agro Tourism	√	√	√	√	
Veterinary Medicine	√	√	√	√	
Breeding		√	√	√	
Aquaculture	√	√	√	√	
Fishing Technician	√	√	√	√	
Green House Training		√	√	√	
Agronomy	√	√	√	√	
Extensionist		√	√	√	

Main Training Areas	Category of training wish to pursue (Academic / Professional)		Training Priorities		
	Academic	Professional Technique	Short Term (2019-2022)	Medium term (2023-2025)	Long Term (up to 2030)
Livestock Production		√	√	√	
Laboratory Agriculture	√	√	√	√	
Microbiology Specialist	√		√	√	
Agro Business	√		√	√	
Watershed Management	√		√	√	
Agricultural Tourism	√	√	√	√	
Mining and Gas Engineer	√		√	√	
Geology	√		√	√	
Specialist Robotics - Engineering	√		√	√	
Psychiatry, Midwife / Nurse, Doctor, Radiologist, Dentist, Pharmacy, Analyst, Technical Laboratory, Data Technician	√	√	√	√	
Medical, Midwife, Nurse, Pediatric, Surgeon, Doctor, Anesthesia, Obstetric,		√	√		
Specialist Cardiology	√			√	√
Quality Control, Equipment, Medications, Administration, Responses, Infection Control, Reagents, Cleaning / Health, Laundry,		√	√		
IT Technician (IT)	√	√	√	√	
Civil Engineering	√	√	√	√	√
Architecture	√	√	√	√	√
Geodesy and Environmental	√		√	√	
Plumbing technician	√	√	√	√	
Purification Technician	√		√	√	
Water and Environmental Health	√		√	√	
Drinking Water Management		√	√	√	

Main Training Areas	Category of training wish to pursue (Academic / Professional)		Training Priorities		
	Academic	Professional Technique	Short Term (2019-2022)	Medium term (2023-2025)	Long Term (up to 2030)
ECCD Trainer	√	√	√	√	√
Technical Planning	√		√	√	
Electrical engineering	√	√	√	√	√
Specialist in Creative Economy	√	√	√	√	√
Airport Manager Manager / Operator		√	√	√	√
Technical Aviation		√	√	√	√
GIS / Aviation		√	√	√	√
Port Management, System & Operation (Dec in Doc System)		√	√	√	√
Boat Captain		√	√	√	√
Agricultural Technician (Specialist)		√	√10	√ 30	√ 30
Livestock and Veterinary Engineering	√		√ 10	√ 30	√ 30
Fisheries and Aquaculture	√		√ 10	√ 30	√ 30
Forestry and Plant Industry	√		√ 10	√ 30	√ 30
Astronomy	√		√ 10	√ 30	√ 30
Meteorology	√		√ 10	√ 30	√ 30
Merchandise Specialist	√	√	√	√	√
Specialist in TATABOGA	√	√	√	√	√
Mechanical Engineer	√	√	√	√	√
Historian	√		√	√	√
Anthropologist	√		√	√	√
Guide Tour, Hospitality, Cooking, Ball in Sport,	√	√	√	√	√
Diving Course	√	√	√	√	√
Conflict Prevention Management		√	√	√	
Monitoring and Evaluation		√	√	√	
Advocacy		√		√	

#### 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 level of the RAEOA and Sub District Administrations. With the data collected, analysts from later levels of education and areas of study, occupations and their intentions of training and employment in the areas of study. The second is to identify the priority programs of the RAEOA based on the 4 pillars of the RAEOA's Strategic Plan (MSP/PEM) and the key human resources needed for training in the development of the same priority programs. Review have been made to analyze and compare the existence of current human resources and the need for training or training required by the RAEOA based on its priority programs to allocate funding efficiently and effectively.

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

This dispersion of education, together with the rapid growth of the population in the relevant age groups, shows the essence of the challenge faced by RAEOA. One aspect of this challenge is the balance between completed general secondary education and academic education are predominant compared to those who have completed vocational technical 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 participated 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 in most are 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).

There are a large number of job seekers, including those who have completed a bachelor's degree in Management, Law, Civil Engineering - Civil Construction, Computer Engineering and more graduates in other fields in a small number (see table 15), without being exploited in the labor market. The work preference is in the public sector while the non-licensed is 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 RAEOA has a high number of graduates in several areas. However, 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 stress that there are still serious concerns about quality not only in technical knowledge but in language skills and this can become a challenges. 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 becomes important to unite with the additional formations at the level of post graduations directed to the priority technical areas and professional stages.

Another challenge demonstrated in the presented work was the greater number of public and private employees including entrepreneurs with very low levels of schooling. This may possibly imply a lack of productivity and competitiveness in companies / organizations. It is clear that with this extremely low level of schooling, RAEOA will not be able to overcome the serious problems it faces today and future challenges.

The 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

countries in Asia, 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 enable them to continue to take advantage of 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 RAEOA identified skills shortages in the following sectors: electronics engineering, health, tourism, aviation, manufacturing, waste treatment and financial services (banks, insurance and securities). He 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 and software programming / 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, which includes 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 to be able 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 quite a large number of people with disabilities and many of them have stopped in primary and secondary education due to various difficulties, and this makes it difficult to get a job, to earn a higher salary than the benefit of 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 to help overcome the concerns of employers so that they can have more opportunities and their entry into the labor market is easier.

The data also point out the need to reduce or combat illiteracy through the creation of opportunities and mobilization of the managers of the RAEOA to increase the offer of literacy to all young people, adults and elderly people who did not have access or stay in basic education, especially the small and medium-sized businesses 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 / or 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 RAEOA, it is important to strengthen the training in the areas of Urbanization and Regional Planning, Planning and Territorial Planning.

## PART C: CONCLUSION 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, RAEOA needs to pay more attention to the development opportunities identified in the RAEOA Strategic Plan and to the five dimensions (improving the efficiency of the production system), (2) social (improving the levels of income distribution of the population), (3) ecological (preserving the environment), (4) spatial (equilibrium in the distribution and occupation of the urban and rural population) and 5) cultural (respect to the ways of thinking and acting of society, focusing on the construction of an environmental consciousness linked to consumption).

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

- a) The commitment to education should give priority to technical and professional training on academic, focusing more on the opening of vocational training centers (or Polytechnic Institutes) to the detriment of the opening of more universities.
- b) Complementary to academic training, the creation of specialization courses can increase the employability and professional capacity of those who finish the formal education.

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 graduates graduates and post-graduates are the highest number in the areas of Management, Law, Civil Engineering - Civil Construction and Computer Engineering and more licensed in other areas in less number (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 disabilities of productive age who are looking for job and with inadequate professional qualifications, or very limited practical professional knowledge. The need to develop initial and continuing vocational training actions for people with disabilities and incapacity, such as gestural training for those with visual and hearing disabilities, is recommended so that they can have more opportunities in the labor market.

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

- 1) Education and training opportunities remain limited in some of the major areas highlighted in the ENDP/PEDN, such as agriculture, construction and hospitality and tourism. The following areas should focused more on human capital development:
  - Agriculture is the heart of the RAEOA economy and critical to the well-being of its people. A sustainable agricultural development path will require greater investment in building innovation and skills on small-scale farms through many routes: training and technology transfer; a strong expansion of the number and skills of extension workers; through better education and training for members of rural families, including women; and increased investment in vocational and tertiary education programs and R & D centers, closely related to the needs of agriculture in the RAEOA;
  - Construction with a limited infrastructure inherited from the Indonesian government period and the continuous needs to consolidate the infrastructures namely the roads thus offering the population of the benefited region better conditions transport, easy

access and enables local farmers to transport their products to the market quickly and effectively;

- Tourism in RAE OA continues to be a future opportunity, but taking advantage of this opportunity will require the development of a trained workforce, from entry-level staff to senior managers, as well as investment in R & D, development and policy planning and capacity building;

2) Private Sector - Survey data show that private sector growth is constrained by skill gaps in the workforce both employers and workers. In this regard, 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).

FDCH research shows a lower level of TVET qualifications than university qualifications in RAE OA, and increased investment in the expansion of 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. In particular, the increasing role of women, perhaps especially in agriculture, and increased skill levels due to improved training, can contribute to household and national income growth, and to more jobs in general;

- 5) In the preparation of Human Resources for the creation of the RAEOA (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 demand-driven secondary vocational education and demand-driven post secondary technical education área of secondary and post secondary education.

## 6. Bibliographic References

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- *Direção Geral de Estatística – Ministério das Finanças*, Population and Housing Census, 2010. *Direção Geral de Estatística*
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## Annex 1. Questions at the groups discussion

### QUESTIONS FOR GROUP DISCUSSION - GROUP I – GENERAL QUESTIONS

Identify Potential (Natural Resources) that RAEOA has as priorities to develop!	Related to the Existing potential (natural resources), What kind of HR you want to form (train) to develop the existing potential?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
		Academic	Professional Technique	Short Term (2019-2021)	Medium Term (2022-2025)	Long Term (2026 - 2030)
Tourism						
Agriculture						
Identify other potential						

**QUESTIONS FOR GROUP DISCUSSION - GROUP II - SOCIAL CAPITAL**

Social Capital	What are the priority programs relating to the sectors below that RAEOA have to develop? Describe according to each sector!	Related to the existing potential (natural resources) , What kind of HR you want to form (train) to develop the existing potential?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
			Academic	Professional Technique	Short Term (2019-2021)	Medium Term (2022-2025)	Long Term (2026 - 2030)
EDUCATION AND TRAINING							
HEALTH							
SOCIAL INCLUSION							
ENVIRONMENT							
CULTURE AND HERITAGE							

QUESTIONS FOR GROUP DISCUSSION - GROUP III – ECONOMIC DEVELOPMENT

Economic Development	What are the priority programs relating to the sectors below that RAEOA have to develop? Describe according to each sector!	Related to the existing potential (natural resources) , What kind of HR you want to form (train) to develop the existing potential?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
			Academic	Professional Technique	Short Term (2019-2021)	Medium Term (2022-2025)	Long Term (2026 - 2030)
Rural Development							
AGRICULTURE							
PRIVATE SECTOR							

**QUESTIONS FOR GROUP DISCUSSION - GROUP IV – INFRASTRUCTURE DEVELOPMENT**

DESENVOLVIMENTO INFRAESTRUTURA	What are the priority programs relating to the sectors below that RAEOA have to develop? Describe according to each sector!	Related to the existing potential (natural resources) , What kind of HR you want to form (train) to develop the existing potential?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
			Academic	Professional Technique	Short Term (2019-2021)	Medium 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 relating to the sectors below that RAEOA have to develop? Describe according to each sector!	Related to the existing potential (natural resources) , What kind of HR you want to form (train) to develop the existing potential?	What level of Human Resources do you want to train?		Training priority for (Short, Medium and Long Term)		
			Academic	Professional Technique	Short Term (2019-2021)	Medium Term (2022-2025)	Long Term (2026 - 2030)
GOOD GOVERNANCE MANAGEMENT OF THE PUBLIC SECTOR							
JUSTICE							

## Annex 2. Attendance list of the participants in the group discussion

**Attendance List of participants in the discussion groups on identification of natural resources and economic potential, related priority programs and training in key areas of RAEOA**

No.	Name	Possition	Instituition
1	Aresnio P.Bano	PA.RAEOA	RAEOA
2	Pedro de Sousa X.	SROTC	SROTC
3	Miguel Soares	Diretor da DRFP	Funsau Pública
4	Damiao da Costa	Rep.	Educasaun
5	Manuel da Costa	Administrador	Hospital Oé-qusse
6	Gastao Pato	Xefe Dep SA-PAZ	ssroa
7	Antao Ulun	Gestor Pasabe	SSA
8	Falindo Lafo	Adj.Diretora	SSRRA
9	Sebastiao Tanesi	Diretor PNDS	MAE
10	Inacio M.	Diretor Capasitasaun	SRA
11	Abilio L.N.	Reporter	STL
12	Jacinto E.A.	Cordenador Programa	FFSO
13	Graciano Fuca	Staf Administrasaun	SRA
14	Veneranda Gorbafo	Gab. SROTC	SROTC
15	Antonio Casenube	Asisten	REINO
16	Fatima Obe	FFPA/PNDS	MAE
17	Maria de fatima Silva	FFPA/PNDS	MAE
18	Francisca Marques	FFPA/PNDS	MAE
19	Edita A.	FFPA/PNDS	MAE
20	Natalia M.C.M.Conceição	FFPA/PNDS	MAE
21	Filomena Silva	AssistenTE Sect Saude	SRAS
22	Rudi Nelson Nunes	SRA	SRA
23	Yohanes Suni	Motorista	SRESS
24	Sirilo dos r. Babo	Diretor	SRADR
25	Elda M. da Rosa	Rep.RH	SRTC
26	Salvador da Cruz	Xefe Dep.GRH	DRFP/SRA
27	Marcos Babo	Dep.Gestor Oesilo	SRA
28	Victor M.da Paixao	Ponto Fokal RH	SRESS
29	Domingos de Almeida	Xefe Interino	DTTCO

30	Raimundo de Fatima Efi	Xefe Interino	SROTC
31	Manuel Talon	Gestor Posto Nitibe	SRA
32	Domingos M.	Planiamento	DRPD
33	Maria Odete B.Florindo	DN	MAE
34	Abilio Jose Caetano	DGDA	MAE
35	Pedro O		
36	Aderito Guterres	DN-SAIM	MAE
37	Leonia Monteiro	APA/SRF	RAEOA
38	Lusia F.	SRS	SAUDE
39	Isménio M.da Silva	Secretário Executivo	FDCH-MDRI
40	Serafim S.Lafo	FSPA	PNDS
41	Henrique do Rosario	Coord. GAGESI	FDCH-MDRI
42	Alcino Pereira	ICT PNDS	MAE
43	Maximiano B.Pereira	DEMEREPE	FDCH-MDRI
44	Lino Pereira	Motorista	FDCH-MDRI
45	Paulo Amaral	Motorista	MAE
46	Rego da Cruz	Sect.Regis.ADR	RAEOA
47	Francisco N.Marques	SRA	RAEOA
48	Abilio I.Caetano	DGDA	MAE
49	Danina Coelho	Ponto Focal FDCH	RAEOA
50	Hermenegildo da Silva	Xefe Dept.DEPE	FDCH-MDRI
51	Filomena R.dos Santos Lay	GAPPEFIV	FDCH-MDRI
52	Afonso de Almeida	Konsultor	FDCH-MDRI