



Secretaria de Estado da Formação Profissional e Emprego

# Technical Vocational Education & Training *Impact Assessment Report*



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Skills Training for Gainful Employment



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## **I. Executive Summary**

The intent of this Technical Vocational Education and Training report is to provide details of the impact of training provided by the largest vocational training institutions in Timor-Leste.

With 21 training centers surveyed, 418 graduates and 20 companies interviewed the report evaluates the outcome of selected training courses that were conducted by these training centers during 2006 and 2007.

Of the 418 graduates surveyed, the report puts emphasis on reporting on factors that influenced employability of graduates of the training programs, whether through formal employment, self-employment or improvement in their present employment. With 55% of the graduates interviewed being women, particular efforts have been made to address gender determining factors in detail.

Employability percentage varies between training centers. But the fact that only 50% of the trainees who were unemployed at the time of joining the training program obtained formal employment or self-employment after the training should be seen on the background of the present employment situation in Timor-Leste. The relatively low percentage is not necessarily an indication of poor or irrelevant training. Formal jobs are few and the formal job market is growing at a slow speed. Therefore most graduates are left to become self-employed. With the barriers to self employment being very high in terms of acquiring the necessary skills and experience and - most importantly - find sources of finance the steps to successful self-employment are steep and with high probability of failure.

From the report, it becomes clear that there is a lack of consensus among stakeholders in training on what suitable training is. There is no agreement on training curricula and duration of training. There is insufficient understanding of the reasons for poor employability of trainees once they graduate. Every training institution train to own standards. Consultation with possible employers do take place, but on infrequent basis.

All indications in the report point to the necessity of a nationally regulated vocational training system. A regulated system can accommodate different ownership and operational structures as well as individually structure cost coverage training centers may apply. However, training provision needs to become more uniform and more in tune with the present and future national skills requirements. Regulations would in the first place deal with a simple training center accreditation system and secondly would start a national skills assessment system.

To be able to regulate TVET, a firm and detailed national TVET policy needs to be accepted and implemented. Having this policy in place would secure SEFOPE the policy basis for implementing its TVET strategy, which includes a regulatory framework.

In the near future SEFOPE will have under its management a Labour Force Development Institute (INDMO). INDMO shall have as it responsibility and authority to address many of the issues raised in the report. However, regulation through a national body shall not solve all the issues raised in the report. Strong encouragement and support should be given to setting up of district level “training boards” composed of stakeholder in training. Only by active engagement of all interested parties in training shall real cooperation on district level take place.

All indications also points towards intensifying the successful integrated approach to training and self-employment initiated by SEFOPE. That is training of youth in relevant and practical

vocational skills, providing a hands-on entrepreneurship basic training and assisting them with access to financial services. With this training and access to funding and with assistance and mentoring of business service providers youth will be provided with possibilities of escaping the unemployment trap.

## **II. Background**

The Direcção Nacional de Formação Profissional (DNFP) within the Secretaria de Estado da Formação Profissional e Emprego (SEFOPE) has responsibility to support the development of government policy and programs for vocational training that assists skill development for employment through formal or self-employment and income generation and professional development for those already employed. The Division provides technical advice to stakeholders in TVET on the development of legislation and programs; it directs and supervises the activities of District Employment Centers and assists in the development, implementation and funding of training programs conducted by privately or publicly owned vocational training centers. SEFOPE 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.

In October 2007 a comprehensive document was released on Technical Education & Vocational Training (TVET) in Timor-Leste. Through a review of 39 vocational training providers and 12 technical high schools, the document, "*Vocational Training in Timor-Leste*"<sup>1</sup>, gives a detailed insight into most aspects of TVET activities in Timor-Leste whether operated by public or private means.

As a follow up to this report it was decided to undertake a TVET impact assessment. This impact assessment would use as base the data collection that had taken place during the research for the "*Vocational Training in Timor-Leste*" and continued with additional data collection focusing on training institutions, trainees and employers. In addition, the exercise provided a learning opportunity to relevant SEFOPE officials to hone their skills in field data collection and analysis, which in turn gave them first hand accounts from training centers, employers, and graduates of issues that would need to be further considered in policy and programme formulation and monitoring.

The impact assessment covered 21 vocational training centers, including 2 vocational high schools, 20 employers, and 418 graduates (186 male and 232 female).

## **III. Objectives**

The objectives of the TVET impact assessment are:

1. To assess the effectiveness of the Vocational Training programs and Training Centres in assisting unemployed, mainly registered with the District Employment Centres of the Division of the Secretariat of State for Vocational Training and Employment to find work or initiating their own income-generating activities;

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<sup>1</sup> Issued October 2007 by the Secretary of State for Vocational Training & Employment (SEFOPE)

2. To identify further inputs that may be required for the development of the vocational training strategy of the Secretariat of State for Vocational Training and Employment; and
3. To test a standard tracer study instrument and give on-the-job training to SEFOPE officials in monitoring and evaluation of training courses as provided by various institutions.

In addition to the stated objectives, the report focuses strongly on gender aspects in vocational training.

## **IV. Methodology**

The field survey took place during the months of November and December 2007.

The survey assessed the impact of training provided by 21 Vocational Training Centres, which conducted skills training courses during the years 2006 and 2007 to the unemployed registered in the District Employment Centres (DECs). The locations of the training centers were: Aileu, Baucau, Bobonaro, Covalima, Dili, Lautem and Liquica.

The total sample of 21 training centers included training centers, which are supported by the Government (3), Church (9), NGOs (7) and private institutions (2). Two of the sampled training institutions were technical high schools. From these 21 training institutions the graduates sampled participated in 21 skill areas.

The survey collected information from the supply side (training centers) and demand side (employers), as well as from graduates of the courses, representing an exercise of tracer studies on the effectiveness of the skills training as a factor to promote employability. Consistent with this approach, the survey methodology was based on the development of three specific questionnaires for training centers, employers and graduates, in order to capture and cross information from the three different perspectives.

The graduates who were interviewed were selected from lists of trainees of the sampled training centers. The graduates were all trainees who completed their training during the years 2006 and 2007. A total of 418 graduates were interviewed. Training center tracer information on graduates was from a sample size of 751 graduates.

The sample of employers were defined by taking in consideration two factors: a) the need to ensure representation of the different main areas of activity of the Timor-Leste economy; and b) employers with consolidated operations, reflecting their understanding of the functioning of the Timor-Leste labor market and, consequently, indicating their capacity to contribute to the identification of the level of relevance of the assessed training centers in a global national perspective. A total of 20 employers from a wide variety of industries were interviewed. 18 employers are located in the Dili area, two in Baucau.

## **V. Limitations of the Findings**

The survey included several courses for some training institutions. The courses covered were courses that had been conducted within two years of the interviews taking place. Not being able to research over a greater period of time, may at times give a slightly distorted view of training institutions' performance. One example of slight data inconsistency is the information from

graduates and from training centers on success in getting employment after completing skill training. The graduate data are from direct interviews. The training center information is from the training institutions' tracer records.

It is also recognized that the survey period was one of political instability in Timor-Leste that particularly affected young men in Dili. This may have affected the traceability of male graduates, who often had greater mobility than their female counterparts.

Comparisons between training institutions ranging from rural skills for villagers to modern, urban-based industrial training centers to vocational high schools do not always yield an objective and useful result. Also the different ownership structure of the training centers, Government, Church, NGO and private makes a difference in the way training centers are funded and managed, whether or not trainees get charged for courses, and how course selections were made by the training centers and the training centers' preferences for male and/or female trainees. The latter is relevant to courses offered by church-based organizations which often cater their training courses to trainees of certain characteristics, e.g., all males, all females, and/or with certain marital status. The survey does not attempt to judge what type of training center is the better one.

While enumerators, most of whom were SEFOPE officials, were trained and supervised, there were some unavoidable mistakes in the conduct of the interviews mainly arising from interviewees and interviewers misinterpreting the questions. This has mostly had an effect on numerical accuracy. As far as conclusions drawn the data collected were deemed sufficiently accurate.

An important consideration when reading the data is the timing of the TVET Impact Assessment. During 2006-07 there were significant political and social unrests in Timor-Leste and while they affected all people, young men in Dili were considerably disrupted by displacement and violence.

## **VI. The Questionnaires**

**Training Center Questionnaire:** The training center questionnaire comprises fundamental details to identify and characterize each training centre, including staff, curricula, courses, participants and graduates. It allows the calculation of the internal success rate (number of graduates out of participants) of the different training courses implemented by the assessed institutions, and the establishment of associations between those results and other organizational aspects of the Training Centre like the composition and qualifications of its staff, the curricula used, the duration of the courses, work experience etc.

**Graduate Questionnaire:** The graduate questionnaire assesses the opinion of the former trainees on the training centre, including the aspects related with the training contents (theoretical and practical components) and the quality of trainers and facilities, and identifies the area of training attended as well as the present employment status of the interviewee. It establishes direct links between graduates, training centers and courses, allowing the definition of the external success rate (number of people working in their field of training out of the number of graduates of the respective courses) of those institutions and training programmes.

**Employer Questionnaire:** The employer questionnaire assesses the opinion of the local employers of the training centers and courses, and the skills acquired/demonstrated by the

graduates. It allows the identification of the level of recognition of the different training centers, and the relevance of their courses to respond to the needs of the labor market.

## **VII. Conclusions**

### **Results of Training**

#### **1. Approximately 50% of graduates able to improve their livelihoods after the training**

When young women and men undertake training, they expect to gain employment after the training or – if they are already working – be able to increase their income and quality of life. The survey of graduates from training courses shows that of the 418 trainees interviewed, 312 (female 178 and male 134) indicated that they were jobless at the time of the course. 93 (female 50 and male 43) found employment after graduation and 137 (female 73 and male 64) reported improved income after completing their courses. Allowing for possible overlap between the two groups approximately 50% of the graduates found work or experienced income improvement. The training providers reported 40% of traceable graduates gained employment or improved their income. The results of training providers in the districts were significantly better than in Dili with 47% employment compared to just 14% employment.

There are no indications that people in formal, waged employment attend training courses. Therefore it is assumed that virtually all participating trainees who indicated that they were employed before the course were either self-employed or, in rare cases, recently laid off from formal jobs.

If formal employment were available to anyone with the right training background 50% livelihood improvement would not be a very encouraging result. However, due to the very little formal job market almost all trainees participate in training either to improve their possibilities to embark self employment or to improve their present self employment situation with additional skills. The SEFOPE support for training and combining training with entrepreneurship development and access to financial services was designed to ensure that funding through the ILO/STAGE Employment and Vocational Training Fund (EVFT) went to training courses which had potential for self-employment or improved income outcomes for the trainees. The courses funded through the EVTF include the training for blacksmiths in Baucau, fish drying and bead making in Atauro, the livelihood program for young women in Los Palos, the mulberry leaf cultivation and production in Baucau district and welding and plumbing courses in Los Palos. With the exception of the plumbing course these programs reported an average of almost 90% of graduates with improved income. SEFOPE staff monitors the programs and support providers to link with self employment training programs. Seen on that background the 50% livelihood improvement is a promising development.

#### **2. Mismatches between skills supplies from training centers and skills in demands by employers**

From the survey the conclusion that immediately comes to mind is the apparent lack of close connection and understanding between the different stakeholders in the job market. With a few exceptions training centers do not train in accordance with well-researched labor market requirements but are rather offering the standard courses one sees in most TVET institutions and



for which there, indeed, are some yet-to-be quantified demands in some locations of the country. Training providers also offer courses in skills areas and geographical locations where they have the physical and human resources to deliver. As a consequence, training courses offered by the training providers are driven less by the demands of the labor market than by the training centers' internal determinants, whatever they may be. The disjuncture between labor market demands and skill supplied by the training centers is reflected in the employers' concerns about the insufficient skills of graduates. From the survey and the sporadic contacts employers have with training centers it would appear that few employers consider the majority of training centers in Timor-Leste a reliable and constant source of skilled employees.

### **3. Trainees and new labor market entrants unguided in their pursuit for better skills and job prospects**

Trainees sign up for training courses with little knowledge of the prospects for work after graduation. Probably, due to lack of communication with the job market, most training centers do not provide – or are not capable of providing – the required counseling to trainees before signing them up for courses. Training centers train, without any assurance of what the job market requires and in some cases without any assistance to trainees with job placement after graduation.

Overall, trainees received little guidance and assistance in choosing their course. Their choice is made by hoping that a selected course will help them secure a job and, in some cases, trainees selected a skill area because they like the particular work this skill area deals with. Trainees seem guided by advice from family members and from what courses training centers have available. Trainees are also not aware of how to apply for jobs. Most graduates, unsuccessful in their job seeking, mention lack of personal or family contacts to employers and lack of knowledge of how to go about applying for jobs as the main reasons for failing.

Trainees are not mentioning the district employment centers as a place where they can go for assistance and counseling.

## **Condition of Training Centers**

### **4. Quality assurance framework for training centers urgently needed**

Most training centers are under-funded and depending on donors and international cooperation for their existence. However, being well funded is no guarantee for quality. One large training institution has benefited from generous international aid for some time. However, the center is below average in almost every respect related to trainee support and job placement.

Demand for skills shall change at a fast pace once the society starts its development process. In Timor-Leste it should be foreseen that infrastructure projects and all the activities such major projects bring with them shall be initiated in a not too distant future. This national infrastructure development shall require great numbers of skilled workers, which Timor-Leste at the moment does not have and existing training centers do not appear to have capacity to respond to this challenge effectively. Once this happens there will be opportunities and great pressures for the present training centers to produce skilled workers who are well-qualified. Because of the poor financial conditions of most training centers and because of the inability of trainees to bear the real cost of quality training, training institutions are poorly prepared to meet the challenges of a rapid expansion of infrastructure construction. The lack of a regulatory environment adds to the uncertainties of the national training institutions being able to mobilize for such major efforts.

## **Training Courses and Trainers**

### **5. Training standards arbitrarily established by each training institution**

No training center accreditation - or independent technical and management audits of the training institutions and the results of their work - takes place at the moment. As a result of this lack of regulatory environment, training centers set their own standards for courses. There is no commonality in terms of course structures or certification. None of the training centers train from common curricula. All have different standards for training content, length of courses and certification of trainees. This is a contributing factor to prospective employers being bewildered about what training institutions actually offer.

The training centers also set their own standards on the qualifications of trainers for each course. The training staff ranges from university graduates to pre-secondary school graduates. There are no standard minimum qualifications applied. The survey was not able to ascertain from what training establishments the trainers had earned their qualifications and to what extent they have had a chance to update their skills. It was therefore difficult to come to a conclusion of the actual qualifications of trainers. There is also no information on training staff spending time in industry or regularly attending upgrading and refresher courses.

## **Payment for Training**

### **6. Trainees' financial investment with no job returns**

65% of the graduates (same percentage for male and female) entered their training with a secondary school background. The next largest group (11%) was graduates with pre-secondary graduate background. Only six of the courses require secondary school as minimum entrance requirement. This indicates that while most course in principle have no educational entry requirements, youth with less than secondary qualifications and early school leavers are severely underrepresented.

A large majority of trainees, male and female, expressed concerns about their ability to pay for the course and to find employment as their biggest worries during the training period. The system, as it is, provides no assurance of success to the trainees before spending a comparatively large amount of money to enter a training course.

The trainees who did pay for their courses did so without any assurance of quality or job opportunities after completing their course. Combined, female and male, slightly more than half, (53%) of the trainees, paid for their training courses. However, of the 53% paying trainees 37% were female and only 16% male. Of the trainees who reported income improvement after the course, 58% were graduates who did not pay for their courses. Of the trainees who did find jobs after graduation, the female trainees who had paid for their courses were slightly more successful in finding jobs than trainees from non-paying courses (54% against 46%). For male trainees, a reversed trend was registered: with only 33% of trainees from the paying courses finding jobs against 67% from non-paying courses. The same gendered pattern is also shown in the data of trainees who reported income improvements after training.

## **Gender Considerations**

### **7. Gender Hierarchies in the Training Centers**

The 21 training centers were staffed with 169 training staff of whom 42% were women. Overall the female trainers were less qualified than the men. Management positions were predominantly held by men.

### **8. Equality of access but prevailing traditional gendered skill tracks**

Regarding graduates, women are well represented in the survey with more female than male graduates. Data from all courses show an equal participation of women and men in skills training, % for women and % for men. The survey discloses greater graduation and employability rates of female trainees than of male trainees. More women completed courses than male trainees and more female graduates secured employment after training than men. In addition to that a higher percentage of women paid for their training than men did. While all trainees have limited options in course selection, there are fewer opportunities for women to gain the skills required in high demand in the formal labor market. The courses, which are predominantly attended by women, are primarily in areas where they may achieve income improvement but not in a longer term waged employment, i.e., livelihood, sewing and local product development.

There are a number of factors that could contribute to the relative success of the women trainees. Since 2000 there have been consistent efforts to improve the participation of women in education generally and this is reflected in the Timor-Leste Survey of Living Standards 2007<sup>2</sup> with females now on par with males in completing secondary education. There are also several scholarship programs to support women's education and SEFOPE has been active in promoting placement of women in vocational training particularly through the Employment and Vocational Training Fund. The training centers that demand 50% female participation in their courses have made an active contribution to gender equality in vocational training. There were also a higher proportion of women in training courses in the districts which had boarding facilities for the trainees and, thus, were able to provide a secure and less troubled environment for training.

The majority of female trainees were concentrated in traditional gender determined courses but were also well represented in the mixed courses (various office related occupations). No training institution has made serious efforts to get females into traditional male dominated courses. While limited in scope this survey shows a few women in non-traditional female skill areas. This may indicate that given the opportunity more women would be interested in crossing the occupational gender barriers, if the right conditions existed for them to do so. Nonetheless, the employability rate of the traditionally male skill courses is seriously low and thus measures to improve course quality are urgently needed. It is also important to explore and improve other areas of training that would provide waged employment for women in areas that may be more acceptable with the social gender role expectations.

### **9. Ad hoc measures for sexual harassment**

There were very few cases of sexual harassment reported. Most of what was reported was use of inappropriate language and isolated cases of inappropriate bodily contact. These issues were

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<sup>2</sup> Interim Statistical Abstract: Timor-Leste Survey of Living Standards 2007 September 2007 Directorate of National Statistics

settled through discussion between the parties and the training center administration. No training institutions reported of having any kinds of written policies and guidelines that would inform all training personnel and trainees about inappropriate behaviors and courses of action.

## **VIII. Recommendations**

### **Regulatory Environment**

#### **Long-term: Competency-Based training systems**

With the introduction of the Competency-Based Training system (CBT) and with the establishment of the regulatory body Instituto Nacional de Desenvolvimento de Mão de Obra (INDMO) under SEFOPE, Timor-Leste shall in the near future have established the beginning of a national regulatory environment for vocational training. This will include standardization of training courses in accordance with the corresponding industry's standards, trainers' qualifications and competencies, assessment and certification of trainees and accreditation of training institutions.

#### **Short-term: Empowering the trainees through education and career counseling services**

However, implementation of this new regulation may only be effective after a period of time. It is, therefore, recommended that immediate measures are taken to make available education and career counseling services to young people particularly in the pre-training, during training, and post-training stages so that they are able to make informed life choices. A gender-sensitive counseling service can also have a deterrent effect against prevailing gender norms that channel young women and men into certain education tracks. This informative role would ideally be carried out by trained officials at the district employment centers and youth career centers in cooperation with training centers and employers. It is recommended that INDMO takes up this task as one of its initial priorities.

#### **Training Centers' course selection**

Depending on the nature of their establishments, being government, non-government, private, or church-based training institutions, the training centers' selection of training courses for offer appeared to be guided by their own assessment of what should be offered and the manner in which the course should be designed. The approximate 50% income improvement and or employment by the graduates provides no comfort against the backdrop of the country's need to expand its labor market, severe skilled labor shortage, and financial investments made by the trainees.

High drop out rates, unemployment rates, low traceability records, employers' views on the insufficient skills of graduates, and trainees' own opinions on the quality of the courses call for more and better investment in training centers in terms of training designs and trainers' skills. Training centers, together with their donors of any type, should be assisted by SEFOPE units to regularly review labor market conditions and information to identify the gaps between skill supplies and skill demands and how to minimize such gaps. For these new skills, it will be necessary to make available not only a pool of trainers but also necessary training curriculum and equipment. The livelihoods and agribusiness sectors which are relevant to rural residents

should be considered priority sectors, given the small size waged employment sector and the relative success of livelihoods and agriculture-related skills training courses in the past two years.

### **Training Center Support to Trainees**

From the survey it is difficult to determine in detail what real and substantive support trainees receive from training centers that have enabled them to attend and/or complete training courses. It is clear that the types of support vary from training center to training center. From the findings it is also clear that trainees are ill prepared for an objective evaluation of what course would be best for them and provide the best possibilities for employment or income improvement after graduation. Likewise the graduates are ill prepared in the role of job seekers despite having new skills to offer. The training centers should be counseled and trained to provide these essential services to their trainees as part of their program. Such training could be done in connection with the planned introduction of accreditation for training centers.

Training centers should be encouraged to work closely with SEFOPE in order to for the training centers to become and integral partner in the SEFORPE integrated approach connecting skills training with entrepreneurship training, access to financing and ultimately self-employment.

### **Employment Centers**

The planned District Employment Centers and Youth Career Centres should be well placed to take a lead in giving advice to prospective trainees about employable skill areas, various possibilities for training, and necessary preparation for a better chance of getting a job etc. Staff training in these areas will need to be a priority and will have to be comprehensive covering from counseling skills, gender sensitivity, youth sensitivity, information management, and referral networking. They should also be proactive in ensuring that training matches with the demand for skilled labor. It does not appear that to date employment centers have paid a sufficiently strong role in assisting trainees with the issues the trainees face: evaluation of job possibilities, choice of course and placement of graduates in employment.

### **Linkages**

Linkages between the major stakeholders in training and employment appear to be tenuous at best. SEFOPE is the only authority, which, nationwide, monitors and promotes stronger communication and cooperation between training centers, government agencies and job seekers. However, SEFOPE cannot lift the burden by itself and need to form stronger linkages with trade union and employer associations to assist in the task. With church-based organizations and NGOs also playing a strong role in training, these organizations should also be encouraged to be part of a group of linked stakeholders discussing and promoting youth training and employment; so too should the district representatives of the Ministry of Education.

Better planned and resourced work experience and on-the-job training initiatives could also be used to promote stronger links based on labor market needs. Tool kits for work experience and on-the-job training should be prepared by SEFOPE for use by the training providers and provided to the institutions and employers through planned workshops.

Through the proposed Vocational Training Boards closer cooperation between employers and training centers should be fostered to enable closer consultation and planning on on-the-job training programs.

### **Vocational Training Boards (VTB)**

The linkages and most of the issues mentioned above could partly be addressed through the Special Sub-Commissions of INDMO. The Sub-Commissions are sector-based and will include representatives of training providers, employers' and workers' organizations. It is recommended that priority sectors be identified and the Sub-Commissions begin immediately.

However, at the district level employers and training centers should be encouraged to form Vocational Training Boards. These boards would be composed of the stakeholders mentioned and other social partners in training. The Vocational Training Boards would have fixed meeting schedules and preferably with a number of fixed agenda points which would ensure that issues are brought up and followed up from meeting to meeting. The Boards would have a strong link to INDMO and would be able to play a vital role in discussing and providing information on the implementation and impact of the INDMO legislation.

### **Gender Considerations**

While women trainees recorded better results than men on most scales the formal vocational qualifications of female trainers and the course selection options for women need to be addressed. Female trainers are less qualified than male trainers and staff development opportunities for women trainers could be explored and include targeted places in courses such as the Certificate IV in Training and Assessment. As the survey results show, women are over-represented in courses with limited waged employment opportunities in the formal labor market. An investigation into broader course options for women consistent with the labor market demands must be undertaken. This would require long term planning as training centers would need to have the physical and human resources to conduct such courses. From the survey it cannot be clearly stated that there is a great demand for gender mainstreaming in course participation. It is known from other similar situations that women are hesitant to be only one or two in a class full of men in a traditionally male dominated training course. However, with the assistance of DNFP training centers should be encouraged to offer for example electricity and mechanics courses on a trial basis exclusively for women.

Action to identified and remove direct and indirect gender barriers that have inhibited women's and men's ability to maximize their potentials in employment matters need to be prioritized and consistently pursued. SEFOPE and INDMO unit will need to be guided in building institutional capacity so that staff has necessary tools and capacity to collect the types of data that is required for gender analysis and conduct a gender analysis as they monitor training programmes and impacts and identify necessary measures to minimize gender gaps in vocational education training system. Training providers will also require technical support to minimize gender barriers within their own institutions and programmes.

Reports on sexual harassment incidents, small numbers they may be, warrant attention and appropriate action. SEFOPE gender unit needs to formulate a guideline concerning sexual harassment for training providers, employers, DEC's, and YCC for adoption. Trainees, training centers personnel, and employers need to be aware of what action/behaviors constitute sexual

harassment and appropriate action to be taken by the victims and the training centers when facing sexual harassment incidents.

## IX. Training Centers

### Location and Type of Training Centers

The VET training centers in Timor-Leste are described in detail in the report, “*Vocational Training in Timor-Leste*”. The names, location and type of the 21 training centers are as follows:

<b>Training Center</b>	<b>District</b>	<b>Type of Training Center</b>
Centro de Desenvolvimento Comunitario	Baucau	NGO
Centro Formasaun Informatica e Costura	Lautem	Church
Centro Juvenil Padre Antonio Viera	Dili	Church
Centro Nacional de Emprego e Formação Profissional	Liquica	Government
Centro Treinamento e Recursos	Aileu	NGO
Centro Treino Integral e Desenvolvimento	Baucau	Church
Claret Training Centre	Covalima	Church
Dili Institute of Technology, Baucau	Baucau	Private
Don Bosco Training Centre	Dili	Church
East Timor Development Agency (ETDA)	Dili	NGO
Eiros	Dili	Private
Escola Tecnica Agricola Maliana	Bobonaro	Government
Escola Tecnica Profisional Santa Maria Mazzarella	Baucau	Church
Estacao Missionaria Catolica Atauro	Dili	Church
FUFTILO	Lautem	NGO
Loron Aban Hahu Ohin (LAHO)	Baucau	NGO
Roman Luan	Dili	NGO
SDV Mission Workshop Maliana	Bobonaro	Church
Senai Training Centre	Dili	Government
Susteran ADM	Lautem	Church
World Vision	Dili	NGO

There are no standard characteristics for training centers surveyed. All have their own particular business model and all train to their own curricula with training courses ranging from less than 60 days to three years. Certificates are issued by the training centers as there is no national certification for vocational training. As a result, there is no uniformity in training between training centers and there are significantly different training outcomes for similar skills areas. The difference between training centers in the districts and those in Dili is significant. Information from the training centers shows that 37% of the graduates attended courses in Dili and 63% in the districts.

With the exception of one Dili-based private institution, all receive financial support and many centers received both financial and technical support from various sources, foreign aid, church and government or NGO organizations.

Prospective trainees may learn about a course from a number of means employed by training centers to announce upcoming programs. The most important are:

- ❖ Training centers attaching announcements in public places

- ❖ Publishing in newspapers/radio
- ❖ Publishing through own networks
- ❖ Training centers informing SEFOPE
- ❖ Word of mouth

As shown in table 02 almost all training institutions accept female and male trainees.

<b>Table 02: Number and Percentage of Trainees by Sex and Training Centers</b>					
<b>Name of training center</b>	<b>Female</b>		<b>Male</b>		<b>Total</b>
		<b>%</b>		<b>%</b>	
Centro Formasaun Informatica e Costura	78	100%	0	0%	78
Escola Tecnica Profissional Santa Maria, Mazzarella	37	100%	0	0%	37
Susteran ADM	15	100%	0	0%	15
Centro Treino Integral e Desenvolvimento	91	96%	4	4%	95
Centro Juvenil Padre Antonio Viera	24	83%	5	17%	29
Roman Luan	50	83%	10	17%	60
Estacao Missionaria Catolica Atauro	29	63%	17	37%	46
Claret Training Centre	15	56%	12	44%	27
East Timor Development Agency (ETDA)	15	50%	15	50%	30
World Vision	40	50%	40	50%	80
Loron Aban Hahu Ohin (LAHO)	36	47%	41	53%	77
Eiros	61	42%	83	58%	144
Escola Tecnica Agricola Maliana	33	41%	47	59%	80
Senai Training Centre	28	39%	44	61%	72
Centro Nacional de Emprego e Formação Profissional	5	19%	22	81%	27
Centro Treinamento e Recursos	14	35%	26	65%	40
Don Bosco Training Centre	21	17%	103	83%	124
FUFTILO	1	17%	10	83%	11
Dili Institute of Technology, Baucau	6	7%	77	93%	83
Centro de Desenvolvimento Comunitario	1	5%	18	95%	19
SDV Mission Workshop Maliana	0	0%	12	100%	12
<b>Total</b>	<b>600</b>	<b>51%</b>	<b>586</b>	<b>49%</b>	<b>1186</b>

### **Training Environment**

As can be seen from table 03 there are training centers that are predominately male or female environments and some that are mixed. Overall 57% of all staff is men. There are more centers with a predominately male staff environment (52%) than female or mixed that are both at 24%. The four training centers that have a predominately male environment have courses in the technical trade areas. The two providers with all female staff have courses in livelihood, sewing and office skills. The training centers range in size from two to 30 staff with the two largest being the vocational technical secondary schools.



<b>Name of training center</b>	<b>Total managers - Male</b>	<b>Total managers - Female</b>	<b>Total managers</b>	<b>Trainers - Male</b>	<b>Trainers - Female</b>	<b>Total Trainers</b>
Escola Tecnica Profissional Santa Maria, Mazzarella	0	4	4	3	23	26
Escola Tecnica Agricola Maliana	1	0	1	17	3	20
Centro Treino Integral e Desenvolvimento	0	3	3	2	15	17
Senai Training Centre	4	0	4	15	2	17
Don Bosco Training Centre	2	4	6	11	1	12
East Timor Development Agency (ETDA)	1	6	7	7	5	12
Centro Nacional de Emprego e Formação Profissional	1	0	1	9	0	9
Claret Training Centre	2	1	3	5	3	8
FUFTILO	1	0	1	8	0	8
Centro Formasaun Informatica e Costura	0	1	1	0	6	6
World Vision	1	0	1	4	2	6
Centro de Desenvolvimento Comunitario	6	1	7	3	1	4
Loron Aban Hahu Ohin (LAHO)	1	0	1	3	1	3
Roman Luan	1	0	1	0	3	4
Centro Juvenil Padre Antonio Viera	4	3	7	2	1	3
Eiros	1	0	1	4	1	5
Susteran ADM	0	1	1	0	3	3
Centro Treinamento e Recursos	0	1	1	2	0	2
Dili Institute of Technology, Baucau	2	0	2	2	0	2
SDV Mission Workshop Maliana	1	0	1	2	0	2
Estacao Missionaria Catolica Atauro	1	0	1	0	1	1
<b>Total</b>	<b>30</b>	<b>25</b>	<b>55</b>	<b>99</b>	<b>71</b>	<b>170</b>

### **Qualifications of Staff**

There is a little difference between the male and female managers who have university degrees. However as can be seen from table 04 there are 89% of men and just 62% of women trainers with a university degree, vocational education qualification or technical secondary school qualification. One explanation for this from anecdotal information is that many male trainers in the technical trade areas have completed their vocational qualification at Don Bosco Training Center or Escola Technica Don Bosco Fatumaca. There is less opportunity for women to have completed formal qualifications in their area of training.

Managers and trainers – qualifications:

- ❖ Managers: 67% men and 64% women have a university degree
- ❖ Trainers: 89% of the men and 62% of the women have a university degree, vocational education qualification or technical secondary school qualifications.
- ❖ All staff: 36% (61) women and 11% (11) of men have secondary or pre-secondary education qualifications.

Size of the training providers by staff:

- ❖ Training providers range in size from 2 staff to 30.

- ❖ 62% of providers have less than 10 staff.

Qualification of trainers is tabulated in the table below:

<b>Name of training center</b>	<b>Total university</b>	<b>Vocational training level</b>	<b>vocational training level2</b>	<b>secondary school level</b>	<b>pre-secondary level</b>	<b>Total trainers</b>
Escola Tecnica Profissional Santa Maria, Mazzarella	13	5	5	3	0	26
Escola Tecnica Agricola Maliana	20	0	0	0	0	20
Centro Treino Integral e Desenvolvimento	2	0	0	15	0	17
Senai Training Centre	4	3	5	5	0	17
Don Bosco Training Centre	7	0	4	1	0	12
East Timor Development Agency (ETDA)	8	1	0	3	0	12
Centro Nacional de Emprego e Formação Profissional	1	8	0	0	0	9
Claret Training Centre	0	1	5	2	0	8
FUFTILO	8	0	0	0	0	8
Centro Formasaun Informatica e Costura	1	5	0	0	0	6
World Vision	6	0	0	0	0	6
Centro de Desenvolvimento Comunitario	3	0	1	0	0	4
Loron Aban Hahu Ohin (LAHO)	0	0	0	2	2	4
Roman Luan	0	0	0	1	2	4
Centro Juvenil Padre Antonio Viera	1	0	0	2	0	3
Eiros	1	2	2	0	0	4
Susteran ADM	1	2	0	0	0	3
Centro Treinamento e Recursos	0	0	2	0	0	2
Dili Institute of Technology, Baucau	2	0	0	0	0	2
SDV Mission Workshop Maliana	0	0	2	0	0	2
Estacao Missionaria Catolica Atauro	0	0	1	0	0	1
<b>Total</b>	<b>78</b>	<b>27</b>	<b>27</b>	<b>34</b>	<b>4</b>	<b>170</b>

### **Curricula**

13 training institutions claim their curricula are written in Competency-Based Training format. (This is a claim that needs to be verified as prior visits to the training institutions did not show this to be correct.)

### **Trainee Criteria**

15 institutions had training entrance criteria depending on skill areas. 6 had no educational entrance requirements. Of the 15, which had educational entrance the level, from primary to secondary, the requirement depended on the course subject. However when comparing the actually minimum education level of the trainees interviewed for courses requiring below

secondary level, more than 80% had one level above the requirement. Overall 76% of the trainees had a minimum of senior secondary level qualification.

6 centers had residential requirements and seven, all church-based organizations, had gender requirements. Four stated female only and three male only.

### Work Experience Programs

10 training centers implemented a work experience program of varying lengths from two weeks to several months with cooperating companies. In most cases it is the training center that contacted and arranged the work experience.

According to employers' information their contact to training centers is as follows:

<b>Company</b>	<b>Training Center</b>
Ensul	Don Bosco Training Centre
ANTEATER	Don Bosco Training Centre
Dragon W	Don Bosco Training Centre
EDS	Don Bosco Training Centre
Tilosa	Don Bosco Training Centre
Toyota	Don Bosco Training Centre
Elizabeth Hotel	Escola tecnica Profisional Santa Maria
Discovery Inn	Escola tecnica Profisional Santa Maria
Hotel Ce	Escola tecnica Profisional Santa Maria
One More Bar	Escola tecnica Profisional Santa Maria
Timor Lo	Escola tecnica Profisional Santa Maria
CAVR	Centro Formasaun Informatica e Costura
MTRC	Centro Formasaun Informatica e Costura
CHL	Centro Nacional de Emprego e Formasao
Haburas	World Vision
Caritas	World Vision
Ventura Hotel	Centro Treino Integral e Desenvolvimento
Bousada Hotel	CTID
NCBA	ETDA
Timor Roofing	DIT

17 training institutions reported that they kept contact with trainees after graduation, usually at intervals of six to 12 months. One of the largest government training centers did not maintain contact with graduates after graduation.

### Training Outcomes

The categories provided for training outcomes are: entered university, improved income/gained employment, and unemployed. The providers also had a 'don't know' category. The traceable graduates are the total graduates, less those in the 'don't know' category. Overall 75% of graduates were traceable by the training provider. In Dili 45% of the graduates were traceable compared to 93% in the districts.

- ❖ Categories are: entered university, improved income/gained employment, and unemployed.

- ❖ Overall 75% of graduates were traceable by the training provider.
- ❖ The table below shows the breakdown of the traceable graduates.

The table below shows the breakdown of the results reported by the training centre on traceable graduates.

<b>Traceable graduates</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% of traceable</b>	<b>% F</b>
Gained work/increased income	105	195	300	40%	65%
Enter university	16	36	52	7%	69%
Unemployed	207	192	399	53%	48%
<b>Total</b>	<b>328</b>	<b>423</b>	<b>751</b>	<b>100%</b>	<b>100%</b>

The table below shows a comparison between the predominantly men, predominantly women and gender-neutral skills courses of the traceable graduates.

	<b>Total Graduates</b>			<b>Traceable graduates</b>								
	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Gained work / improved income</b>		<b>Entered university</b>		<b>Unemployed</b>		<b>Total traceable</b>		
				<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Predominantly women's skills	20	311	331	14	131	0	29	0	107	14	267	281
Predominantly men's skills	213	21	234	47	4	1	0	108	9	156	13	169
Gender neutral	235	201	436	44	60	15	7	99	76	158	143	301
<b>Total</b>	<b>468</b>	<b>533</b>	<b>1001</b>	<b>105</b>	<b>195</b>	<b>16</b>	<b>36</b>	<b>207</b>	<b>192</b>	<b>328</b>	<b>423</b>	<b>751</b>

Annex 03 gives a detailed breakdown of training outcome as informed by the training centers.

### **Attrition Rate**

Annex 01 shows the attrition rate according to information from the surveyed training institutions. The result shows attrition rates are depending on the training institution more than on the course selected or on gender factors. In fact, attrition for male and female are almost paralleled as shown in the table. The highest attrition rates are at the large Dili located training centers, i.e., Senai (Government) and Don Bosco (Church). The drop-out rate is even more significant considering that at Don Bosco trainees pay for training. (This is not the case at Senai.) There are different external factors such as community unrests at the time the courses were conducted which might have caused the high drop out rate.

### **Gender Sensitivity**

76% (16) training providers did not think it was more difficult for women to undertake vocational training. Of the 24% (5) which thought it was more difficult for women, 4 are in the districts and 1 in Dili. The reasons the 5 providers gave were home responsibilities (2), security

(2) and 1 each for limited choices of courses, the work was heavy and the costs. (2 providers gave 2 reasons). Monitoring of training providers' opinions over a period of time concerning factors that affect or do not affect women's participation in training courses will be necessary, as training providers are often blind to indirect gender barriers inherent in their course design and management.

Less than half of the training providers do not take any special action to support women. However, of the 38% (8) do take special action to promote male oriented courses to females; the most common action is to promote particular courses to women. There is, in general, recognition among training providers that men and women should have equal access to skill training courses. However, the survey findings show that such recognition is undercut by a gender track in women's and men's course selection/participation.

Use of sex as a recruitment criterion is an outright gender barrier against women's and men's participation in certain skills courses. Other indirect gender barriers are in place in the current vocational educational training system in Timor-Leste. Five training providers, offering gender-neutral skill training courses, do not have separate toilet facilities for men and women. Given that there has been a historical gender disparity in women's and men's education attainment, the use of education background as a prerequisite for certain classes immediately disqualifies prospective female trainees. No proactive action by the training providers to recruit women into construction-related skills courses, which correspond with demands in the labor market, indicate the tacit influences of the prevailing norms about men's and women's appropriate career tracks.

Just 4 providers reported receiving complaints of sexual harassment and 3 of these responded by talking to all parties. The complaints were both language and physical harassment. (It is not unusual for sexual harassment to go unreported but it is important that this question was asked both of the training centre management and the trainees.)

The results of this survey indicate that women have slightly higher participation rates, completion rates and traceability and better outcomes in terms of employment or increased income and university entrance. This result is not inconsistent with the data from the Interim Statistical Abstract: Timor-Leste Survey of Living Standards 2007 (SLS). Nationally just 10.1% of women and 16% of men have completed senior secondary school (SLS Table 5.1) and women have a literacy rate of just 43%. However, when examining the data for the age group most relevant to the TVET Impact Assessment 18 – 26 years, the figures for completion of senior secondary school is virtually the same, 15.2% men and 15.1% women. This survey shows that since 2001 there has been an increase in women completing senior secondary school compared to a decrease for men (SLS Table 5.3). Participation in vocational non-formal training is equal for men and women at 0.1% (SLS Table 5.22).

The reasons for this could point to the work done over the last 5 years to improve the participation of women in education. In vocational training the centers operating prior to 2000 were predominantly conducting skills training in the technical trade areas. There are also several scholarship programs to support women's education particularly for young women in isolated locations. In its efforts to address the unequal access of men and women to vocational skills training, the SEFOPE has strategically used the Vocational Training and Employment Fund to support women's vocational training and employability – access to the Fund is tied to presentation of quality business plans or training plans, which were the products of self-employment training courses which has been successful in serving women who were mostly uneducated.

In 2006 the political crisis in Timor-Leste affected all people but the most disrupted were young men in Dili and this is reflected in the results.

Action to identified and remove direct and indirect gender barriers needs to be prioritized and consistently pursued. SEFOPE and INDMO unit will need to be guided in building institutional capacity so that staff has necessary tools and capacity to collect the types of data that is required for gender analysis and conduct a gender analysis as they monitor training programmes and impacts and identify necessary measures to minimize gender gaps in vocational education training system.

## X. Trainees

### General

A total of 418 trainees were interviewed. The trainees were identified by the training centers surveyed and were all graduates of recent training courses. Of the 418 trainees 55.5% were female and 44.5% male. The trainees were from the following districts:

District	%
❖ Dili	51.9%
❖ Baucau	26.8%
❖ Liquica	5.7%
❖ Aileu	5.3%
❖ Lautem	4.8%
❖ Covalima	3.8%
❖ Bobonaro	1.7%

Training Center Type	%
❖ NGO	38.5%
❖ Church	35.4%
❖ Government	17.2%
❖ Private	8.9%

### Training Institutions Attended by Trainees

The trainees surveyed were graduates of 20 training centers shown in table 08. (No graduates of Centro Juvenil Padre Antonio Viera were interviewed.) The training centers are located in seven districts shown in above. Dili and Baucau districts account for more than 78% of the trainees.

The training centers are of different type, as shown above. 74% of the graduates interviewed were graduates of NGO and Church managed training institutions. Escola Tecnica Profissional Santa Maria Mazzarella (Church) and Escola Tecnica Agricola Maliana (GOV) are technical high schools conducting three year vocational training programs.

Q 1.1 Training Center attended	Female	Male	Total
Centro de Desenvolvimento Comunitario		13	13
Centro Formasaun Informatica e Costura	7		7
Centro Nacional de Emprego e Formação	5	19	24

<b>Q 1.1 Training Center attended</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Profissional			
Claret Training Centre	9	7	16
Dili Institute of Technology, Baucau		5	5
Don Bosco Training Centre	3	22	25
East Timor Development Agency (ETDA)	15	11	26
Eiros	18	14	32
Escola Tecnica Agricola Maliana		1	1
Escola Tecnica Profisional Santa Maria, Mazarella	28		28
Estacao Missionaria Catolica Atauro	12	2	14
FUFTILO		8	8
Loron Aban Hahu Ohin (LAHO)	3	16	19
Roman Luan	21		21
SDV Mission Workshop Maliana		6	6
Senai Training Centre	17	30	47
Susteran ADM	5		5
Treinamento e Recursos Aileu	10	12	22
Treino Integral e Desenvolvimento	45	2	47
World Vision	34	18	52
<b>Total</b>	<b>232</b>	<b>186</b>	<b>418</b>

Participation follows closely traditional gender lines. There are a few exceptions with female participation in the electricity, masonry and carpentry courses.

The courses are of varying lengths from 40 hours (livelihood) to more than three years (technical high schools).

The trainees' drop-out rate was 20% for men and 12% for women. (Details of attrition is shown in annex 01 and further discussed under "Training Centers". Notably high drop-out rates are registered in construction-related skills training courses.)

### **Family Status**

71 trainees were married almost all of whom had one or more children. 26 of the married trainees were unemployed before the start of the training. Of these 18 found employment after graduation. Anecdotal information suggested that some women-only training courses did not accept married women.

### **Trainee Age**

The age of the trainees is shown in table 09

<b>Age</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
15-29	214	155	369
30-45	14	23	37
45+	4	8	12
<b>Total</b>	<b>232</b>	<b>186</b>	<b>418</b>

**Table 09**

### **Educational Background**

65% of the trainees started the course with secondary school background. Some (13) training institutions have minimum entrance requirements depending on the courses chosen. Nine institutions subject trainees to a written entrance test.

<b>Education - highest level before starting the course?</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>%</b>
No school	13	11	24	5.8%
Pre-Secondary	30	18	48	11.5%
Primary school	20	9	29	6.9%
Secondary school	149	124	273	65.3%
University	7	16	23	5.5%
Vocational technical secondary school	12	7	19	4.5%
Vocational training certificate	1	1	2	.5%
<b>Total</b>	<b>232</b>	<b>186</b>	<b>418</b>	<b>100%</b>

Annexes 01 and 02 give details on training requirements for each training center and training course. The annexes also detail the educational background of the graduating trainees.

### **Employment at the Time of Training**

49 trainees (21 females and 28 males) reported that they were employed at the time of training with half of them having more than three years of working experience.

### **Training Courses**

The trainees were graduates of the following skill areas:

**Table 11: Trainees by Sex and Skills Training Courses**

<b>Course</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Local product	39		39
Hospitality	24		24
Sewing	20		20
Bakery	8		8
Livelihood	38	2	40
Office Skill	35	18	53
IT	10	6	16
Hotel and Restaurant Management	6	2	8
Business Administration	15	11	26
Computer basic	27	24	51
Electricity	3	10	13
Mulberry leaf Cultivation and production	3	16	19
Masonry	2	16	18
Carpentry	2	33	35
Agriculture		1	1
General construction		4	4
Plumbing		6	6
Welding		6	6
Blacksmith		13	13
Mechanics		18	18
<b>Grand Total</b>	<b>232</b>	<b>186</b>	<b>418</b>



### Choice of Training Course

Trainees become aware of courses mostly through information from the training centers (38%) directly or through information from family (32%). The District Employment Centers appear to play only a small role in guiding prospective trainees to training courses (4%).

<b>Why did you choose this course?</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>%</b>
I like working in this type of activity	46	29	75	17.9%
I was paid to attend this course	4	7	11	26.3%
It was a course I could afford	1	0	1	0.2%
It was the only course available	1	2	3	0.7%
It would help me find a job	151	129	280	67.0%
It would help me to earn more money in my current work	26	16	42	10.0%
Other people recommended the course to me	3	3	6	1.4%
<b>Total</b>	<b>232</b>	<b>186</b>	<b>418</b>	<b>100%</b>

There was little indication of the choice of courses as a result of counseling or some understanding about opportunities in the job market. Neither the employment centers nor the training center were particularly active assisting trainees in their choice. Most trainees (47%) mentioned that no one helped them to choose their course. Others were helped by family and friends (33.2%).

### Cost of Training Courses

A table showing what trainees paid for training is attached in Annex 04. (It should be noted that there are inconsistencies in the cost information given by trainees.) The training fee ranged from no fee to USD 576.- (Hospitality). Escola Tecnica Profissional Santa Maria Mazzarella (a church-operated technical high school) offers the longest duration and most expensive course. However, if one compared cost of course with success of finding employment or gaining income improvements, it was not possible to establish relationship between cost of course and success of the trainees in securing employment or income improvement.

Half the trainees mentioned other costs associated with training, the most important being transport, lodging, food and moving to another place.

### Trainees Opinion about the Courses

Despite the relatively poor employment rate of graduates, trainees were overwhelmingly satisfied (95%) with the courses. This was also the case with graduates who did not succeed in finding employment after the training. The few trainees (4.5%) who were not happy with the training mentioned poor training facilities and insufficient course duration as the main reasons.

### Payment for Courses

Due to the general economic conditions of Timor-Leste, the ability of Timorese to pay for training is very limited. The trainees paid for their courses as follows:

<b>How did you pay for the cost of the training?</b>	<b>Female</b>		<b>Male</b>		<b>Total</b>	
I paid the money myself	31	13.3%	25	13.4%	56	13.4%
I was supported by a community group	14	6.0%	23	12.4%	37	8.9%
My family paid for the course	96	41.4%	31	16.7%	127	30.4%
Others	91	39.2%	107	57.6%	198	47.4%
<b>Total</b>	<b>232</b>	<b>100%</b>	<b>186</b>	<b>100%</b>	<b>418</b>	<b>100%</b>

Indications were that the “Others” group was the course was free of charge. Of the trainees who raised the funds themselves most - and in particular women - relied on family funds to cover the cost.

### **Work Experience Program**

While almost all courses include practical skills in the program some training institutions (8) also had work experience as part of their program. Participation in work experience programs was mostly arranged by the training centers. A few trainees arranged work experience themselves.

The work experience program ranges from two weeks to more than one month.

Work experience in a company is considered a desirable part of the training process. 34% of the trainees participated in work experience programs with cooperating companies. Of the 312 trainees who were unemployed at the time of training, 30% had participated in work experience. Almost 100% of the trainees in work experience considered it valuable. However, having been placed in work experience did not seem to have a significant impact on the trainees’ chances of employment after graduation as only 30% of the trainees with work experience gained employment, approximately the same percentage as that of graduates without work experience.

### **Assistance to Find Employment**

170 (41%) graduates that reported being employed after their graduation reported said that they did receive assistance to find jobs after graduation. The training center played a dominant role in this assistance (78% assisted by the training centers) with the employment centers only mentioned by 12% of the graduates.

### **Employment**

Of the 418 graduates 232 (55%) were female and 186 (45%) were male. 312 graduates (75%) reported that they had no employment at the time of joining the course. Following the course the 93 (30%) succeeded in obtaining employment. Of the successful graduates 50 females (28%) found employment, while 43 (32%) of the male unemployed graduates found jobs after graduation. 137 respondents (73 females and 64 males) who were employed before the start of the course reported better earnings after graduation. They were employed in the following occupations:

- ❖ self-employed (41)
- ❖ agriculture (16)

- ❖ enterprise and get paid a wage (58)
- ❖ civil service (17)
- ❖ voluntary work (2)
- ❖ others (3)

Most graduates, 95.5%, work in the same skill area as the training course.

(Note: The abovementioned information on employment is from interviews with graduates. Interviews with training centers gave a more detailed result shown in annex 03. However, the traceability of trainees as informed by the training centers leaves room for doubt about the precision of the information.)

### Training Centers and Employment

Trainees from some training centers were more likely to obtain work after training. Data is available on the employment rate of each training center. However, because of the very different nature of the training centers comparing success rates should only be taken as indicative of the actual situation. The percentages of trainees who found employment after the course were:

<b>If you did not have a job did you find work after training?</b>					
<b>Training Center Attended</b>	<b>No</b>	<b>Yes</b>	<b>Total</b>	<b>Yes %</b>	<b>Training Center Type</b>
Centro Formasaun Informatica e Costura		2	2	100%	Church
Loron Aban Hahu Ohin (LAHO)		4	4	100%	NGO
Susteran ADM		2	2	100%	Church
Estacao Missionaria Catolica Atauro	1	10	11	91%	Church
Roman Luan	1	2	3	67%	NGO
FUFTILO	2	3	5	60%	NGO
East Timor Development Agency (ETDA)	11	12	23	52%	NGO
Claret Training Centre	7	5	12	42%	Church
Don Bosco Training Centre	13	9	22	41%	Church
Centro Nacional de Emprego e Formação Profissional	16	7	23	30%	GOV
Escola Tecnica Profissional Santa Maria Mazzarella	12	5	17	29%	Church
Treinamento e Recursos Aileu	11	4	15	27%	NGO
Senai Training Centre	34	11	45	24%	GOV
Eiros	25	7	32	22%	Private
Treino Integral e Desenvolvimento	32	6	38	16%	Church
World Vision	47	4	51	8%	NGO
Dili Institute of Technology, Baucau	2		2	0%	Private
SDV Mission Workshop Maliana	5		5	0%	Church
Centro de Desenvolvimento Comunitario			0	n/a	NGO
Escola Tecnica Agricola Maliana			0	n/a	GOV
<b>Total</b>	<b>219</b>	<b>93</b>	<b>312</b>	<b>%</b>	

From the survey data, it is not possible to come to a definite conclusion of why trainees from one training center are more successful in securing employment than from others. Employer information does not reveal preference of training centers. Also the foreign aided training center with much better than average workshops did not stand out. It is established that the shorter course seem to have slightly better success rate than longer courses.<sup>3</sup> (See Annex 03.) The types of skills offered by these courses (e.g., livelihoods and agriculture) appeared to have a positive contribution to post-training employability/income improvement. A shorter course duration is often accompanied by a focused training curricula and being of a skills enhancement course rather than a cultivation of new skills.

### Skill Areas and Employment

In addition to other factors, whether or not a trainee found work after graduation depended on the course attended. While the sampling does not include a large number of course sessions over a prolonged period of time, the following table does provide indication to what course qualifications are more employable than others. The table below and Annex 03 show what jobs were secured by the trainees who succeeded in obtaining employment after the course.

<b>Course</b>	<b>No</b>	<b>Yes</b>	<b>% Yes</b>
Hotel and Restaurant Management	0	1	100%
Livelihood	2	14	88%
Welding	1	2	67%
Mechanics	6	10	63%
Business Administration	11	12	52%
Hospitality	8	5	38%
Electricity	7	4	36%
Masonry	11	6	35%
Plumbing	4	2	33%
IT	7	3	30%
Sewing	12	5	29%
Computer basic	34	10	23%
Carpentry	26	6	19%
Local product	32	5	14%
Office Skill	48	4	8%
Bakery	8	0	0%
General construction	2	0	0%
<b>Total</b>	<b>219</b>	<b>89</b>	

Of the graduates who secured employment and/or saw improvement in their income the response showed that almost 100% of graduates were employed in the skills area of their training course.

Information from training centers showed that rural training centers with close connection to the local community doing courses in close cooperation with the community predictably have a good employment rate. Livelihood, fish drying and blacksmithing are close to 100%.

<sup>3</sup> This finding is in line with the findings of the World Bank study on skills training, which suggested training is more effective when delivered through a short-period of time.

## Course Duration and Employment and Attrition Rates

Annex 03 shows a breakdown of skill areas and course duration for each skill area and an analysis of the trainees' situation after the courses.

In terms of the attrition rate, almost all trainees, female and male, completed the shortest duration courses.

In terms of employability the shortest courses gave the trainees the best chance of employment or improvement in income, averaging 39% (49% F and 29% M). The three-year courses did not improve the graduates' chances of finding a job. However, that a number of graduates continued to university indicate that this might have been the primary reason for joining the three-year courses in the first place.

It is of interest to note that for all courses of any duration, with the exception of traditionally male skill courses, the percentage female graduates finding employment or improving their income is considerably better than for male graduates.

## Job Seeking

Trainees were relying on contacts and referrals to obtain jobs. According to the trainees the main reasons for not finding employment after graduation were the following:

<b>What is the main reason you have not found work or improved your income?</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
I don't have personal or family contacts with enterprises	39	26	65
I don't know what enterprises/employers to contact	38	18	56
I have applied for jobs but my applications were rejected	26	14	40
There is no work available in my skills area of training	10	18	28
I am still at school	6	9	15
I registered with the employment centre but I still have not found job	4	6	10
I can't access credit to start my own business	2		2
Other	1		1
<b>Total</b>	<b>126</b>	<b>91</b>	<b>217</b>

60% of trainees indicated that they did not received help to find work after completing the course. Of the ones who did receive assistance, 78% were assisted by the training center; only 12% received assistance from the District Employment Centers.

## Cost of Training

The cost of training at the surveyed training centers ranged from free of charge to USD 576.-. There is no correlation between securing a job after graduation and cost of the courses. Of the 93 trainees who found work after graduation 56 had not paid anything for their course. The remaining graduates gaining employment paid between USD 30.- and USD 480.- for their training. Of the 137 trainees who reported improved income after the training 82 did not paid for training. The ones who did incur course costs paid between USD 15.- to USD 576.-.

The cost of training did not appear to increase the support services provided by the training center. Of the 170 trainees who reported they had received assistance to find jobs, 105 had not paid anything for their course. The remaining 65 who received assistance had paid between USD 15.- to USD 576.- with no discernible pattern of greater success for trainees attending high cost courses.

Of the 214 respondents who paid for courses, most were supported by family or paid themselves. 40% of trainees incurred other costs such as transport, food and moving. (Annex 04 shows course costs.)

## Gender Issues

11 female and 5 male trainees reported experience of improper behaviors by other trainees or trainers. Two female trainees reported improper physical contact. The other cases were issues of improper language. Nine did nothing about it and two reported it to the center staff, who, it was confirmed, took action in form of calling the parties together for discussion.

The concerns of women's and men while attending training were different. For the male trainees the overwhelming issue while attending training was the issue of getting a job after completion. This was also an issue for female trainees. However they had other equally strong concerns as well such as paying for the course as well as family related issues. 248 trainees mentioned that their greatest worries while attending training were:

Concerns	Female		Male		Total	
		%		%		%
I worried about getting a job	65	44.5%	78	69.7%	143	55.4%
Paying the fees	47	32.2%	10	8.9%	57	22.1%
Family problems (e.g. illness, security)	20	13.7%	8	7.1%	28	10.9%
Failing to meet the expectations of my family	7	4.8%	11	9.8%	18	7.0%
I worried about security	6	4.1%	4	3.6%	10	3.9%
I did not feel safe at the centre	1	0.7%	1	0.9%	2	0.8%
<b>Total</b>	<b>146</b>	<b>100%</b>	<b>112</b>	<b>100%</b>	<b>258</b>	<b>100%</b>

## XI. Employers

### General

Training centers are in contact with companies for the purposes of placing trainees for work experience and of employment after training. In some cases "sharing of industry knowledge" is also on the agenda. A total of 20 companies were identified by training centers as cooperating with training centers. The largest company has 358 employees (53 females and 305 males). The smallest company has 4 employees (1 female and 3 males).

### **Cooperation with Training Centers**

Annex 02 gives the basic details of the companies. All companies except two are located in the Dili area. The following business and activities areas are represented by the cooperating companies or organizations:

- ❖ Administration (3)
- ❖ Construction (3)
- ❖ Hotel and Restaurant (7)
- ❖ NGO (2)
- ❖ Mechanical workshop (5)

They are offering work experience for the following courses:

- ❖ Administration
- ❖ Electricity
- ❖ General construction
- ❖ Hospitality
- ❖ Hotel and Restaurant
- ❖ Information Technology
- ❖ Mechanics
- ❖ Office Skills
- ❖ Stonemason
- ❖ Plumbing
- ❖ Welding

### **Work Experience**

18 of the companies state that they accept trainees for work experience. 17 of these had indeed accepted trainees during the period surveyed. Two companies stated the nature of cooperation with the training centers to be in a form of “sharing industry knowledge”. The companies confirmed that representatives of the training centers visited their companies at regular intervals.

The companies who accepted trainees for work experience and later employed trainees were asked about skills and attitudes:

- ❖ The skills were not relevant but the attitude to work was very good (1)
- ❖ The skills were relevant but they were below the level needed for my work place (5)
- ❖ The skills were appropriate (5)
- ❖ No replies (9)
- ❖ 16 employers reported attitude of trainees to be good.

When asked about trainees’ skills level in different questions, employers again confirmed that the trainees they received had skill competencies below the required level for their work place. When asked about training of their own employees almost all companies rely on in-house training mostly in form of on-the-job training. Despite the low skill level of trainees (half of the respondent mentioned lack of skills as an issue) employers nevertheless saw the training center certification as some sort of guarantee for minimum skill levels. 16 of the employees reported that trainees had “good work attitudes”.

## Employment

Of the 20 companies, 9 have employed a total of 31 trainees (5 females and 26 males) as employees in their companies with one company employing 12 trainees, (construction company – all males).

<b>Q 1.1 Company</b>	<b>Yes/No</b>	<b>Course</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
ANTEATER	Yes	Welding	2	0	2
Bousada Hotel	Yes	Hotel and Restaurant	1	0	1
Caritas	No	Office Skill	0	0	0
CAVR	Yes	Information Technology	0	1	1
CHL	Yes	Stonemason	12	0	12
Discovery Inn	No	Hotel and Restaurant	0	0	0
Dragon W	Yes	Welding	2	0	2
EDS	Yes	Welding	3	0	3
Elizabeth Hotel	No	Hospitality	0	0	0
Ensul	Yes	Electricity	2	0	2
Haburas	No	Office Skill	0	0	0
Hotel Ce	No	Hospitality	0	0	0
MTRC	No	Information Technology	0	0	0
NCBA	No	Administration	0	0	0
One More Bar	Yes	Hospitality	0	4	4
Tilosa	Yes	Mechanic	1	0	1
Timor Lo	No	Hospitality	0	0	0
Timor Roofing	Yes	General construction	3	0	3
Toyota	No	Mechanic	0	0	0
Ventura Hotel	No	Hotel and Restaurant	0	0	0
<b>Grand Total</b>			<b>26</b>	<b>5</b>	<b>31</b>

Details of which training center cooperated with which employer is shown in table 05

## Gender Issues

Employers were also asked about differences in the attitude to female and male employees/trainees. There was virtually no response to this question or any other questions about attitude to women's work. However 18 employees confirmed that they "are generally satisfied with the work women do." The two who were less satisfied mentioned that "women have a lot of children and need time off when they have a baby."

Companies confirmed that they paid equal wages to female and male workers. 16 employers also confirmed that they would like to see more "participation of women in work that is traditionally done by men." Their suggestions for increasing women's job role were:

- ❖ Giving more opportunities for women to attend non-traditional courses (5)
- ❖ Have an agreement with employers to take more women (6)
- ❖ Promote equal employment opportunities for women and men (3)
- ❖ Set up a percentage of jobs for women (1)
- ❖ Change public mentality on traditional role of women (2)



## Annexes:

### Annex 01: Course Entry Qualification

What is the minimum level of education required for trainees?						
Entry Qualifications	Training Center	Course	Male Graduates	Female Graduates	Total Graduates	Total
<b>No minimum level</b>	Centro de Desenvolvimento Comunitario	Blacksmith	18	1	19	
	Centro Nacional de Emprego e Formação Profissional	Carpentry	11	0	11	
	Centro Nacional de Emprego e Formação Profissional	Plumbing	8	3	11	
	Eiros	Basic computer skills	77	58	135	
	Estacao Missionaria Catolica Atauro	Livelihood	17	29	46	
	Loron Aban Hahu Ohin (LAHO)	Mulberry leaf Cultivation and production	28	24	52	
	Roman Luan	Drying fish	10	50	60	
	Susteran ADM	Livelihood	0	12	12	<b>346</b>
<b>Pre-secondary level</b>	Centro Formasaun Informatica e Costura	Sewing	0	26	26	
	Centro Juvenil Padre Antonio Viera	IT	5	24	29	
	Claret Training Centre	Mechanics	4	0	4	
	Escola Tecnica Agricola Maliana	Agriculture	41	28	69	
	Escola Tecnica Profisional Santa Maria Mazzarella	Sewing	0	32	32	
	Senai Training Centre	Masonry	7	0	7	
	Senai Training Centre	Plumbing	10	2	12	
	Senai Training Centre	Sewing	0	14	14	<b>193</b>
<b>Primary school</b>	Treinamento e Recursos Aileu	IT	26	14	40	
	Claret Training Centre	Carpentry	7	0	7	
	Claret Training Centre	Sewing	1	15	16	
	Don Bosco Training Centre	Mechanics	32	0	32	
	FUFTILO	Welding	5	0	5	
	FUFTILO	Plumbing	5	1	6	
	SDV Mission Workshop Maliana	Carpentry	12	0	12	<b>118</b>
<b>Secondary Level</b>	Centro Formasaun Informatica e Costura	IT	0	52	52	
	Treino Integral e Desenvolvimento	Hotel and Restaurant Management	4	29	33	
	Treino Integral e Desenvolvimento	Local product	0	57	57	
	Dili Institute of Technology, Baucau	General construction	77	6	83	
	Don Bosco Training Centre	Electricity	17	8	25	
	East Timor Development Agency (ETDA)	Business Administration	12	15	27	
	World Vision	Business Administration	34	33	67	<b>344</b>
	<b>Grand Total</b>			468	533	1,001

## Annex 02: Education of Trainees

Education: highest level before starting the course:																								
Course	No school			Pre-Secondary			Primary school			Secondary school			University			Voc tech sec school			Voc training certificate			Grand Total		
	Femal e	Mal e	Tot al	Femal e	Mal e	Tot al	Femal e	Mal e	Tot al	Femal e	Male	Tota l	Fe mal e	Mal e	Tot al	Femal e	Mal e	Tot al	Femal e	Mal e	Tot al	Femal e	Mal e	Total
Sewing				4		4	1		1	11		11				3		3	1		1	20	0	20
Plumbing					1	1					5	5										0	6	6
Office Skill										35	15	50		2	2					1	1	35	18	53
Mulberry leaf Cultivation and production		2	2	1	4	5		5	5	1	5	6				1		1				3	16	19
Mechanics											15	15					3	3				0	18	18
Masonry		1	1		3	3		1	1	1	10	11				1	1	2				2	16	18
Local product				2		2				34		34				3		3				39	0	39
Livelihood	13		13	5		5	19	1	20	1	1	2										38	2	40
IT										8	6	14	1		1	1		1		1		10	6	16
Hotel and Restaurant Management										6	1	7					1	1				6	2	8
Hospitality				14		14				9		9				1		1				24	0	24
General construction											4	4										0	4	4
Electricity				1		1				2	9	11		1	1							3	10	13
Welding											6	6										0	6	6
Computer basic				3	3	6		1	1	19	11	30	3	9	12	2		2				27	24	51
Carpentry					5	5		1	1	2	25	27		1	1		1	1				2	33	35
Business Administration										12	7	19	3	3	6		1	1				15	11	26
Blacksmith		8	8		2	2					3	3										0	13	13
Bakery										8		8										8	0	8
Agriculture											1	1										0	1	1
<b>Grand Total</b>	13	11	24	30	18	48	20	9	29	149	124	273	7	16	23	12	7	19	1	1	2	232	186	418
%	3%	3%	6%	7%	4%	11%	5%	2%	7%	36%	30%	65%	2%	4%	6%	3%	2%	5%	0%	0%	0%	56%	44%	100%

### Annex 03: Attrition

Training Attrition Rate Male/Female									
Training Center	Type of training center	Course	Started Male	Graduated Male	%	Started Female	Graduated Female	%	Total % Graduated
Centro de Desenvolvimento Comunitario	NGO	Blacksmith	18	18	100%	1	1	100%	100%
Centro Formasaun Informatica e Costura	Church	IT	0	0		52	52	100%	100%
Centro Formasaun Informatica e Costura	Church	Sewing	0	0		26	26	100%	100%
Centro Juvenil Padre Antonio Viera	Church	IT	5	5	100%	24	24	100%	100%
Centro Treinamento e Recursos	NGO	IT	26	26	100%	14	14	100%	100%
Claret Training Centre	Church	Carpentry	7	7	100%	0	0		100%
Claret Training Centre	Church	Mechanics	4	4	100%	0	0		100%
Claret Training Centre	Church	Sewing	1	1	100%	15	15	100%	100%
Dili Institute of Technology, Baucau	Private	General construction	77	77	100%	6	6	100%	100%
Estacao Missionaria Catolica Atauro	Church	Livelihood	17	17	100%	29	29	100%	100%
FUFTILO	NGO	Welding	5	5	100%	0	0		100%
FUFTILO	NGO	Plumbing	5	5	100%	1	1	100%	100%
Roman Luan	NGO	Drying fish	10	10	100%	50	50	100%	100%
SDV Mission Workshop Maliana	Church	Carpentry	12	12	100%	0	0		100%
Centro Treino Integral e Desenvolvimento	Church	Local product	0	0		60	57	95%	95%
Centro Treino Integral e Desenvolvimento	Church	Hotel and Restaurant Management	4	4	100%	31	29	94%	94%
Eiros	Private	Basic computer skills	83	77	93%	61	58	95%	94%
Centro Nacional de Emprego e Formação Profissional	Government	Plumbing	9	8	89%	3	3	100%	92%
East Timor Development Agency (ETDA)	NGO	Business Administration	15	12	80%	15	15	100%	90%
Escola Tecnica Profisional Santa Maria, Mazzarella	Church	Sewing	0	0		37	32	86%	86%
Escola Tecnica Agricola Maliana	Government	Agriculture	47	41	87%	33	28	85%	86%
World Vision	NGO	Office Skill	40	34	85%	40	33	83%	84%
Susteran ADM	Church	Livelihood	0	0		15	12	80%	80%
Centro Nacional de Emprego e Formação Profissional	Government	Carpentry	13	11	85%	2	0	0%	73%
Loron Aban Hahu Ohin (LAHO)	NGO	Mulberry leaf Cultivation and production	41	28	68%	36	24	67%	68%
Senai Training Centre	Government	Sewing	0	0		24	14	58%	58%
Don Bosco Training Centre	Church	Mechanics	59	32	54%	0	0		54%
Senai Training Centre	Government	Plumbing	20	10	50%	4	2	50%	50%
Don Bosco Training Centre	Church	Electricity	44	17	39%	21	8	38%	38%
Senai Training Centre	Government	Stonemason	24	7	29%	0	0		29%
<b>Total</b>			<b>586</b>	<b>468</b>	<b>80%</b>	<b>600</b>	<b>533</b>	<b>89%</b>	<b>84%</b>

## Annex 04: Employer basic data

Company	District	Business Activity	Staff Female	Staff Male	Total Staff	Employees Accepted From Training Centers			Training Center Contact	Nature of Cooperation
						Female	Male	Total		
ANTEATER	Dili	Workshop	0	0	0	0	2	2	Don Bosco Training Centre	We accept trainees for work experience
Bousada Hotel	Baucau	Hotel and Restaurant	18	10	28	0	1	1	CTID	We accept trainees for work experience
Caritas	Dili	NGO	7	18	25	0	0	0	World Vision	We accept trainees for work experience
CAVR	Dili	Administration	6	21	27	1	0	1	Centro Formasaun Informatica e Costura	We accept trainees for work experience
CHL	Dili	Construction	1	3	4	0	12	12	Centro Nacional de Emprego e Formação Profissional	We share industry knowledge
Discovery Inn	Dili	Hotel and Restaurant	8	11	19	0	0	0	Escola Tecnica Profissional Santa Maria Mazzarella	We accept trainees for work experience
Dragon W	Dili	Workshop	1	37	38	0	2	2	Don Bosco Training Centre	We accept trainees for work experience
EDS	Dili	Workshop	2	40	42	0	3	3	Don Bosco Training Centre	We accept trainees for work experience
Elizabeth Hotel	Dili	Hotel and Restaurant	13	9	22	0	0	0	Escola Tecnica Profissional Santa Maria Mazzarella	We accept trainees for work experience
Ensul	Dili	Construction	4	250	254	0	2	2	Don Bosco Training Centre	We accept trainees for work experience
Haburas	Dili	NGO	4	12	16	0	0	0	World Vision	We accept trainees for work experience
Hotel Ce	Dili	Hotel and Restaurant	4	5	9	0	0	0	Escola Tecnica Profissional Santa Maria Mazzarella	We accept trainees for work experience
MTRC	Dili	Administration	3	2	5	0	0	0	Centro Formasaun Informatica e Costura	We accept trainees for work experience
NCBA	Dili	Administration	53	305	358	0	0	0	ETDA	We accept trainees for work experience
One More Bar	Dili	Hotel and Restaurant	32	14	46	4	0	4	Escola Tecnica Profissional Santa Maria Mazzarella	We accept trainees for work experience
Tilosa	Dili	Workshop	1	32	33	0	1	1	Don Bosco Training Centre	We accept trainees for work experience
Timor Lo	Dili	Hotel and Restaurant	20	43	63	0	0	0	Escola Tecnica Profissional Santa Maria Mazzarella	We accept trainees for work experience
Timor Roofing	Baucau	Construction	1	6	7	0	3	3	DIT	We share industry knowledge
Toyota	Dili	Workshop	4	18	22	0	0	0	Don Bosco Training Centre	We accept trainees for work experience
Ventura Hotel	Dili	Hotel and Restaurant	15	3	18	0	0	0	Centro Treino Integral e Desenvolvimento	We accept trainees for work experience
<b>Total</b>			<b>197</b>	<b>839</b>	<b>1036</b>	<b>5</b>	<b>26</b>	<b>31</b>		

## Annex 05: Training outcome based on course duration and skills

		Hours	Days	Start			Finish			No. who gained work/increase income			Enter university			Unemployed			Do not know		
				Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
< 60 days	Livelihood	40	5	17	29	46	17	29	46	14	28	42	3	1	4	0	0	0	0	0	0
	IT	88	11	5	24	29	5	24	29	0	0	0	0	9	9	0	15	15	5	0	5
	Drying fish	60	14	10	50	60	10	50	60	10	50	60	0	0	0	0	0	0	0	0	0
	Basic computer skills	48	24	83	61	144	77	58	135	0	0	0	0	0	0	0	0	0	77	58	135
	Welding	120	24	5	0	5	5	0	5	5	0	5	0	0	0	0	0	0	0	0	0
	Plumbing	120	24	5	1	6	5	1	6	0	0	0	0	0	0	5	1	6	0	0	0
	Blacksmith	200	25	18	1	19	18	1	19	18	1	19	0	0	0	0	0	0	0	0	0
	IT	60	30	26	14	40	26	14	40	1	7	8	0	0	0	25	7	32	0	0	0
	<b>Total</b>			<b>169</b>	<b>180</b>	<b>349</b>	<b>163</b>	<b>177</b>	<b>340</b>	<b>48</b>	<b>86</b>	<b>134</b>	<b>3</b>	<b>10</b>	<b>13</b>	<b>30</b>	<b>23</b>	<b>53</b>	<b>82</b>	<b>58</b>	<b>140</b>
	Completion rate			48%	52%	100%	96%	98%	97%	29%	49%	39%	2%	6%	4%	18%	13%	16%	50%	33%	41%
59%	Traceability																				
60 -100	General construction	480	60	77	6	83	77	6	83	2	0	2	0	0	0	75	6	81	0	0	0
3-6 mth	Mechanics	720	90	4	0	4	4	0	4	2	0	2	0	0	0	2	0	2	0	0	0
some part-time	Mulberry leaf Cultivation and production	272	91	41	36	77	28	24	52	28	24	52	0	0	0	0	0	0	0	0	0
	Masonry	400	100	24	0	24	7	0	7	3	0	3	0	0	0	4	0	4	0	0	0
	Plumbing	400	100	20	4	24	10	2	12	4	0	4	0	0	0	6	2	8	0	0	0
	Sewing	400	100	0	24	24	0	14	14	0	0	0	0	0	0	0	14	14	0	0	0
	<b>Total</b>			<b>166</b>	<b>70</b>	<b>236</b>	<b>126</b>	<b>46</b>	<b>172</b>	<b>39</b>	<b>24</b>	<b>63</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>	<b>22</b>	<b>109</b>	<b>0</b>	<b>0</b>	<b>0</b>
	Completion rate			70%	30%	100%	76%	66%	73%	31%	52%	37%	0%	0%	0%	69%	48%	63%	0%	0%	0%
100%	Traceability																				
120-135	Office Skill	960	120	40	40	80	34	33	67	1	1	2	0	0	0	33	32	65	0	0	0
6 mths	Business Administration	254	126	15	15	30	12	15	27	0	0	0	1	1	2	11	14	25	0	0	0
	Carpentry	600	130	7	0	7	7	0	7	0	0	0	1	0	1	6	0	6	0	0	0
	Hotel and	1040	130	4	31	35	4	29	33	3	12	15	0	0	0	0	0	0	1	17	18



## Annex 06: Cost of Training Courses

Training Center attended	Center Type	Course	Cost USD	Female	Male	Total
Centro de Desenvolvimento Comunitario	NGO	Blacksmith	0		13	13
Centro Formasaun Informatica e Costura	Church	Sewing	17	1		1
		IT	0	1		1
			93	1		1
			96	1		1
			200	2		2
			209	1		1
Centro Nacional de Emprego e Formação Profissional	GOV	Office Skill	0	1		1
		Masonry	0	2	8	10
		Electricity	0		1	1
		Carpentry	0	2	10	12
Claret Training Centre	Church	Sewing	0	9		9
		Mechanics	0		2	2
		Masonry	0		3	3
		Carpentry	0		2	2
Dili Institute of Technology, Baucau	Private	General construction	0		4	4
		Carpentry	0		1	1
Don Bosco Training Centre	Church	Mechanics	0		6	6
			45		6	6
			60		3	3
			270		1	1
		Electricity	0	3	4	7
			15		1	1
East Timor Development Agency (ETDA)	NGO	Business Administration	0	4	2	6
			25	1	1	2
			30	2		2
			70	1		1
			85		3	3
			90	5	4	9
			91	1		1
			100	1		1
			155		1	1
			Eiros	Private	IT	30
0	9	8				17
Computer basic	30	2				2
	45	2				2
	50	3			4	7
	60	1				1
Escola Tecnica Agricola Maliana	GOV	Agriculture	0		1	1
			540	3		3
Escola Tecnica Profisional Santa Maria Mazzarella	Church	Sewing	0	1		1
			540	3		3
		Hospitality	0	1		1
			99	1		1
			180	2		2
			250	1		1
			480	8		8
			540	8		8
576	3		3			

<b>Training Center attended</b>	<b>Center Type</b>	<b>Course</b>	<b>Cost USD</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Estacao Missionaria Catolica Atauro	Church	Livelihood	0	12	2	<b>14</b>
FUFTILO	NGO	Plumbing	0		2	<b>2</b>
		Welding	0		6	<b>6</b>
Loron Aban Hahu Ohin (LAHO)	NGO	Mulberry leaf Cultivation and production	0	3	16	<b>19</b>
Roman Luan	NGO	Livelihood	0	21		<b>21</b>
SDV Mission Workshop Maliana	Church	Carpentry	0		6	<b>6</b>
Senai Training Centre	GOV	Sewing	0	6		<b>6</b>
		Plumbing	0		4	<b>4</b>
		Masonry	0		5	<b>5</b>
		IT	0	3	4	<b>7</b>
		Electricity	0		3	<b>3</b>
		Carpentry	0		14	<b>14</b>
		Bakery	0	8		<b>8</b>
Susteran ADM	Church	Livelihood	0	1		<b>1</b>
			30	1		<b>1</b>
			45	1		<b>1</b>
			62.75	1		<b>1</b>
			160	1		<b>1</b>
Treinamento e Recursos Aileu	NGO	Computer basic	15	8	12	<b>20</b>
			25	1		<b>1</b>
			60	1		<b>1</b>
Treino Integral e Desenvolvimento	Private	Local product	100	39		<b>39</b>
		Hotel and Restaurant Management	18	1		<b>1</b>
			30		1	<b>1</b>
			90	1	1	<b>2</b>
			100	3		<b>3</b>
			150	1		<b>1</b>
World Vision	NGO	Office Skills	30	33	18	<b>51</b>
			60	1		<b>1</b>
<b>Total</b>				<b>232</b>	<b>186</b>	<b>418</b>



