



Secretaria de Estado da Formação Profissional e Emprego

VOCATIONAL TRAINING IN TIMOR-LESTE OCTOBER 2007



STAGE Skills Training for Gainful Employment



International
Labour
Organization



"Vocational training shall deserve the highest efforts and shall be viewed with a holistic approach in all activity sectors."

*Prime Minister Kay Rala Xanana Gusmão, August 2007
IV Constitutional Government Programme*



VOCATIONAL TRAINING IN TIMOR-LESTE

OCTOBER 2007

CBO	Community Based Organisation
CFIC	Centro Formasaun Informatica e Costura
CTID	Centro Trenio Integral e Desenvolvimento
DIT	Dili Institute of Technology
DNFP	Direcção Nacional de Formação Profissional (National Division of Vocational Training)
ETDA	East Timor Development Agency
FUFTILO	Fundasaun Fini Timor Loro Sa'e
ILO	International Labour Organisation
INDMO	Instituto Nacional de Desenvolvimento de Mão de Obra (National Labour Force Development Institute)
LAHO	Loran Aban Hahu Ohin
NGO	Non-Government Organisation
SEFOPE	Secretaria de Estado da Formação Profissional e Emprego (Secretary of State for Vocational Training and Employment)
SIMU	Sistema Informasaun Mercado Trabalho
STAGE	Skills Training for Gainful Employment
UNTL	Universidade Nacional Timor Loro Sa'e

The vocational training provider review and this report are the result of work by staff in the Direcção Nacional de Formação Profissional (DNFP) in the Secretaria de Estado da Formação Profissional e Emprego (SEFOPE); Igino Ferreira, Belarmino da Cruz, Fonseca Julio, Leonor Barros, Manuel Guimarães, Angelica Almeida and Antonio Ximenes. The results of the review were also analysed at a workshop in October 2007 with contributions from the Gender Unit, Bernadete Gomes and Elizita dos Santos; the Employment Unit, Alarico Fernandes; the Labour Market Information Unit, Antonio Paixão; and the Self Employment Unit, Alexandrina Verdial Gama.

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Cover photo: The making of Tempe in Susteran ADM. / Photo: SEFOPE's archive

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The review of vocational training in Timor-Leste was conducted by the Secretaria de Estado da Formação Profissional e Emprego (SEFOPE); Direcção Nacional de Formação Profissional (DNFP)¹, during 2007. It provides a picture of training providers registered with the DNFP; it does not provide comprehensive information on skills development programs developed as part of international donor funded programs.

The low levels of formal education and adult literacy coupled with the rapid growth in the labour force present major challenges for the development of a comprehensive, relevant technical and vocational education and training system. The DNFP took a broad view of what constitutes a vocational training provider in order to ensure that all programs that support skills development for employment or income generation were included.

The review identified 39 vocational training providers and 12 technical secondary schools. The majority of providers are in Dili and more than half are in the two major centres, Dili and Baucau. No training provider or technical secondary school has been identified in either Ermera or Viqueque. The 39 training providers have been divided into four types; Non-Government Organisations (NGO), Church, Government and Private. The NGO training providers and Church institutions account for 72% of all vocational training in Timor-Leste.

The sectors where vocational training is occurring include; language, IT and office administration; livelihoods; agriculture; technical trades; tourism and hospitality; industrial sewing; health; arts and culture and training of trainers. More than half the trainees are in language, IT or office administration courses; 17% in livelihood and agriculture and 17% in the technical trades. Each training provider sets its own recruitment and selection process which is characterized by the type of course and the location of the training centre. A number of providers have entrance tests and interviews and some also require evidence of secondary school completion.

Six training providers, all managed by the Catholic Church Religious Orders have courses for twelve months full time or 1320 hours. Another six providers conduct courses for 6 months full time or 660 hours and the remaining 28 providers have short courses of less than 500 hours that may be full time or part time. The impact of the short duration of the courses is that many young people do not have the level of skills or experience required by the productive sector. However, longer courses are not the complete answer and stronger links and more targeted training would also strengthen the employability of the trainees.

Funding for vocational training varies enormously with most providers dependent on international donor funds. Fees paid by students contribute only a small percentage of overall operating costs and 23 providers do not charge any fees at all.

Accurate information on skills assessment, curriculum and language of instruction is weak. Most providers develop their own programs and there is little cooperation between providers on curriculum development and assessment methodology. The main language used in training is Tetun however documentation may be in Tetun, English, Indonesian or Portuguese, often reflecting the international partnership of the training provider.

There is no standard qualification of trainers in the vocational training sector and the qualifications and experience of staff varies enormously. A common weakness across all training providers is the lack of work experience in the productive sector in which trainers teach. This also impacts on the weak links between the training providers and employers. Productive sector working groups that will commence in 2008 will include trainers, employers and worker organisations relevant to the productive sector and will promote greater partnerships and identification of the skills required for specific jobs. Work experience placements and on-the-job training will also provide the opportunity for stronger links between employers and training providers.

The gaps in training must be viewed from the perspective of both the productive sector and the level of skills taught. Given the low level of education for many entering vocational training, most courses do not go far enough to adequately equip trainees for the employment market. Training courses have not been identified in telecommunications, road maintenance, rural water supply and sanitation, transport, oil and gas industry,

¹ The Portuguese title and acronym will be used throughout this report when referring to the Secretariat and the Division of Vocational Training. The names of training providers will be given in the language they are known by in Timor whether that is Portuguese, Tetun or English.

logistics, personal services, sport and recreation, community development and retail services.

This report makes a number of recommendations that highlight the immediate priorities resulting from the review of vocational training providers and the key challenges facing the vocational training system in Timor-Leste. The recommendations are summarised below:

1. The Council of Ministers approve the legislation for the creation of the Instituto Nacional de Desenvolvimento de Mão de Obra (INDMO).
2. Develop a policy framework and strategic plan for establishing the national technical and vocational education and training system.
3. Conduct an assessment of the impact of technical and vocational education and training courses in terms of course completion rates and employment or increased income outcomes.
4. Provide current and future projections of labour market requirements to training providers to assist re-orientate vocational training to the existing and emerging needs of the labour market.
5. Review current funding guidelines for the Employment and Vocational Training Fund.
6. Promote opportunities for strengthening vocational training institutions and the capacity of the trainers to deliver good quality, relevant vocational training.
7. Develop policies and strategies to ensure the greatest possible access to vocational training for all particularly those disadvantaged financially, geographically, physically or by gender.

This report provides a picture of vocational training in Timor-Leste. It is the result of a review of vocational training providers registered with the Secretaria de Estado da Formação Profissional e Emprego (SEFOPE), formerly the Ministry of Labour and Community Reinsertion. However, it is only part of the picture. The review was not a survey of all vocational training in Timor-Leste. There is significant vocational training that occurs directly on-the-job in the private sector and training that occurs within NGOs and as part of bi-lateral and multi-lateral donor programs within most government ministries but particularly the Ministries of Agriculture, Health and Infrastructure.

The DNFP within the SEFOPE has responsibility to support the development of government policy and programs for vocational training that assists skill development for employment, income generation and professional development for those already employed. The Division provides technical advice on the development of legislation and programs; it directs and supervises the activities of District Employment



Centro Treinamento Comunidade, Balibo./Photo: SEFOPE

Centers and assists in the development, implementation and funding of training programs. It is also responsible for the promotion of equal opportunities in access to employment and training. It networks and consults with other Ministries on matters relating to employment and training and it monitors, evaluates and analyses the performance of training providers and training courses for job seekers, making recommendations as required.

The last comprehensive review in 2005 found 62 vocational training providers; the current review has identified 39. (See Appendix 1 for the list of training providers). This decrease in number is not surprising and is partly a result of the 2006 crisis that saw many small, under resourced organizations become casualties of this period. Also, a number of organizations that were registered in 2005 were primarily engaged in civic education training or capacity building and not vocational training and so are not included in this report. The new training providers that have opened or sought registration with the SEFOPE since this review was conducted will be included in future updates.

The purpose of the review is to identify the current status of vocational training in Timor-Leste; who is conducting training; in what sectors and how many people are engaged in training. This information will enable more accurate planning for the creation of the national technical and vocational education and training system.

Timor-Leste is a new nation with a young population and while the youth today are better educated than their parents there are still serious gaps both in general education and essential skills for employment and income generation. The Education and Training Sector Investment Program (April 2006) identifies a drop-out rate in each grade of primary school of 10 percent and a repetition rate of about 20%. At these rates, more than half the children who start primary school will have dropped out by grade 6. With 48% of the population under 17 years of age; 30% in the youth cohort of 15-29 years; a population growth rate of 5.8% and around 17,000 young people entering the labour force each year there are serious challenges facing the technical and vocational education and training system.

The formal education system includes 6 years of primary school, 3 years each of pre-secondary and secondary and 3 to 4 years for tertiary education. The projected net enrolment ratio for 2008-2009 for primary school is 90%, for pre-secondary 50% and secondary school 40%. The enrolment rates are improving each



SVD Mission Workshop, Maliana /Photo: SEFOPE

year however as these figures show there are significant numbers of young people who do not receive even the 6 years of primary education. Tertiary education is provided by the Universidade Nacional de Timor Loro Sa'e (UNTL) and a number of private higher education institutions including the Universidade Dili, UNPAZ, the Catholic Institute for Primary School Teachers, the Institute of Business, Dili Institute of Technology, the Coffee Academy, Profissional de Canossa. In 2007 UNTL had approximately 10,500 students and the private institutions a combined total of around 5,000. The Ministry of Education is currently implementing a process for the accreditation of all higher education institutions which is expected to be completed in 2008.

Adult education is primarily the responsibility of the Ministry of Education Non-Formal Division. Their main programs are adult literacy, school equivalence programs (mainly for primary school level but also available for pre-secondary and secondary), Portuguese courses and 3 community learning centres. The low levels of adult literacy and the numbers of young people entering adulthood each year with less than 6 years of primary education pose one of the greatest challenges for a skilled capable workforce. Among adults aged 35-44 years, 67% of males and 87% of females have less than a full primary school education. In rural areas the numbers are higher and this must be taken into account when

devising programs to raise productivity in agriculture or increase income through livelihood programs.

The ILO/STAGE Baseline Study (July 2006) analysed the comprehensive data from the 2004 Timor-Leste Census in relation to population and the labour market. This information is useful in gaining a snapshot of the market and the relationship of this to vocational training. In round figures the working age population (15-64 years) is 500,000. Of this figure around 300,000 are in the labour force. Of the 200,000 not in the labour force they comprise students, those engaged in home duties, retired, sick or disabled and discouraged from looking for work. The break down of the labour force is as follows:

Sector	%
Government	5.8
UN	1.0
NGO	2.2
Private sector	3.2
Self-employed	10.7
Subsistence agriculture	75.3
Looking for work and available	1.8

The estimates of the growth of the labour force are 3-4% a year and as noted above many new entrants will have little or no formal education and others will have no more than a primary education. This has important implications for the future development for vocational training which can be a vehicle for those with minimal formal education to gain relevant skills for the labour market. However the current capacity of the training providers is limited in terms of physical resources, qualified staff, curriculum development and relevancy to the needs of the labour market.

The vocational training providers, including the technical secondary schools have around 4,300 trainees each year (actual graduates will be less as the drop out and completion rates are not yet known). This represents only around 25% of the expected 17,000 new entrants to the labour market each year without taking into account the existing unemployed, underemployed and others currently working and needing to develop technical skills.

The technical and vocational education and training sector clearly needs extensive development that must include the enabling legislation and policies, institutional strengthening and capacity building of current trainers. The need for more teachers with the appropriate technical skills and work experience must be a priority. Improved national programs must be responsive to the conditions of the labour market which can in turn help shape and guide the priorities for vocational training.



Escola Tecnica, Same./Photo: SEFOPE

The decree law to create the Instituto Nacional de Desenvolvimento de Mão de Obra (INDMO) (National Labour Force Development Institute) was approved by the Council of Ministers on 6 December 2007. This Institute will be an important step in the development of the national technical and vocational education and training system in Timor-Leste. INDMO will work with the SEFOPE, the Ministry of Education, employer bodies, worker organisations, vocational training providers and other stakeholders. It will ensure that the system developed reflects the needs and context of Timor-Leste, is relevant for the labour market including the needs of the agriculture sector and reflects international standards and developments in technical and vocational training. The functions of INDMO are:

- a) To define and approve the competency standards for the productive sectors² in Timor-Leste;
- b) To certify competence according to the approved standards;
- c) To certify vocational training centres and enterprises to become places of certification and to certify qualified staff to become assessors.

² The term 'productive sector' is used throughout this report. This term includes sectors where goods are produced or services provided: administration and finance, agribusiness, agriculture, building and construction, clothing and textiles, communications, health, information technology, local products, mechanics, tourism and hospitality and so on. It is more inclusive of the areas where people work or need to develop skills for employment and income generation in Timor-Leste. It is particularly relevant because 75% of the population is engaged in subsistence agriculture and live outside the main cities.

The review of vocational training provision was conducted by the DNFP between February and September 2007. The Division started with data that had been compiled over the last 4 to 5 years including data on the SEFOPE database Sistema Informasaun Mercado Trabalho (SIMU), and compiled basic data on 96 training providers. Table 1 shows the contact made with these 96 providers.

Table 1: Contact with provider

Visits by DNFP	71
Phone contact	12
No contact possible	13
Total	96

The DNFP visited 71 organisations in eleven districts. Field trips to Ermera and Manatuto were not conducted this year due to lack of information about vocational training providers in the district and logistical constraints. During the visits staff also met with District Administrators to discuss vocational training and to identify new providers. Following the assessments and based on information from several sources the Division compiled the following categories:

- ↳ Conducting vocational training courses
- ↳ Not currently conducting vocational training courses
- ↳ Closed down
- ↳ Enterprise
- ↳ School
- ↳ Registration based on future plans



Sentru Treinamentu e Recurso, Aileu. /Photo: SEFOPE

The final list contains 39 vocational training providers which is the basis of this report. (Appendix 1)

The Division gathered information about the training provider generally and about the training courses it was currently conducting or had conducted over the previous twelve months. This included types of courses, the number of trainees with sex disaggregation where available, work experience placements, fees paid by trainees, subsidies given, curriculum materials and duration of courses. It does not include quantitative data on the qualifications or number of trainers, record keeping systems, the real cost of the training or the providers' understanding of the relationship of the training to the labour market needs.



Baucau Buka Hatene, Baucau. /Photo: SEFOPE

The data provided in this report on the numbers of trainees gives a snapshot of the training conducted in a twelve month period. The numbers represent trainees rather than the graduates as no definitive data exists at present on the drop-out rate in vocational training. Some providers do not conduct courses to regular timetables with predictable start and finish dates or a set number of times each year so the data related to the most recent course conducted.

The Division took a broad view of what might constitute a training provider. It defined a training provider as a centre, institution, NGO, CBO or vocational secondary school that conducts skills development programs which supports trainees to:

- ↳ Gain employment in an existing business
- ↳ Start their own business
- ↳ Engage in activities which enable them to generate or improve their income
- ↳ Improve skills for work they are currently doing.

The training may occur in a training centre, in the community or on-the-job. The courses can be short or medium length courses and be either full time or part time.

The skills delivered may cover all productive sectors and occupations that are required by existing employers,



Centro Treinamento Sucu St Maria Ratu, Balibo. /Photo: SEFOPE

needed for self-employment or relevant to the future development priorities of Timor-Leste. The courses may target young people with limited schooling, employed people, school leavers and vulnerable groups particularly in rural communities.

Other training that would fall within this definition is not captured here. There are many international donor-funded programs that focus on capacity building in a number of productive sectors and communities. This training is not linked to any registered training provider. The capacity building programs have evolved since 1999 and are responses to the serious needs in skill development in Timor-Leste. The capacity of training providers to respond to the needs was severely limited and the programs were implemented directly with communities and sectors. Many of these programs develop practical skills that improve the income potential and living conditions of vulnerable groups. The programs are generally not regarded in the community as vocational training.

Table 2: Training providers by district

District	Vocational training provider	Vocational technical secondary school	Total	Percentage %
Aileu	1	0	1	2
Ainaro	1	0	1	2
Baucau	8	2	10	19
Bobonaro	3	1	4	8
Covalima	3	1	4	8
Dili	15	3	18	35
Ermera	0	0	0	0
Lautem	4	2	6	12
Liquica	1	0	1	2
Manatuto	0	1	1	2
Manufahi	2	1	3	6
Oecusse	1	1	2	4
Viqueque	0	0	0	0
Total	39	12	51	100%

As is to be expected, the majority of providers that have been identified are in Dili. More than half the providers and schools are located in either Dili or Baucau Districts. The Division has not yet identified any vocational training providers in the three districts of Ermera, Manatuto and Viqueque and there are four districts that do not have a vocational technical secondary school. The centre in Liquica is the Centro Nacional de Emprego e Formação Profissional,³ Tibar which is only a 30 minute drive from Dili and the majority of trainees attending Tibar live in Dili.

There are only two training centres servicing training seekers outside Dili and Baucau with regular, comprehensive courses; Claret Training Centre, Salele, and Centro Formasaun Informatica e Costura, Fuiloro. All other centres run irregular programs predominately in computer skills, language and/or livelihoods. The limited access to vocational training in the districts means that many training seekers must travel to the two main cities placing additional burdens on families for accommodation, food and transport costs.



³ This centre is commonly known as Tibar and will be referred to as Tibar throughout the report.

Table 3 below, presents the training providers by type and includes the vocational technical secondary schools. (The list of technical schools is at Appendix 2.) There are four categories; NGOs, Churches, Government and private training providers.

The NGO training providers and Church institutions account for 72% of all vocational training in Timor-Leste.

Table 3: Training providers by type

Type	Vocational training provider	Vocational Technical Secondary school	Total number	Percentage
NGO	19	0	19	37%
Church	15	3	18	35%
Government	2	9	11	22%
Private	3	0	3	6%
Total	39	12	51	100%

6.1. Non-Government Organisations (NGO)

The NGO vocational training providers predominately have a community development objective which includes vocational skills development programs. The nineteen organisations include one international NGO; World Vision International (with vocational training centres in Dili and Baucau); community or youth centres; and small national organisations. Most of the NGO vocational training providers have links to international networks or organisations and fourteen have had international volunteers or staff working with them, mainly from Australia. The NGO providers rarely run regular training programs and curriculum documentation is often limited to a course outline. They are predominately 'donor- driven'; only conducting courses when they have funding. In cases where the students pay fees, the course is usually conducted when the number of places is filled.



Centro Treinamento Belta Trez, Los Palos. /Photo: SEFOPE

The NGO providers are more likely than any other type to extend the reach of vocational training to villagers and groups not able to access formal training centres. The fish drying program facilitated by Roman Luan, Atauro; the cane furniture making by Belta Trez, Los Palos, cotton and mulberry cultivation and production by LAHO, Baucau and blacksmith training by Centro Desenvolvimento Comunitario, Baucau are all good examples of programs that have been conducted in villages to enable community members to improve income generation.

The organisational and management structure of the NGO providers is mixed. Some are strong with clear decision making bodies and staffing, others are small with insecure funding and irregular payment for staff. Nine of the NGO providers are conducting programs in language, computer skills or office administration; eight have livelihood or agriculture programs and just two NGOs, World Vision International, Dili and Fundasaun Fini Timor Loro Sa'e (FUFTILO), Los Palos conduct programs in the technical trade areas. The NGO providers predominately do not have resources to spend on equipment and facilities, so conduct programs that require lower capital expenditure.

6.2. Church training providers

There are fifteen vocational training centres managed by the churches. The church providers target young people and many have boarding facilities. Twelve are managed by the various Catholic religious orders including the Salesians and Canossians, the Diocese of Baucau and two, by a new Brazilian missionary group called Visão Cristão.

The Church training providers generally have a long history in East Timor with a demonstrated commitment to education at all levels. They are predominantly well organised and conduct regular courses that are not solely dependent on local donor support but are supported by the international structure of the religious orders. A key feature of the Church vocational training providers is the international dimension of the religious orders.



Centro de Treinamento Visão Cristão, Same . /Photo: SEFOPE

International missionaries contribute to the management structure of the organisations and many of the East Timorese, who are increasingly taking control, have international educational experience. Many of the most highly educated Timorese have gained their education through the Church.



Centro Treinio Integral e Desenvolvimento, Baucau . /Photo: SEFOPE

The Church training providers are a mixture of vocational training centres and traditional missionary-style livelihood courses. The Church-based vocational training courses usually include life skills, community participation, personal development and devotion with a number also including music, sport and recreation. The focus is on the development of the whole person and the contribution each person can make to their community. Several of these are full year programs that each cater for a small group of young people. The Claretian priests have a new training centre in Salele, that takes thirty participants twice a year from their different parishes. The Canossian sisters have a large program in Baucau with the main course a year long program called *Leaders of the Village*.



Claret Training Centre, Salele. /Photo: SEFOPE

Both the Canossian and Claretian centres have follow up programs once the participants return to their villages. Their focus is on supporting the young people to return to the village and use their skills for small business development and community participation. Some programs also provide the necessary tools and equipment to start a small business.

6.3. Government training providers

There are two government training providers, Tibar, Liquica and the Senai Training Centre in Becora. Tibar has been funded and supported by the Portuguese Government under the former Ministry of Labour and Community Reinsercion and now the SEFOPE. The Senai Centre has been

funded and supported by the Brazilian Government under the former Ministry of Education and Culture. Both Centres were established in 2001 and have received support for technical advice, rehabilitation of buildings, machinery and tools, curriculum development and professional development for the trainers.



Centro Nacional de Emprego e Formação Profissional, Tibar. /Photo: SEFOPE

Both Tibar and Senai work in cooperation with the SEFOPE in the selection of trainees. They use curriculum, in Portuguese from their respective support countries. The Timorese trainers speak Portuguese but mainly use Tetun and Indonesian for instruction.

Tibar has focused on four courses in building and construction including electrical, construction, masonry and plumbing. They also teach Portuguese and mathematics and in late 2007 started a program in horticulture. Tibar provides all trainees with transport to and from the centre, lunch, a \$1.50 per day subsidy, training manuals and a tool kit on completion of the course. While Tibar is open to both men and women, the courses predominately attract young men and women trainees have been very few in number.

Senai has eight courses including construction, carpentry, plumbing, masonry, electrical, industrial sewing, bakery and computer skills. Senai has an equal number of male and female trainees. The trainees do not pay any fees and do not receive any benefits additional to the training.

These two centres have good facilities and equipment with trainers who have received technical advice from Portugal and Brazil. They each focus on the practical application of skills however links with the relevant industry sectors are weak. During 2006 some graduates participated in on-the-job training programs and it is anticipated that more will become engaged in work experience and on-the-job placements in the future.



Senai Training Centre, Dili. /Photo: SEFOPE

6.4. Private training providers

There are three private vocational training providers, Dili Institute of Technology (DIT) Dili; DIT Baucau; and Eiros, Dili. DIT provides automotive mechanics and library and information services courses in Dili and a general construction course in Baucau. They work in partnership with the SEFOPE to select the trainees for the automotive and construction courses. The library course targets people already working in libraries or resource centres. DIT has received support from several educational institutions, Australian Volunteers International and Rotary clubs in Australia for technical advice, equipment, curriculum development, professional development for trainers and funding for courses.



Dili Institute of Technology, Dili. /Photo: SEFOPE

Eiros is located in the centre of Dili. It has one computer room with 18 computers and a classroom for English language courses. It also has an internet café open to the general public. It has a partnership with an educational institution in Indonesia. Eiros caters mainly to secondary and university students. The basic 48 hour computer course costs \$45 plus a \$5 registration fee.

6.5. Vocational Technical Secondary Schools

There are twelve vocational technical secondary schools. Nine are government schools and three are run by the Salesian Catholic religious order. Three schools (2 government and one Catholic) are under the care of the Ministry of Agriculture for the content of vocational curriculum but do exams

under the Ministry of Education. The other nine schools (seven government and two Catholic) are under the administration of the Ministry of Education. Appendix 2 shows the list of schools, the areas of training and the number of final year graduates for each school.

The programs are for three years and in addition to the subjects in the respective vocational area, the curriculum includes general education subject such as language (Portuguese and English), mathematics, science and general studies. They have exams under the Ministry of Education and graduates receive a secondary school diploma that makes them eligible to sit for university entrance exams.

The DNFP has not visited the Escola Tecnica Agricola, Natarbora this year. The three schools in Dili and the one in Same, had most of their equipment stolen or damaged during the 2006 crisis. The Dili technical school was well equipped with large machinery for programs in mechanics, metal engineering, electrical and



Escola Tecnica e Profisional, Dili. /Photo: SEFOPE



Escola Tecnica Don Bosco Fatumaca. /Photo: SEFOPE

carpentry but most of this was severely damaged.

The staff at these schools are desperately trying to continue with theory classes but many are demoralized and the student numbers have dropped considerably. The Escola Tecnic Industria e Comercio in Suai is currently being rehabilitated by the government and courses focus on agribusiness including fisheries.

All the government technical and commercial schools suffer from a severe lack of funds. They are generally staffed by graduates (or almost graduated) from UNTL or Indonesian universities. The curriculum is mainly from Indonesia and theory classes dominate in the vocational subjects. The three agricultural schools under the Ministry of Agriculture appear to be better equipped with professional development programs and curriculum support from the Ministry of Agriculture.

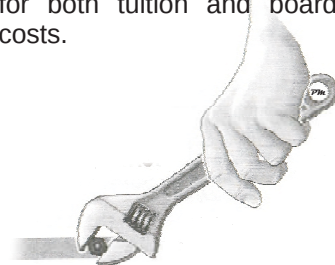
The three schools run by the Salesians include Escola Tecnica Profisional Santa Maria Mazzarella, Venilale; Escola Tecnica Don Bosco, Fatumaca and the Escola Tecnica Agricola Don Bosco, Fuloro. Santa Maria Mazzarella, is for girls and conducts vocational streams in sewing and hospitality. Don Bosco Fatumaca is for boys and has programs in mechanics, metal engineering, electrical/electronics, construction and carpentry.

Don Bosco Fuloro is a co-educational agricultural school.



Escola Tecnica Profisional Santa Maria Mazzarella, Venilale. /Photo: SEFOPE

These schools are well managed and maintained. They have relatively good equipment and facilities and are well regarded in the community. The three schools have boarding facilities and have a mixture of local students and students from other districts. They charge fees of approximately \$10 per month for both tuition and boarding costs.



Many vocational training courses in Timor-Leste are determined by what training institutions are able to provide and what people want to learn rather than being driven by the needs of the labour market. This is in relation to the type of courses but also in the level of skills taught.

The main language used in training is Tetun. However documentation that exists may be in Tetun, Portuguese, Indonesian or English, often reflecting the international partnership of the training provider. Most of the trainers completed their secondary or tertiary education in Indonesian and are more comfortable using Indonesian for written work. The future challenge is to develop competence in written Tetun and a common approach to the language of the competency standards.

For the twelve months from November 2006, the Secretariat recorded almost 5,000 people (most in Dili) seeking training opportunities. Table 4 below shows the percentage of the total training seekers in the four most requested areas and the percentage of training seekers who are under 25 years of age. All other areas registered less than 1.5% each.

Table 4: Requests for training courses

Training requests	Total percentage	Percentage under 25 years of age
Computer skills	58%	82%
English language skills	7%	79%
Electrical installation	7%	79%
Plumbing	3%	75%

Table 5 below indicates the sectors where training is occurring and the number of trainees who have participated in courses over the last twelve months.

Table 5: Training sectors and trainees

Training area	Number of vocational training providers	Number of districts covered	Number of trainees		Total number of trainees	%
			Female	Male		
Language and IT	16	7	788	872	1660	45.9
Office Administration	4	3	182	168	350	9.7
Livelihoods	14	8	382	188	570	15.7
Agriculture	1	1	26	24	50	1.4
Mechanics	4	3	0	79	79	2.2
Metal engineering	4	4	1	67	68	1.9
Electrical/Electronics	5	3	0	132	132	3.6
Construction/carpentry	9	6	7	229	236	6.5
Masonry	2	2	0	58	58	1.6
Plumbing	3	3	15	35	50	1.4
Hospitality and Tourism	2	2	74	4	78	2.2
Industrial sewing	3	3	54	0	54	1.5
Health	1	1	8	17	25	0.7
Arts and culture	1	1	20	40	60	1.6
Training for trainers	1	1	7	143	150	4.1
Total number of trainees			1564	2056	3620	100%

There are 15 training sectors listed however this does not include the vocational technical secondary schools. Appendix 3 lists the training areas, number of providers and trainees. Twenty-five training providers deliver courses in one sector only with the remaining fourteen covering more than one sector. The number of training providers in the two largest sectors; Language and IT and livelihoods predominately cover only that sector. With the exception of the SVD Mission Workshop in Maliana, the training providers that deliver training in the technical trades offer more than one course.

7.1. Language and IT

As stated above, basic computer skills and English language courses are have the highest number of trainees and cater to predominately young people in several of the district capitals. Anecdotal information suggests that many trainees are students attending secondary school or university and some trainees particularly at the

district level, are employed in government services. In some courses there are two students per computer and with home computers almost non-existent, trainees lose the skills very quickly. Public access to computers and access in schools and universities is also severely limited. Private internet cafes are costly and beyond the reach of students and the general public.



Centro Juvenil Padre Antonio Viera, Dili. /Photo: SEFOPE

There are only four centres registered with the SEFOPE outside of Dili and Baucau that offer computer training however others exist as private providers but are not captured in this review. Demand for computer training in the districts is high but a major obstacle in delivery is the lack of electricity during the day. With the exception of Centro de Treinamento Visão Cristão all other centres charge fees for the computer training. Three of the providers also have courses in Portuguese and one in Korean. Many young people believe that skills in computer applications and English language will assist them to gain employment particularly in NGOs, government or the UN although this sector accounts for just 9% of currently employed people.⁴

Eiros, Dili accounts for 22% of all vocational training and almost half of the computer and English language training recorded in this report. It conducts short courses in basic computer skills and English; and provides office administration and management courses on request. The computer courses run for six hours a week for eight weeks and cost \$45 plus a \$5 registration fee. Eiros has participated in placing about 20 young people in work experience placements with government ministries.

7.2. Office Administration

There are four training providers offering courses in office administration. These courses include basic computer skills, general office administration, English language and finance. These courses range between 3 and 12 months and all of the centres include work experience as part of their program. Two centres, East Timor Development Agency (ETDA) and Centro Formasaun Informatica e Costura (CFIC) have good employment outcomes with CFIC having 70% find employment. World Vision International in Baucau and Dili have six month courses in office skills that targets single young people between the ages of 18 and 24 years. All the courses have clearly defined learning outcomes and have slightly more women than men.

⁴ STAGE Baseline Study, Ministry of Labour and Community Reinsertion, July 2006

1.1. Livelihoods

There are fourteen providers conducting livelihood programs. This sector covers many courses that support participants' ability to generate or improve their income. The courses include cooking, handicrafts, hand sewing and embroidery, small scale machine sewing, animal care, horticulture, basic food processing, soap making and other local product initiatives. The programs usually are based in villages or in Sub-Districts and are conducted by national NGOs or the Church. Three centres, Centro Treino Integral e Desenvolvimento (CTID) Baucau, Centro Treinamento Sucu St Maria Ratu, Balibo and Susteran ADM, Los Palos, have year long, live-in programs for young women.



Centro Treino Integral e Desenvolvimento, Baucau. /Photo: SEFOPE

Most courses have limited curriculum documentation. They are practical skills based courses that cater to people with low education and literacy levels. The exception to this is CTID Baucau which targets students who have completed senior secondary school. Their program is called *Leaders of the Village* and they have a



Estacao Missionaria Catolica, Atauro. /Photo: SEFOPE



very good follow up program to support the women when they return home. CTID has a shop in Baucau and other outlets in Dili to sell the products made by the women.



Ida Mos Manufahe, Same. /Photo: SEFOPE

Small scale machine sewing (treadle machines) and embroidery is a feature of many livelihoods programs for women. Marketing of products is often restricted to the local area and at this stage the DNFP has limited information on the impact of these skills on the income of the women. There are also several women's groups that are engaged in traditional tais weaving and making products with tais. Some of these are linked to international organisations that support sales to the international market but this is limited. These groups are not registered as training providers with the SEFOPE but the Secretariat is aiming to engage more with these groups in the future.

7.4. Agriculture

There is only one provider registered that conducts training solely in agriculture, the local NGO, Loron Aban Hahu Ohin (LAHO), Baucau. LAHO has training in silk and cotton cultivation and production. In addition to working with farmers to produce the raw silk and cotton they have hand and loom weaving courses. LAHO also conducts training in horticulture and has follow up programs with the farming groups for up to twelve months following the training.

There are many projects in agriculture conducted within the Ministry of Agriculture that includes bi- and multi-lateral donors working directly with farmers to improve the quality and quantity of their produce. While these programs are not traditionally regarded as vocational training the SEFOPE hopes to work more closely with them in the future.



LAHO, Baucau. /Photo: SEFOPE

7.5. Technical trades

The technical trades cover mechanics, metal engineering, electrical, electronics, carpentry, construction, masonry and plumbing. The ten training centres conducting these courses include the two government centres, Senai and Tibar. Don Bosco Comoro is a key player in this area with a long history in Timor and working with young men. They are also linked to the Salesian technical secondary school in Fatumaca and the Catholic Diocesan Training Centre, Baucau. The Diocesan Centre takes graduates from Comoro for on-the-job training in carpentry, mechanics and metal engineering. Claret Training Centre, Salele has a six month course that includes options for the students to specialise in construction, electrical, metal engineering or mechanics. The DIT Baucau has a three month general construction course and DIT, Dili, an automotive mechanics course. World Vision International, Dili and Fundasaun Fini Timor Loro Sa'e (FUFTILO) Los Palos are the only NGOs in this group and have only recently begun training in this area. SVD Mission Workshop in Maliana started in 1982 and has carpentry training for a small group of young men.

The total number of trainees for one year is 631, just 17% of all vocational training. Don Bosco Comoro is the only training centre with a ten month course, all others are for six months or shorter. The courses at Senai, Tibar and Don Bosco have a good reputation but courses are still too short for the level of skills needed in industry. Senai and Tibar have courses in plumbing and masonry which are expected to have an increased demand given

Government priorities in construction and rural and urban water and sanitation.



Escola Tecnica Don Bosco, Fatumaca. /Photo: SEFOPE



Centro de Formacao e Desenvolvimento da Diocese, Baucau. /Photo: SEFOPE

7.6. Tourism and Hospitality

The area of tourism and hospitality is generally regarded as a potential growth sector for Timor-Leste however the training in this area is still limited. Only two technical secondary schools, Escola Tecnica Profissional Santa Maria Mazzarella, Venilale and Escola Hospitalidade e Turismo, Dili, provide training in hospitality but as stated previously the government technical school in Dili has lost all its equipment and is not able to conduct any hospitality training at the moment. These two schools are currently part of a project partnership with USAID-DAI, selected hotels in Dili and the SEFOPE to provide six months on-the-job training.

CTID in Baucau conducts a six month program in hotel management and Senai has a course in bakery that also includes general cooking. The ETDA is about to commence a course in Tourism that includes tour guiding. While other institutions have plans to develop more courses in these areas most of the training occurs on-the-job in hotels and restaurants, guest houses and with the few travel agencies based in Dili.

7.7. Industrial Sewing

There are three centres that have programs in industrial sewing, CFIC, Fuiloro, Claret Training Centre and Senai. This sector is distinguished from the livelihood programs that include sewing because they include design, pattern making and in addition to treadle machines make use of overlocker machines. Senai and Claret have six month courses while CFIC has a program for one year. The lack of employment opportunities for the women who undertake the courses is cause for concern and requires further investigation. While there are opportunities for women to be self employed the sewing market in Timor is dominated by small family run businesses.

The school uniforms market has potential as a business opportunity and the Salesian sisters are currently constructing a workshop to employ their graduates from the technical school in Venilale and CFIC to work in



Claret Training Centre, Salele. /Photo: SEFOPE



Centro Formasaun Informatica e Costura, Los Palos. /Photo: SEFOPE

this area. Many schools and universities currently have the uniforms made in Indonesia and it will be difficult to be competitive in price. Uniforms worn by the National Police and Military are another potential market along with the production of printed T-shirts.

7.8. Health, arts and culture and training for trainers

There is one centre registered in each of the sectors of health, arts and culture and training of trainers and all are national NGO providers. Obviously this is not the complete picture of training in these areas but, as has been mentioned before, the three organizations have sought registration with the SEFOPE and in the case of two of the organizations, have received funding for their training from the SEFOPE, Employment and Vocational Training Fund (EVTF).

Assert conducts training for people with disabilities and people working in the disability sector. Sanggar Masin has conducted programs for silk screen printing and graphic design and ETDA has conducted training of trainers for the National Police Academy.

Each training provider sets its own recruitment and selection process which is characterised by the type of course and the location of the training centre. The courses in language and IT, office administration, technical trades, tourism and hospitality, industrial sewing and arts and culture specifically target or naturally attract young, unemployed people. A number of providers have entrance tests and interviews and some also require evidence of secondary school completion.

The livelihood programs and LAHO's agriculture courses generally focus on the local community with informal recruitment and selection processes. They cater to all people in the community regardless of age, employment status or educational level. The IT and English courses that require fees are self-selected on an ability to pay basis. Many participants in these courses are students at secondary school or university.

Five training centres currently work with the SEFOPE in recruiting trainees, Senai, Tibar, World Vision Dili, DIT Baucau and DIT Dili. Training seekers are invited to register with the Secretariat and nominate their training preferences. A short list is provided to the training centre for the assessment and selection of the trainees. The SEFOPE advertises on the radio and TV that they are registering for these courses and invites people to attend the Employment Centres in Dili, Maliana, Baucau or Oecusse to register. The DNFP is not aware of any other providers that advertise courses. Many use word-of-mouth and existing networks to provide information on their course.

Courses targeting those already employed and wanting to upgrade their skills are not traditionally seen as vocational training although the SEFOPE has a few courses in this category. These courses are generally developed by the employer in partnership with the training provider.

The DNFP records course length in hours, including training in the training facility and work experience placements. The maximum length of any course is twelve months full time which may be up to 1320 hours. Table 6 below lists the providers that have full time programs between 660 and 1320 hours (6-12 months).

Table 6: Course duration

1320 hours or 12 months full time

Sector	Provider
Livelihoods	Centro Trenio Integral e Desenvolvimento, Baucau
	Centro Treinamento Sucu St Maria Ratu, Balibo, Balibo
	Susteran ADM, Los Palos
Technical trades	Don Bosco Comoro
	SVD Mission Workshop, Maliana
Industrial sewing and office administration	Centro Formasaun Informatica e Costura, Fuiloro

Each of these centres is managed by the Catholic Church religious orders.

660 hours or 6 months full time

Sector	Provider
Tourism	Centro Trenio Integral e Desenvolvimento, Baucau
Office administration	World Vision International, Dili
	World Vision International, Baucau
Technical trades & industrial sewing	Claret Training Centre, Salele
Technical trades	Tibar, Liquica
	Centro de Formacao e Desenvolvimento da Diocese, Baucau

The remaining 28 training providers have short courses of less than 500 hours that may be full time or part time. The courses at Senai are for 400 hours and conducted over 5 months.

LAHO, Centro do Desenvolvimento Comunitario and Centro Trenio Integral e Desenvolvimento all in the Baucau District have extensive follow up programs with their participants in the villages following the training courses.

The impact of the short duration of the vocational training courses is that many young people do not have the level of skills or experience required by the productive sector. However, longer courses are not the only answer and stronger links with employers and more targeted training would also strengthen the employability of the trainees.

There are a number of cross cutting issues that arise from the review and the anecdotal information gained during the many visit to training providers.

10.1. Funding

Funding for vocational training varies enormously with most providers dependent on international donor funds. There are sixteen training providers that have received funding through the EVTF managed by the SEFOPE and ILO/STAGE for vocational training courses or on-the-job training activities.



FUFTILO, Lospalos. /Photo: SEFOPE

The main objective of the EVTF is to finance activities that contribute to the improvement of the living conditions of the unemployed and vulnerable of Timor-Leste. The Fund finances activities in skills development, on-the-job training, micro enterprise training and micro credit. The EVTF provides an opportunity to set criteria consistent with international standards for the delivery and assessment of training and works with the training providers to achieve these standards.

Government funding has been limited to support for the two government centres, Senai and Tibar and small scale funds to support young people attend work experience placements. Most of the on-going operating funds for Senai and Tibar

are still received from the Governments of Brazil and Portugal.

Fees paid by students provide a small percentage of overall operating costs with the possible exception of the computers skills courses. Sixteen centres charge fees ranging from \$1 to \$17 per month. The higher fee includes full accommodation and full time training. Twenty-three centres do not charge any fee and in some cases participants in the training receive subsidies for transport and food.

10.2. Qualifications and Professional Development

There is no standard qualification of trainers in the vocational training sector. The qualification and experience of staff varies enormously and this is a priority area for capacity building. Some centres have professional development programs for their trainers that includes training in Indonesia or staff development workshops in-country. A common and serious weakness across all training providers is the lack of work experience in the productive sector in which trainers are conducting training.

Several opportunities for professional development began during 2007 and it is expected that further options will be provided in the future.



Competency Based Training Workshop, Dili. /Photo: SEFOPE

10.2.1. Competency Based Training workshop

The SEFOPE in partnership with ILO/STAGE conducted a two-day workshop for directors of training providers on competency based training (CBT). Thirty people participated including representatives from 24 training providers and six staff from the DNFP. For most participants the workshop was their introduction to Competency Based Training. The evaluation of the workshop demonstrated the interest of the directors in the implementation of the CBT in their institutions, despite the existing infrastructural and technical barriers.

10.2.2. Certificate IV Training and Assessment

In October 2007 the SEFOPE, in partnership with Victoria University, Melbourne, Australia completed the internationally accredited Certificate IV Training and Assessment. The twenty-seven trainers from nineteen vocational training providers covering six districts in Timor-Leste undertook the course. The course was delivered over a ten month period that included four blocks of training for a total of 18 days. The course included visits to training centres and enterprises in Dili and guest presenters on including people with disabilities in vocational training and standards for occupational health and safety. Each participant was also visited by members of the training team in their centre and assessed in the workplace for some of the competencies.



Certificate IV Training and Assessment. /Photo: SEFOPE

10.2.3. Professional development

Another initiative to strengthen the skills of vocational trainers is seeking opportunities for them to participate in workshops conducted by international NGOs or Government in Timor-Leste. The first step in this direction occurred

with one trainer completing four days of training in financial management conducted by International NGOs Oxfam and Concern Worldwide.

10.2.4. Relationship of vocational training to the labour market

As stated in other parts of this report, the links between vocational training and the needs of the labour market are weak. Trainers have limited experience in the productive sector in which they train and professional development programs supporting the upgrading of trainers' skills are minimal. Productive sector working groups comprising trainers, employers and employee representatives will promote greater partnerships and identification of the skills required for specific jobs. These groups will commence in 2008 and will be a key feature of the INDMO.

It is expected that work experience programs for trainees and on-the-job training for graduates will provide the opportunity for stronger links to develop between the training providers and employers. While some providers have such placements, there is no evidence to suggest that these programs have resulted in any change in the training to reflect a greater understanding of the needs of the productive sector. Only nine vocational training providers have formal work experience placements as part of their training program. Eleven other centres, predominately in the livelihoods sector, have practical courses with little classroom or 'theory' components.



World Vision International, Dili. /Photo: SEFOPE

The SEFOPE through the EVTF supports on-the-job training placements for vocational training graduates. The ILO/STAGE program is undertaking a review of work experience and on-the-job training placements and will work with employers and training providers to improve the quality of the placements for the trainees and the employers.

10.4. Gaps in training

The gaps in training must be viewed from the perspective of both the productive sector and the level of skills taught. The vocational training captured in this report is predominately short courses with a narrow focus on productive sector jobs. Most training does not go far enough to adequately equip trainees for the employment market. However longer courses are not the only answer when the quality of the training itself and the capacity of the training provider to deliver higher level skills is limited.

There are a number of sectors where training courses have not been identified by the DNFP. This includes telecommunications; road maintenance; rural water supply and sanitation; transport including driver education and vehicle maintenance; lower level skills required in the oil and gas industry; security; logistics; personal services including beauty therapy; sport and recreation; community development and retail services. Where this training does occur, it is undertaken by the employer or international donor program and is not linked to any vocational training provider. In some cases employers have engaged consultants or staff from Indonesia to provide the training they were not able to access in Timor-Leste.

Training in bookkeeping, financial reports, management and supervision is limited and usually done directly by the employer in mentoring programs and/or in-house workshops. Tourism, hospitality and food processing are also sectors requiring more intensive training. As commented on previously, agriculture and fishery training is conducted through the Ministry of Agriculture.

The major challenge presented by these gaps in training provision is the capacity of the training providers and their trainers to design and deliver courses in these areas.



Centro Nacional de Emprego e Formação Profissional, Tibar.
/Photo: SEFOPE

The program of the Government of Timor-Leste has identified job creation for young Timorese as a priority objective and as such recognises that 'vocational training shall deserve the highest efforts and shall be faced within a cross-cutting perspective in all activity sectors.'

This review of vocational training provision in Timor-Leste highlights the challenges in achieving this objective. The recommendations below outline the key directions needed in the short term to address the challenges. To implement the recommendations requires commitment and strong partnerships between all parties; government, training providers, employers, worker organisations, civil society and the international community.

The current training does not adequately reflect the needs of the labour market or support a significant reduction in unemployment or underemployment for young people. It is not addressing the upgrading of skills for current workers or providing training in growth sectors nominated by the Government. Training providers need to engage more rigorously with employers and be aware of small business opportunity for economic growth. The vocational training sector must become demand driven.

Accurate information on skills assessment and curriculum is also weak. Some centres do not have any formal assessment of the skills taught while others use written texts and practical demonstrations. The curriculum used for vocational training courses is as varied as the courses themselves. Most providers develop their own programs and there is little cooperation between providers on curriculum development. Data collection on trainees and record keeping systems for student results also requires attention.



Centro de Desenvolvimento Comunitario, Baucau / Photo: SEFOPE

The SEFOPE is encouraged by the positive responses of the training providers to initiatives undertaken over the last several years and is committed to continuing the partnership to ensure good quality and relevant skills training for Timor-Leste.

This review of vocational training in Timor-Leste provides significant information at this point in time. It will assist the path forward to a strong and viable technical and vocational education and training system in Timor-Leste.

This report makes a number of recommendations that highlight the immediate priorities resulting from the review of vocational training providers and the key challenges facing the vocational training system in Timor-Leste.

12.1. Legislative framework

The Council of Ministers approve the legislation for the creation of the Instituto Nacional de Desenvolvimento de Mão de Obra (INDMO).

This legislation is critical for establishing the technical vocational education and training system in Timor-Leste. INDMO will certify training providers, define and approve national competency standards, establish the national certification system and certify trainers as assessors of competence. This Institute's Executive Commission will include representatives of government, the private sector, labour organisations and training providers. The competency standards will be developed by training providers and employers from the relevant productive sector and approved by the Executive Commission. The certificates issued by INDMO will provide a guarantee of the skills, knowledge and attitude achieved and will be a product of the work between the training providers and employers.

12.2. National policy and strategic plan

Develop a policy framework and strategic plan for establishing the national technical vocational education and training system.

The policy framework and strategic plan will articulate the SEFOPE's vision for establishing the national vocational education and training system consistent with the economic and social development priorities of Timor-Leste. The framework will include strategies for establishing the national system ensuring access for all, equity and quality.

12.3. Vocational Training Impact Assessment

Conduct an assessment of the impact of vocational training courses in terms of course completion rates and employment or increased income outcomes.

No quantitative data exists on the completion rates or employment outcomes of trainees from the different vocational training providers. An impact assessment that includes training providers, trainees and employers will provide valuable data for policy development for vocational training.

12.4. Labour market requirements

Provide current and future projections of labour market requirements to training providers to assist re-orientate vocational training to the existing and emerging needs of the labour market.

The Government Program for 2007–2012 outlines the priorities and needs across all sectors of Government. This Program references in almost every sector the need for skills development. The Key Labour Market Indicators and the Baseline Study produced by the ILO/STAGE program provides information that can assist government and training providers plan for the future training needs. The labour market projections will inform the SEFOPE regarding support required to training providers with physical, financial and human resource to meet the labour market needs.

12.5. Resourcing vocational training

Review current funding guidelines for the Employment and Vocational Training Fund.

Funding for vocational training can come from a variety of sources including government, international donors and bi-lateral and multi-lateral donor programs. The EVTF is a significant vehicle for channelling funds in an open, transparent and accountable manner based on clear criteria and open processes. The current guidelines should be revised and a program of socialisation conducted throughout all districts on the new guidelines.

12.6. Vocational Training Providers Institutional Strengthening

Promote opportunities for strengthening vocational training institutions and the capacity of the trainers to deliver good quality, relevant vocational training.

Institutional strengthening includes policies, systems and process of the provider and capacity building of staff and trainers to deliver quality training programs with clearly articulated outcomes. The training provider managers who attended the CBT workshop (see section 12.1) made recommendations for improvement in training delivery including additional workshops on developing competencies for particular vocational areas; accelerating the definition and approval of competency standards for priority productive sectors; and the development of learning modules based on competency standards. Investment in professional development for trainers was also identified as a priority.



FUFTILO, Los Palos. /Photo: SEFOPE

12.7. Access and Equity

Develop policies and strategies to ensure the greatest possible access to vocational training for all particularly those disadvantaged financially, geographically, physically or by gender.



Secretaria de Estado da Formação Profissional e Emprego Office Dili. Young people waiting to register for the World Vision Office Skills Course... /Photo: SEFOPE

There is an important role for the SEFOPE to promote the greatest possible access to vocational training appropriate to the needs and educational background of training seekers. Clear policies that promote access for all may identify disadvantaged individuals or groups and ensure fair treatment in their access to training programs. Disadvantage may be financial, geographic, physical or by gender.

13.1. Appendix 1: Training Providers

Vocational Training Providers - September 2007

No	Name of Training Provider	District	Sub	Type of TP	Year started
1	Centro Treinamento e Recursos	Aileu	Aileu	NGO	2004
2	Centro de Treinamento Visão Cristão	Ainaro	Ainaro	Church	2007
3	Baucau Buka Hatene (BBH)	Baucau	Baucau	NGO	2003
4	Centro de Desenvolvimento Comunitario (CDC)	Baucau	Baucau	NGO	2004
5	Centro de Formacao e Desenvolvimento da Diocese (CFD)	Baucau	Baucau	Church	2004
6	Centro St Francisco de Sales Informasaun	Baucau	Venilale	Church	2007
7	Centro Treino Integral e Desenvolvimento (CTID)	Baucau	Baucau	Church	2000
8	Dili Institute of Technology (DIT)	Baucau	Baucau	Private	2005
9	Loran Aban Hahu Ohin (LAHO)	Baucau	Baucau	NGO	2000
10	World Vision International	Baucau	Tirilolo	NGO	2005
11	Centro Treinamento Comunidade	Bobonaro	Balibo	NGO	2005
12	Centro Treinamento Sucu St Maria Ratu	Bobonaro	Balibo	Church	2001
13	SVD Mission Workshop Maliana	Bobonaro	Maliana	Church	1982
14	Centro Comunidade Suai	Covalima	Suai	NGO	2003
15	Centro Juventude CovaLima	Covalima	Suai	NGO	2001
16	Claret Training Centre	Covalima	Salele	Church	2005
17	Assert	Dili	Becora	NGO	2004
18	Asosiasaun Haburas Comunidade (AHC)	Dili	Becora	NGO	2006
19	Centro Juvenil Padre Antonio Viera	Dili	Taibessi	Church	2002
20	Dili Institute of Technology (DIT)	Dili	Bairro Pite	Private	2003
21	Don Bosco Training Centre	Dili	Comoro	Church	1991
22	East Timor Development Agency (ETDA)	Dili	Fatuhada	NGO	2000
23	Eiros	Dili	Colmera	Private	2004
24	Estacao Missionaria Catolica Atauro	Dili	Atauro	Church	2000
25	KOICA	Dili	Caicoli	NGO	2007

26	Lalenok ba Ema Hotu (LABEH)	Dili	Comoro	NGO	2004
27	Roman Luan	Dili	Atauro	NGO	2000
28	Sanggar Masin	Dili	Audian	NGO	2002
29	Senai Training Centre	Dili	Becora	Gov	2001
30	St Dominic Formation Centre	Dili	Comoro	Church	2006
31	World Vision International	Dili	Caicoli	NGO	2000
32	Centro Formasaun Informatica e Costura	Lautem	Fuiloro	Church	2002
33	Centro Treinamento Belta Trez	Lautem	LosPalos	NGO	2004
34	Fundasaun Fini Timor Loro Sa'e (FUFTILO)	Lautem	LosPalos	NGO	2004
35	Susteran ADM	Lautem	LosPalos	Church	1995
36	Centro Nacional de Emprego e Formação Profissional (CNEFP)	Liquica	Tibar	Gov	2001
37	Centro de Treinamento Visão Cristão	Manufahi	Same	Church	2007
38	Ida Mos Manufahe (IMM)	Manufahi	Same	NGO	2001
39	Fraternidade Franciscana Div. Providencia	Oecusse	Pantai Makasai	Church	2002

Vocational Technical Secondary Schools

1	Escola Tecnica Don Bosco Fatumaca	Baucau	Fatumaca	Church	1974
2	Escola Tecnica Profisional Santa Maria Mazzarella	Baucau	Venilale	Church	2002
3	Escola Tecnica Agricola Maliana	Bobonaro	Maliana	Gov	2002
4	Escola Tecnica Industria e Comercio Suai	Covalima	Suai	Gov	2004
5	Escola Hospitalidade e Turismo Dili	Dili	Becora	Gov	1986
6	Escola Secundario Profisional Economical Dili	Dili	Becora	Gov	1986
7	Escola Tecnica e Profisional Dili	Dili	Becora	Gov	1990
8	Escola Tecnica Los Palos	Lautem	LosPalos	Gov	2004
9	Escola Tecnica Agricola Don Bosco Fuiloro	Lautem	Fuiloro	Church	1948
10	Escola Commercial (Agriculture) Same	Manufahi	Same	Gov	2004
11	Escola Tecnica Agricola Natarbora	Manatuto	Natarbora	Gov	
12	Escola Comercio Pabelan, Oe-cusse	Oecusse	Oecusse	Gov	

13.2. Appendix 2: Vocational Secondary Schools (numbers are for final year graduates only for 2007)

	Office	Agriculture	Mechanical	Metal Engineering	Electrical	Electronics	Constr / Carpen	Masonry	Plumbing	Sewing	Tour. + Hosp	Graduates –male	Graduates-female	Total
Escola Teknica Don Bosco Fatumaca			X	X	X	X	X					60	0	60
Escola Tecnica Profisional Santa Maria Mazzarella										X	X	0	32	32
Escola Tecnica Agricola Maliana		X										26	41	67
Escola Tecnic Industria e Comercio Suai	X											104	30	134
Escola Hospitalidade e Turismo Dili											X	2	26	28
Escola Secundario Profisional Economical Dili	X											102	40	142
Escola Tecnica e Profisional Dili			X	X	X	X	X					40	16	56
Escola Tecnica Los Palos			X		X		X					63	0	63
Escola Tecnica Agricola Don Bosco Fuiloro		X										40	20	60
Escola Commercial (Agriculture) Same	X											35	7	42
Escola Tecnica Agricola Natarbora		X										NA	NA	NA
Escola Comercio Pabelan, Oe-cusse	X											NA	NA	NA
TOTAL												472	212	684

13.2. Appendix 3: General Training area number of training providers, courses, and trainees

		Language and IT	Office Administration	Livelihood	Agriculture	Mechanical	Metal Engineering	Electrical/Electronics	Construction / Carpentry	Masonry	Plumbing	Industrial Sewing	Tourism and Hospitality	Health	Culture and Arts	Training for trainers	
Type of training provider	NGO	6	3	7	1	0	1	1	2	0	1	0	0	1	1	1	
	Church	7	1	7	0	3	3	2	4	0	0	2	1	0	0	0	
	Government	1	0	0	0	0	0	2	2	2	2	1	1	0	0	0	
	Private	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	
Total number of training providers		16	4	14	1	4	4	5	9	2	3	3	2	1	1	1	
Graduates	Male	872	168	188	24	79	67	132	229	58	35	0	4	17	40	143	2056
	Female	788	182	382	26	0	1	0	7	0	15	54	74	8	20	7	1564
Total Graduates		1660	350	570	50	79	68	132	236	58	50	54	78	25	60	150	3620

