

Promoting Social and Economic Inclusion for Women and Youth in Timor-Leste

Review and Assessment of Policies and Laws



Photo: CEPAD



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CEPAD



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Table of Contents

ACKNOWLEDGEMENTS	3
LIST OF ABBREVIATIONS	5
SUMMARY OF KEY FINDINGS	6
INTRODUCTION	7
1. RESEARCH METHODOLOGY	7
1.1 Desk research and national interviews	7
1.2 Participatory Action Research and stakeholder consultations	8
1.3 National Validation Workshop	9
1.4 Method of analysis	11
1.5 Limitations	11
2. TIMOR-LESTE IN CONTEXT	12
3. RELEVANT LEGAL FRAMEWORKS IN TIMOR-LESTE	15
3.1 Domestic Legal Framework	15
3.2 International Legal Framework	18
4. EXISTING CHALLENGES AND OPPORTUNITIES	19
4.1 Informal Education and Professional Training	19
4.2 Information, Communication and Technology	23
4.3 Culture and Traditions	27
4.4 Consumer Behaviour	30
5. CONCLUSION	33
6. RECOMMENDATIONS	35
7. REFERENCES	37
APPENDICES	39
1. Complete list of research participants	39
2. Sample of survey questions for district-based FGD	44
3. Interviews with key stakeholders	46

List of Abbreviations

BNCTL	National Central Bank of Timor-Leste
CEPAD	Centre of Studies for Peace and Development
CEDAW	Convention on Elimination of all forms of Discrimination Against Women
CLC	Community Learning Centre
DLO	District Liaison Officer
FGD	Focus Group Discussion
GDP	Gross Domestic Product
INDMO	National Labour Force Development Institute
IDP	Internally Displaced Person
NGO	Non-government organisation
PNTL	National Police of Timor-Leste
PAR	Participatory Action Research
REDE FETO	Women's Network
RTL	National Radio of Timor-Leste
RDTL	Democratic Republic of Timor-Leste
SEPFPOE	Secretary of State for Professional Training and Employment Policy
SEIK	Secretary of State for Industry and Cooperatives
SEJD	Secretary of State for Youth and Sport
SEMA	Secretary of State for the Environment
SEPI	Secretary of State for the Promotion of Equality
SDP	Timor-Leste Strategic Development Plan
TVTL	National Television of Timor-Leste
TCF	The Charitable Foundation
TLMDC	Timor-Leste Media Development Centre
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNTAET	United Nations Transitional Administration of East Timor

Summary of key findings

This research project identifies key barriers to increasing social and economic participation of women and youth in Timor-Leste predominantly based on the views and opinions of Timorese citizens including; a lack of accessible and locally-appropriate training opportunities, particularly in remote areas, that can lead women and young people towards dignified employment; information about activities and opportunities which affect women and youth is not adequately disseminated at the local level through avenues that communities can access; avenues for the positive commercialisation of culture and traditional knowledge have not been fully explored by communities or the Government; and the importance of strengthening the quality of local production and 'buying local' has not yet been fully realised throughout Timor-Leste.

This report identifies solid legal frameworks and a range of policy interventions and programmes which have aimed to, or aim now to, address these key barriers and which, if implemented effectively, have great potential to increase the social and economic participation of women and youth in their local communities.

The researchers have therefore identified a disconnect between policy interventions and the experiences of Timorese citizens, leading to the following key recommendations:

- Targeted, inclusive and broad based interactive and constructive dialogue with communities should form the basis of any further Government-led interventions as described in this report.
- Encouraging collaboration between relevant Government departments and between Government and civil society can bring about a joined-up approach to addressing some of the challenges raised by this research.
- Existing physical community spaces such as Peace Houses, Churches, Suco Offices and Community Learning Centres (CLC) need to be used to their full potential or new spaces established in order to better engage local communities in civic education and information dissemination activities as described in this report.

Introduction

This research project is a joint initiative between the UNESCO Office in Jakarta, Indonesia, and Timorese national non-government organisation, the Centre of Studies for Peace and Development (CEPAD) to inform UNESCO's objective to support "Sustainable development, poverty eradication and empowerment of vulnerable communities in Timor-Leste through Safeguarding the Cultural and Natural Heritage."

With a view to rejuvenate the local economy through building capacities to better utilise cultural and natural resources and traditional knowledge in a sustainable and self-sufficient way, this research report aims to identify key opportunities whilst acknowledging existing challenges and put forward potential entry points to capitalise on Timor-Leste's local wisdom as an avenue to enhanced social inclusion strategies through economic development.

Marked by the harsh economic inequalities faced by women in particular and the growing 'youth bulge' in Timor-Leste, this research report focuses on women and youth development priorities to produce a review and assessment of policies and laws affecting women and youth in Timor-Leste. The report aims to highlight the human capital potential of women and youth in the promotion of economic development in Timor-Leste. It is anticipated that this research report will serve as a reference to inform the design and implementation of activities undertaken by UNESCO in Timor-Leste in the future.

Established in 2007 as a national civil society organisation, the Centre of Studies for Peace and Development (CEPAD) has drawn on its long established network countrywide and its strong organisational background in research and public policy development to conduct this research and produce this report.

1. Research methodology

1.1 Desk research and national interviews.

Extensive desk research was conducted to allow the research team to construct a picture of the situation facing women and youth in Timor-Leste, around the four key themes of the study; education and professional training; information, communication and technology; culture and traditions; and consumer behaviour. This component of the research draws heavily on statistical reports and other studies conducted by state and non-state actors which describe the social and economic characteristics of Timor-Leste at the present time. The research team also compiled and reviewed key legal and policy documents in order to understand the conditions under which vulnerable groups are allowed to take part in the development of Timor-Leste. Programme documents describing interventions of state and non-state actors were also relevant to give the CEPAD team a sense of past, current or planned attempts to increase the social and economic participation of women and youth in Timor-Leste and the impacts of such actions.

Additionally, interviews were conducted with key Government actors and community representatives to deepen the team’s understanding of current positions and actions of the State in relation to the social and economic inclusion of women and youth. [See appendix 3 for list of persons interviewed].

1.2 Participatory Action Research and stakeholder consultations

This research draws heavily on qualitative data collected by the CEPAD research team.

Researchers carried out stakeholder consultations in the form of focus group discussions (FGD) in three districts of Timor-Leste; Baucau, Aileu and Maliana (Bobanaro) on February 5, 8 and 12, 2013

respectively. Each of these districts has a Peace House¹ which functions as a hub for peace-building activities in its respective region.² The Participatory Action Research (PAR) method has been used by CEPAD since 2007 as a key



Focus Group Discussion held in Aileu Peace House, February 8, 2013. Photo: CEPAD.

tool for data collection because it aims to engage Timorese citizens in research processes which allow them to identify problems, design solutions and actively participate in the development of outcomes. The PAR approach also compliments the traditional Timorese process of *nahe biti bot* and *sorumutu* (the laying down of the woven mat to meet together) which brings citizens together to discuss issues on common ground. The discussions took place in CEPAD’s Peace Houses and participants were chosen according to CEPAD’s specific selection criteria, based on principles of inclusiveness and

¹ In partnership with The Charitable Foundation (TCF), CEPAD has established four physical spaces or - “Peace Houses” - in Aileu, Baucau, Maliana and Ermera districts. Based on the local tradition of “*nahe biti bot*” – or “rolling out the mat” - Peace Houses were constructed to provide communities with a meeting place for open dialogue and resolution of conflict at the local level.

² To facilitate the implementation of CEPAD’s current and future programme activities, the Programme of Research and Dialogue for Peace (PRDP) has divided Timor-Leste into three regions. Region one integrates Manatuto, Baucau, Viqueque and Lautem districts with a Peace House in Baucau villa. Region two integrates Dili, Aileu, Manufahi and Ainaro districts with a Peace House in Aileu villa. Region three consists of Oecussi, Cova Lima, Bobonaro, Ermera and Liquica districts with a Peace House in Maliana, Bobonaro.

representativeness. Key groups represented at each FGD included religious institutions, women's microfinance groups, district high-schools, martial arts groups, youth groups, universities, district state administration offices, Timor-Leste National Police (PNTL), National Commerce Bank of Timor-Leste (BCTL), and the media. At the Baucau FGD, the Baucau District Administrator formally opened the discussion, while in Aileu and Maliana a representative from the PNTL and the CEPAD District Liaison Officer (DLO) gave formal opening remarks in each district respectively.

The Baucau FGD was attended by 27 participants, 16 female and 11 male. The Aileu FGD was attended by 23 participants, 10 female and 13 male. The Maliana FGD was attended by 27 participants, 18 female and 9 male. [See appendix 1 for a full list of participants and photos of district focus groups].

The first FGD held in Baucau was addressed by CEPAD Executive Director, João Boavida to give an overview of the project to participants and subsequent discussions in Aileu and Maliana were addressed by Project Coordinator, Agostinho Caet. Participants were then divided into smaller groups and asked to brainstorm ideas and issues related to topics of; education and professional training; science and technology; communication and information; culture and history; and consumer behaviour. Discussion questions were posed to smaller sub-groups to generate opinions and ideas. Results were captured on flip charts which were then presented to the larger group by a nominated group representative. Open discussion followed presentation of findings. All components of the FGDs were captured on film by CEPAD's audio-visual team as a record of proceedings from which to cross-check findings.

Participants were also asked to complete a short survey which would provide the research team with relevant demographic information (including but not limited to district, sex, level of education, access to technology and consumer behaviour). The survey results assisted to contextualise responses and give the research team some additional insight into the condition of the research participants. [See appendix 2 for survey provided to participants].

1.3 National Validation Workshop

In order to present, develop and ultimately validate the findings of the district-level consultations, a half-day National Validation Workshop was held in Timor-Leste's capital, Dili, on March 1, 2013. Opening addresses were given by CEPAD Executive Director, João Boavida and Head of Social and Human Sciences Unit from UNESCO Jakarta, Charaf Ahmimed. Four key note speeches were delivered by the Timor-Leste Director General of the Secretariat of State for Youth and Sport (SEJD), Zito de Oliveira; the Secretary of State for Professional Training and Employment Policy (SEPFPOPE), Ilidio Ximenes; the Secretary of State for the Environment (SEMA) (of the Ministry of Commerce, Industry and Environment), Nominando Martins "Buras"; and the event was officially opened by Executive Director of Rede Feto (a national women's networking civil society organisation), Yasinta Luzina.



CEPAD Executive Director, João Boavida addressing the National Validation Workshop, March 1, 2013. Photo: CEPAD.

The National Validation Workshop was attended by 58 participants, 24 female and 34 male, representing the Government, National Parliament, national and international non-government organisations, media, private sector and high-school and university students. To ensure effective district representation, 22 citizens from Baucau, Alieu and Maliana also attended. [See appendix 1 for a full list of National Validation Workshop participants].

Participants were divided into sub-working groups according to four key topics; informal education and professional training; information, communication and technology; culture and traditions; and consumer behaviour. Groups were provided with a summary of key research findings relating to their topic, and with assistance from CEPAD facilitators, were led in a discussion around questions designed to explore findings more deeply. Each group then selected a representative to present a summary of their discussion to the larger group which led to a plenary discussion facilitated by CEPAD Executive Director, João Boavida.

The event was reported in various media including Television Timor-Leste (TVTL), Radio Timor-Leste (RTL), *Timor Post* and *The Independent* newspapers. A story on the event also featured on the Interpeace and UNESCO Jakarta websites. A key feature of the National Validation Workshop was its ability to bring together a wide range of stakeholders from the districts and the capital, Dili, to share their ideas and opinions in the same space. This was an important factor in giving legitimacy to the research process.

1.4 Method of analysis

In accordance with the project Terms of Reference (ToR), the CEPAD research team agreed on a method of analysis which would bring together desk research findings with Participatory Action Research in order to construct a unique narrative around the social and economic inclusion of women and youth in Timor-Leste. Findings from district-level focus group discussions and the National Validation Workshop have been analysed with reference to the conditions and opportunities described in State laws and policies and State and non-State reports, programme documents and other relevant literature. This analysis was conducted with a view to consolidate participants' views with established research findings and draw connections between conditions described by participants and policy and legal frameworks in operation in Timor-Leste. Four key themes were selected which provided direction for collection and analysis of data and allowed the research team to narrow down the scope of the study. The four themes are; informal education and professional training; information, communication and technology; culture and traditions; and consumer behaviour.

1.5 Limitations

The research team identified several limitations in the process of collecting data, analysing research findings and producing this report. It is important to acknowledge these limitations when considering the findings of this research. Limitations can be summarised as follows:

Time constraints:

The relatively short time frame of three months allowed for the execution of this research has somewhat restricted the breadth and depth of the sources of data informing these findings. Data collected through PAR was limited to three districts and a total of 76 carefully selected participants due to the time consuming nature of conducting research outside of the capital, Dili. Christmas holidays and staff annual leave directly following signature of the contract also interrupted the timely recruitment of appropriate staff and commencement of research.

Geography and climate:

Due to heavy rains and an associated deterioration in road conditions throughout the period of research and project implementation (December 2012 – March 2013), CEPAD experienced some difficulty in reaching district locations. Similarly, poor road conditions also inhibited some citizens identified for participation from reaching district capitals to partake in FGDs.

Access to information:

Availability and access to quality information remains limited in Timor-Leste; often state institutions and relevant authorities (including civil society organisations) do not publish their activities and/or reports, while use of, and access to internet remains very low (both in terms of internet connectivity and frequency of use). Government websites describing line ministry objectives and activities often do not exist and/or are poorly maintained, while information and research that is published is often Dili-centric, to the exclusion of countrywide surveys and analyses. Likewise, information, including policies and legislation, published by the state administration is often only available in Portuguese; a language

spoken by few Timorese citizens.³ Compounding this effect, coordination among state and non-state actors also remains limited, resulting in varying, and at times competing, information sources.

2. Timor-Leste in context

Just ten years since the restoration of independence in 2002, Timor-Leste as a young independent democracy is undergoing the transition from post-conflict reconstruction to sustainable peace and development. Nevertheless, despite major gains in establishing state institutions and democratic safeguards, characterised by the administration of presidential and parliamentary elections in 2012, much remains to be done as the young nation works to consolidate its independent sovereignty following the withdrawal of international peacekeeping forces in December 2012. In doing so, key challenges on how best to use Timor-Leste's vast petroleum resources to promote human development remain, as the impoverished South-East Asian state faces a growing population, high youth unemployment and widespread poverty.

From a macro-economic point of view, Timor-Leste depends heavily on state-led budgeting and public spending to drive the economy, which is reliant upon large withdrawals from the Petroleum Fund. It is estimated that the country's Petroleum Fund now totals over USD \$11.8 billion⁴ and constitutes 80-90 percent of Government revenue⁵, leading to increased inflation and the conclusion that Timor-Leste "stands out as the most oil-dependent economy in the world."⁶ Since 2007, growth in public expenditure in Timor-Leste has been particularly rapid, reaching 59% of the non-oil GDP in 2007, 106% in 2008 and 101% in 2009. This in contrast to private sector investment which averaged only 4.6% of non-oil GDP in the period from 2002 to 2007, and 5% in 2009. Timor-Leste has proven to be a problematic option for private investment due largely to a lack of skilled labour, infrastructure, quality public services or a strong regulatory environment,⁷ coupled with a post independence cycle of violence which has provided another disincentive for potential investors in Timor-Leste.

³ According to the UNDP Timor-Leste National Human Development Report 2011, most estimates acknowledge that between 8% and 12% of the population speak Portuguese, however some reports and commentaries put this figure as low as 5% or as high as 25% (UNDP Timor-Leste National Human Development Report, 2011, p. 44).

⁴ The Petroleum Fund of Timor-Leste was established in 2005 to ensure the sustainable receipt and management of Timor-Leste's petroleum revenues. Following amendment to the Law in August 2011, the Petroleum Fund at the end of 2012 now stands at over USD \$11.8 billion (Lao Hamutuk, Timor-Leste Petroleum Fund, Updated 14 February 2013. Accessed online: <http://www.laohamutuk.org/Oil/PetFund/05PFIndex.htm>).

⁵ Oki, R. 'The UN Leaves but East Timor Still Facing Rampant Poverty', *The Jakarta Globe*, December 28, 2012, accessed at <http://www.thejakartaglobe.com/international/un-leaves-but-east-timor-still-facing-rampant-poverty/563885>.

⁶ According to the IMF, by 17.5% in 2011. International Monetary Fund, 'IMF Executive Board Concludes 2010 Article IV Consultation with the Democratic Republic of Timor-Leste', IMF Public Information Notice (PIN) No. 11/31, March 8, 2011. Accessed online at <http://www.imf.org/external/np/sec/pn/2011/pn1131.htm>.

⁷ UNDP Timor-Leste National Human Development Report, 2011, p.21

Economic benefits generated through petroleum revenues are yet to significantly impact the livelihood of many citizens living in rural areas where the majority live, reflecting the overall centralisation of state-building processes and associated economic development and decision-making processes in the capital, Dili. The result has seen the emergence of a 'two-tier' economy, largely dominated by those benefiting from state infrastructure products, to the marginalisation of the majority who rely on subsistence farming and agriculture to survive.

A third of all households in Timor-Leste rely exclusively on subsistence cultivation. Agriculture accounts for 20% of GDP and the sector's productivity is extremely low, with output per worker being less than one tenth of that in the industry and service sectors.⁸ Stagnation of the rural economy in Timor-Leste is a major cause of poverty and food shortages occur regularly in any given year. Following a major social and political crisis in 2006, the country is now in the process of recovering from a period in 2007 when poverty incident rates (following the 2006 political crisis and subsequent economic shock) rose to 49.9%. The World Bank estimated in 2009 that poverty had since dropped to 41%⁹, characterized by a marked increase in petroleum revenues and associated state expenditure to drive the economy. The UNDP's 2013 Human Development Report states that the population living below the national income poverty line in Timor-Leste is currently 49.9% and the population living below US\$1.25 per day is 37.4%.¹⁰ Government cash transfers to Internally Displaced Persons (IDPs), veterans and vulnerable households since 2006 have had some short-term positive impact on poverty levels, although the longer term effects of such measures are as yet undetermined.

Meanwhile, Timor-Leste's population growth is increasing by 2.4% each year and the country possesses one of the highest birth rates in the world, resulting in a very young population.¹¹ The 2009 – 2010 Demographic and Health Survey indicates that while there has been a decrease in the fertility rate from 2005 to 2009, the birth-rate remains at 5.7 births per woman. As such, UNDP estimated in 2011 that 45% of the population is younger than 15 years.¹² This also leads to a very high age dependency ratio (as a percentage of the working-age population) in Timor-Leste which was last reported at 95.02% in 2011.¹³

Population growth in Timor-Leste has been accompanied by unprecedented rural-urban migration, with estimates that 42.6% of Dili's population was not born in Dili, but has rather migrated to the capital from rural areas.¹⁴ As it stands, 77% of Timorese live in rural areas as compared to 21.97% living in Dili.¹⁵

⁸ UNDP Timor-Leste National Human Development Report, 2011, p. 19

⁹ World Bank. 2012. A 2009 update of poverty incidence in Timor-Leste using the survey-to-survey imputation method. Washington D.C. - The Worldbank. Accessed online at <http://siteresources.worldbank.org/INTTIMORLESTE/Resources/tlpovertynote.pdf>

¹⁰ UNDP, Human Development Report, 2013, p.160.

¹¹ UNDP Timor-Leste National Human Development Report, 2011, p. 29

¹² UNDP Timor-Leste National Human Development Report, 2011, p. 23

¹³ Trading Economics, 'Age dependency ratio (% of working-age population) in Timor Leste', accessed online at <http://www.tradingeconomics.com/timor-leste/age-dependency-ratio-percent-of-working-age-population-wb-data.html>

¹⁴ UNDP Timor-Leste National Human Development Report, 2011, p. 22.

Growing unemployment in Dili's urban environment continues to fuel frustrations among Timorese youth about the lack of employment and income generation opportunities, which at times manifests itself in violent gang behaviour, exhaustion of local businesses, and an increase in the incidence of begging in the capital.

In terms of education, Timor-Leste still has a long way to come, particularly in ensuring that educational opportunities are being pursued by males and females equally. Key challenges in education since the restoration of Independence in 2002 include developing a consistent language of instruction, providing adequate resources and textbooks and ensuring on-going professional development of teachers.¹⁶ In 2010, the adult literacy rate (in Tetum) was calculated at 56.1%; 61.3% for males and 50.9% for females. Literacy rates in urban areas are markedly higher, at 80.9% as compared to 44.6% in rural areas.¹⁷ The 2010 National Census states that 30% of males have never attended school, as compared to 37% of females.¹⁸ Additionally, 18% of the male population aged over 18 years has completed secondary education as compared to 12% of women aged over 18 years.¹⁹

Harsh economic conditions weigh heavily on Timor-Leste's women and youth, as significant gender inequalities in paid employment persist, coupled with the so-called 'youth bulge', where the cohort of 15-29 year olds account for almost 30% of the total population.²⁰ The national unemployment rate sits at a relatively low 3.6%, however, this is based on a 'relaxed' definition of work which considers a person who works only one hour per day as being employed.²¹ The UNDP 2013 Human Development Report states that the labour force participation rate in Timor-Leste is 38.4% for women and 74.1% for men.²² The Timor-Leste Labour Force survey 2010 states that of the 70,000 paid employees reporting wages in Timor-Leste, 55,000 are male and 15,000 are female. The Survey also estimates that 23% of women aged between 20-24 years are unemployed.²³ It goes on to state that of the Timorese citizens who were classified as unemployed across Timor-Leste, approximately 48.1% had completed secondary and/or technical education and a similar number had finished their education at a lower level. This figure for women was 58.6% and for men, 40.8%. Furthermore, 7.2% of those who had completed Technical or University education were unemployed, this figure being higher in rural areas (11.1%).²⁴

¹⁵ UNDP Timor-Leste National Human Development Report, 2011, p. 29

¹⁶ Earnest et. al. 'Exploring the Rebuilding of the Education System in a Transitional Nation: The Case of Timor-Leste' *Analytical Reports in International Education*, vol. 2, no.1, March 2008, p.83-84.

¹⁷ National Statistics Directorate & United National Population Fund, 'Population and Housing Census of Timor-Leste, 2010; Volume 3 'Social and Economic Characteristics', p.xvii

¹⁸ National Statistics Directorate & United National Population Fund, 'Population and Housing Census of Timor-Leste, 2010; Volume 3 'Social and Economic Characteristics', p.15

¹⁹ UNDP Timor-Leste National Human Development Report, 2011, p.33

²⁰ International Labour Organisation, 'Timor-Leste Decent Country Work Programme 2008-2013', p.4.

²¹ SEPOPE & DNE TL, 'Timor-Leste Labour Force Survey 2010', p.59.

²² UNDP, Human Development Report, 2013, p.158.

²³ SEPOPE & DNE TL, 'Timor-Leste Labour Force Survey 2010', p.54

²⁴ SEPOPE & DNE TL, 'Timor-Leste Labour Force Survey 2010', p.60

These figures suggest a disparity between skills gained through education and the practical application of those skills in paid employment.

3. Relevant Legal frameworks in Timor-Leste

This section details existing national and international legal frameworks in effect in Timor-Leste which are relevant to social inclusion and economic development of women and youth.

3.1 Domestic legal frameworks

Women's and youth participation in decision-making processes is a key component of democracy and represents not merely a goal, but rather a cornerstone for its success. To this extent, legal provisions guaranteeing equal rights for all citizens, including women and youth, underpin the basis for their greater participation in the local economy in Timor-Leste. Since the restoration of independence in 2002, the Government of Timor-Leste (RDTL) has undertaken several fundamental measures to safeguard the interests and rights of women and youth countrywide.

RDTL Constitution:

Under Sections 16 (2) and 17, the RDTL Constitution clearly states that there should be no discrimination against men or women in all spheres of life.²⁵ Section 39 (3) goes on to specify rights within marriage stating; "Marriage shall be based upon free consent by the parties and on terms of full equality of rights between spouses, in accordance with the law." Specific provisions for youth are further guaranteed under Section 19, which calls for the State to "promote and encourage youth initiatives towards the consolidation of national unity, reconstruction, defence and development of the country", including through the promotion of education, health and vocational training initiatives. Section 46 (1) gives every citizen the right to participate in the political life and in the public affairs of the country, either directly or through democratically elected representatives. In relation to employment and business, the RDTL Constitution states in Section 50 (1) and (5) respectively that: "Every citizen, regardless of gender, has the right and the duty to work and to choose freely his or her profession" and "The State shall promote the establishment of co-operatives of production and shall lend support to household businesses as sources of employment."

The RDTL Constitution addresses economic, social and cultural rights and duties in some detail, including the following:²⁶

- Section 59 (1): The State shall recognise and guarantee that every citizen has the right to education and culture, and it is incumbent upon it to promote the establishment of a public system of

²⁵ Democratic Republic of Timor-Leste (RDTL) Constitution, 2002, Dili, Timor-Leste. Section 16 (2) reads, "Do not discriminate against people on basis of skin, race, civil status, sex, ethnic origin, language, social or economic position, political views or ideology, religion, education, or physical or mental condition or disability;" Section 17: "Women and men have the same rights and obligations in raising families, and in the cultural, societal, economic and political arenas."

²⁶ Democratic Republic of Timor-Leste (RDTL) Constitution, 2002, Dili, Timor-Leste, Section 59.

universal and compulsory basic education that is free of charge in accordance with its ability and in conformity with the law.

- Section 59 (2): Everyone has the right to equal opportunities for education and vocational training.
- Section 59 (3): The State shall recognise and supervise private and co-operative education.
- Section 59 (4): The State should ensure the access of every citizen, in accordance to their abilities, to the highest levels of education, scientific research and artistic creativity.
- Section 59 (5): Everyone has the right to cultural enjoyment and creativity and the duty to preserve, protect and value cultural heritage.

Legislation affecting women:

Building on provisions outlined in the RDTL Constitution, further protection and promotion of the rights of women can be found in Decree Law No. 16/2008 which establishes the Office of the Secretary of State for the Promotion of Gender Equality (SEPI). SEPI is mandated to: "design, implement, coordinate and assess policies in areas related to the promotion and defense of gender equality". SEPI was established to promote and support sectoral policies strengthening the role of women in Timor-Leste society by revising laws, policies, budget and governmental programmes and to work towards a gender-integrated approach in all sectors of sustainable development and social rights. Moreover, SEPI is responsible for working with civil society to promote gender equality at the local, national and international level.²⁷

Decree Law No. 7/2010; 'Law Against Domestic Violence', reinforces the State's commitment to protecting women and young people, stating in its preamble that: "it is its [the States] role to coordinate all public, private and community leaders in implementing the policies on prevention of domestic violence and victim support."²⁸ The objective of this law is to establish the legal regime applicable to the prevention of domestic violence and protection and assistance to victims.²⁹ It goes on to define domestic violence as that which includes physical, sexual, psychological and economic forms and declares that all domestic violence crimes as outlined in the Criminal Code are public crimes.³⁰

Legislation affecting youth:

Legal frameworks with specific reference to youth include the Draft Child's Code developed in May 2011, which outlines rights and freedoms of the child, child protection provisions and the establishment of the National Commission on the Rights of the Child.³¹ The first Part of the Code contains the basic definitions, namely the State's specification of the age of children being under 17 years. This Part also outlines general principles that guide the application and interpretation of the Code, namely the

²⁷ Decree Law No. 16/2008; 'The Organic Law of Secretary of State for Promotion of Equality'.

²⁸ Decree Law No. 7/2010; 'Law Against Domestic Violence', Preamble.

²⁹ *Ibid*

³⁰ Decree Law No. 7/2010; 'Law Against Domestic Violence', Article 36

³¹ RDTL Child's Code, Draft May 2011. Preamble. (accessed online at <http://www.mj.gov.tl/?q=node/243>)

The National Commission on the Rights of the Child was officially launched on 22 September, 2009.

prohibition of discrimination, the principle of the best interest of the child, the principle of the inherent right to life and to the survival and development of the child and the principle of participation.³² The Code responds to Timor-Leste's obligations as a State Party to the International Convention on the Rights of the Child (ratified in 2002), as well as the Principles enshrined in the RDTL Constitution of the Democratic Republic of Timor-Leste (Articles 9, 18 and 19).³³ It is worth noting that the National Commission on the Rights of the Child will not gain institutional and functional autonomy until the Draft Child's Code is approved.

The Office of the Secretary of State for Youth and Sport operates under Decree Law No.13/2008; 'Organic Law of Secretary of State for Youth and Sports'. The Secretariat of State for Youth and Sport is responsible for the design, implementation, coordination and evaluation of the policy defined and approved by the Council of Ministers in the areas of the welfare promotion and the development of young people, physical education and sport. As outlined in the National Youth Policy of Timor-Leste, developed in 2007, the Government has six strategies for developing the youth of Timor-Leste which are as follows: mobilise young people to serve their communities; establish links between education and after-school reality; provide more and better job opportunities for young people; teach illiterate young people how to read and write; help the most disadvantaged youth; and promote the civic participation of young people.³⁴ The policy also declares that 'youth' in Timor-Leste refers to those between the ages of 16 and 30 years.³⁵

Labour and education legislation:

In reference to labour and employment, the original Labour Code of the Democratic Republic of Timor-Leste was approved through UNTAET Regulation No. 2002/05 of 1 May and was revised and passed anew through the National Parliament as Law No.4/2012 in December 2011. The Labour Code establishes the legal regime applicable to individual as well as collective labour relations. The Code covers fundamental principles of equality, prohibition of harassment and prohibition of forced labour. Notable inclusions are the establishment of an 8 hour working day³⁶ and the requirement that; "all workers, men and women, have the right to equality of opportunities and treatment insofar as access to employment, training and capacity building, work conditions and remuneration are concerned."³⁷ The Office of the Secretary of State for Professional Training and Employment Policy is the main government institution responsible for overseeing the implementation of this law.

Another important addition to the legal framework in Timor-Leste surrounding labour and employment is Decree Law No.16/2004; 'Rule on Work Cooperatives'. This Law builds on the provisions outlined in

³² RDTL Child's Code, Draft May 2011. Preamble. (accessed online at <http://www.mj.gov.tl/?q=node/243>)

³³ <http://www.mj.gov.tl/?q=node/241>

³⁴ Government of Timor-Leste & SEJD, National Youth Policy of Timor-Leste, November 14, 2007, p.9

³⁵ Government of Timor-Leste & SEJD, National Youth Policy of Timor-Leste, November 14, 2007, p.6

³⁶ Law No. 4/2012; 'Labour Code of Timor-Leste', article 25.

³⁷ Law No. 4/2012; 'Labour Code of Timor-Leste', article 6

the Constitution of the Democratic Republic of Timor-Leste described above. The preamble of this Law states the following; "This decree law aims to help rekindle cooperative values in order to release energy to rebuild the country and the mentalities and values that have been deformed during the sombre period of military occupation."³⁸ The law outlines seven principles; voluntary and open membership; democratic member control; member economic participation; autonomy and independence; education, training and information; cooperation among cooperatives and concern for community.³⁹ The Office of the Secretary of State for Industry and Cooperatives is responsible for overseeing the implementation of this law.

The legal framework surrounding education in Timor-Leste is contained predominantly within Law No. 14/2008; 'Education System Framework Law', which builds on Article 59 of the RDTL Constitution to guarantee; "all citizens the right and equal opportunity for education and professional training, access to education at its highest levels, scientific research and artistic creation, in addition to the right to enjoyment and cultural creativity, and the responsibility to preserve, protect and emphasize our cultural heritage."⁴⁰ The Preamble goes on the state that; "The ideal of providing a universal primary education of nine years of compulsory free schooling, strengthening the guarantee of equal opportunities to access and academic success, and the planning of measures designed to provide an effective schooling to all citizens based on standards of quality are important markers of this law."⁴¹ Of note, the law includes in Article 4, a provision that; "The efficiency of the educational policy and its effectiveness are subject to regular and public evaluation, under terms of the present law and other supplementary legislation"⁴² Article 6 outlines the role of The National Education Commission which is responsible for consulting functions in the area of educational policy and contributing to the existence of a broader consensus regarding its objectives, through the participation of various social, cultural and economic representative forces within the country.⁴³

3.2 International legal frameworks

On December 10 2002, following formal independence on 20 May 2002, the RDTL also signed and ratified the following international treaties which are relevant when considering economic and social inclusion of women and youth in Timor-Leste.

- Convention on the Elimination of all Forms of Racial Discrimination (1965);
- International Covenant on Civil and Political Rights (1966);
- International Covenant on Economic, Social and Cultural Rights (1966);
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979);

³⁸ Decree Law No. 16/2004; 'Rule on Work Cooperatives', Preamble.

³⁹ Decree Law no. 16/2004; 'Rule on Work Cooperatives', Article 3.

⁴⁰ Law No. 14/2008; 'Education System Framework Law', preamble.

⁴¹ Law No. 14/2008; 'Education System Framework Law', preamble

⁴² Law No. 14/2008; 'Education System Framework Law', article 4

⁴³ Law No. 14/2008; 'Education System Framework Law', article 6

- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984);
- Convention on the Rights of the Child (1989); and
- Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women (2000).

Overall as stated by the Secretary of State for Professional Training and Employment Policy, Sr. Llidio Ximenes, whilst addressing the National Validation Workshop;

“Existing legal provisions guaranteeing equal rights for all citizens, including women and youth, seem already sufficient and all-inclusive... what is equally needed is corresponding affirmative action by women and youth at the grassroots level to help bring about their needs and wishes, which are legally endorsed ... without which, however sufficient and comprehensive the laws are, nothing will change as some of the existing laws lack local context...”

4. Existing challenges and opportunities

The two preceding sections offer an overview of the key legal frameworks and political, economic and socio-economic realities facing women and youth in Timor-Leste. As such, the report will move on to detail key challenges and opportunities per four thematic areas; informal education and professional training; information, communication and technology, culture and traditions and consumer behaviour. This section draws together findings from community-level stakeholder consultations and the National Validation Workshop with information about relevant policies and programmes with a view to establish a connection between past, current or planned interventions and realities as they are perceived at the community level.

4.1 Informal Education and Professional Training

“If we young people can’t read and write, if we can’t count and if we don’t have skills, we can’t get a job to improve our lives”

(Young woman, Aileu District)

Appropriate, effective and accessible informal education and professional training is one of the most important factors in the social and economic inclusion of marginalised groups. This is particularly salient in the case of Timor-Leste where the education system has been severely disrupted due to the country’s violent past and successive post-independence political crises.

Challenges

During CEPAD’s district-level focus group discussions (FGD) and National Validation Workshop, a number of challenges facing women and youth with regard to formal and informal education and professional training were identified by communities. Participants in all three districts focussed heavily on challenges associated with formal education, which suggests to CEPAD that the importance of informal

education and training for adults (over the age of 17) is not always fully recognised by Timorese citizens in rural areas. Many adults in Timor-Leste have not had the chance to attend formal schooling, as determined by the 2010 National Census, 30% of males have never attended school, as compared to 37% of females.⁴⁴ As stated by one participant in Maliana, participation in the struggle for independence is one reason that many Timorese missed out on formal schooling.

Participants in Maliana and Baucau cited poverty as a reason that households struggle to pay for uniforms, books and other associated costs with sending children to school. Although Section 59, article 1 of the RDTL Constitution states that; “compulsory basic education that is free of charge in accordance with its ability and in conformity with the law”, in practice, lack of economic resources are still a barrier for many. Other barriers discussed include distance between home and school, poor facilities and overcrowding (in Maliana and Aileu), and inadequately trained teachers (in Baucau and Aileu). Language of instruction was also cited as a key barrier by participants in Maliana and Aileu.

Participants in Baucau, Maliana and Aileu pointed to a lack of motivation to pursue educational opportunities. It was suggested that families and communities may not recognise the value of education and therefore don't encourage women and youth to pursue opportunities. Additionally, as explained by participants in Maliana, women may feel ashamed to go to school, a sentiment supported by findings from a *Rede Feto* study which cite lack of support from community leaders and lack of appropriate facilities for women as just two barriers to pursuing education.⁴⁵

Another reason cited by participants in Maliana explaining a lack of motivation is that young people may be discouraged by a lack of job opportunities available upon completion of school. This perception is backed by data gathered in the 2010 National Census which states that approximately 48.1% of Timor-Leste's unemployed had completed secondary and/or technical education. This point was also expressed by participants in Aileu who explained that while some youth and women have attended training provided by Government, the UN and NGOs, they can't apply their skills in practice partly because these skills don't meet market demands which in turn, leads to unemployment. This sentiment was reinforced by the Director General of SEPFOPE at the National Validation Workshop who explained that many young people receive basic training, however, the market demands employees with higher level skills. For example, in Maliana, participants explained that young people in their area have received basic electrician training, but this training has not been adequate in meeting the requirements of contractors.

⁴⁴ National Statistics Directorate & United National Population Fund, 'Population and Housing Census of Timor-Leste, 2010; Volume 3 'Social and Economic Characteristics', p.15

⁴⁵ Information taken from interviews with *Rede Feto* Staff and Members, during an assessment by the Irish Government of its Aid Programmeme to Timor-Leste, Dili, June, 2008 (UNDP Timor-Leste National Human Development Report, 2011, p.33).

When reflecting further on informal education and vocational training, participants in Baucau and Maliana agreed that a lack of locally appropriate vocational schools in most districts means that young people are not able to acquire skills to meet local market demands. This sentiment was reiterated by sub-group participants at the National Validation Workshop, stating that people are forced to leave their districts to gain skills that allow them to be employed. This is a contributing factor to the growing rural/urban divide in Timor-Leste. Participants in the three districts felt that professional training opportunities had not fully reached women and youth living in the most rural areas, a point which was reinforced at the National Validation Workshop. An additional point raised at the National Validation Workshop was that the needs of people with disabilities have not been adequately reflected in the provision of education and training in Timor-Leste.

Opportunities

There are a number of promising Government-led initiatives which go some way towards addressing concerns and ideas expressed by participants in CEPAD's focus group discussions. Secretary of State for Professional Training and Employment Policy, Sr. Llidio Ximenes, whilst addressing the National Validation Workshop in Dili, stated that;

"We need to be clear on what kind of specific training we need to provide for our people that meets market demand. We should define the kind of training that is based on the market's interest, not on the interest of one or two people. If the kind of training that we provide doesn't meet market needs then chances are that many youth and women will not find employment even after receiving numerous types of training. This has become an issue that needs to be addressed."

This statement indicates that there is further opportunity now to conduct analysis of the training needs of each district which can meet the demands of local markets. One option for ensuring that training will lead to employment is to focus on types of training that can assist women and young people to participate in business activities for generating income. Participants in Aileu pointed out that some groups began producing local products, but ceased operation due to a lack of management and leadership. Participants in Baucau and Maliana felt that the most appropriate skills for this purpose include literacy, numeracy, life skills, business, marketing and management because these are seen as skills that most benefit those who have not attended formal schooling. The need to provide training which enables and encourages local groups (especially women's groups) to generate income by producing local products was reiterated at the National Validation Workshop.

According to the Program of the Fifth Constitutional Government (2012-2017), measures to align training more closely with local market demands have been identified by the current Government. The document states the following;

"It is important that all Timorese have the opportunity to develop their skills and that all districts provide access to skills and training centres to enable the development of the local economy. The Government will undertake an analysis of the skills needs of each district for

economic and social development which will guide the establishment of Government and non-Government district skills centres to deliver accredited training. As well as providing accredited training, these centres will encourage youth to enter the labour market, provide career guidance and vocational advice, make referrals to training providers, support women entering the labour market, implement employment programmes and promote self employment by developing entrepreneurship and teaching business skills."⁴⁶

An initiative which has already had some success, the Government plans to build 65 Community Learning Centres (one in each sub-district) by 2015 which have a primary focus on literacy training for people who are above school age and have not had the opportunity to access formal education.⁴⁷ Funded by the Australian Government, The Training and Education Support Programme, which began on 1st January 2013, is supporting the Government of Timor-Leste through the Secretariat of State for Vocational Training and Employment Policy (SEPFOPE) and the National Labour Force Development Institute (INDMO).⁴⁸ The Programme targets male and female beneficiaries in all 13 districts of Timor-Leste with a particular focus on ensuring that young people, women and people with disabilities have access to good quality, industry linked training leading to productive work outcomes.⁴⁹ This new programme has the potential to address the challenge of linking training more effectively with employment opportunities for marginalised groups.

Another positive initiative is the establishment of Business Development Centres in Baucau, Dili, Maliana, Maubisse, Suai, Lospalos, Ermera, Viqueque and Oecussi by the Institute for Business Support (IADE).⁵⁰ This initiative is described in the Programme of the Fifth Constitutional Government (2012-2017). Business Development Centres provide training in how to identify and start a business, improve a business and expand a business. The Government plans to extend IADE Business Development Centres to all districts to offer a range of services including agribusiness services and others identified through a district needs assessments. Partnerships with professional training centres will be sought to provide relevant technical skills training.⁵¹

The success or otherwise of these Government-led initiatives will depend largely on the ability of Ministries and their partners to effectively consult communities.

⁴⁶ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.25

⁴⁷ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.16

⁴⁸ National Labour Force Development Institute (INDMO) was established in 2008 to provide regulation, quality assurance and structure to vocational training and education in Timor-Leste including a registration process for training organisations and contributing to a framework for the development of qualifications.

⁴⁹ International Labour Organization (ILO), 'Training and Employment Support Program (TESP) (Timor-Leste)', accessed at http://www.ilo.org/jakarta/whatwedo/projects/WCMS_204371/lang--en/index.htm

⁵⁰ The IADE was established in May 2012 with the mission of supporting development and provide training and business training for the micro, small and medium-sized enterprises and cooperatives of Timor-Leste.

⁵¹ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.54

One male participant in Maliana felt that;

“We should invite youth and women in group discussion and allow them to speak to practice public speaking skills, they should be given chances to explore ways to solve issues affecting their lives. If we don't do so they will never improve themselves.”



Focus Group Discussion held in Maliana Peace House, February 8, 2013. Photo: CEPAD.

This sentiment suggests that there is an opportunity to better engage women and youth in consultations in their local area. Interactive dialogues in rural communities can encourage women and youth to think broadly about the kinds of opportunities (beyond formal education) that may lead to their increased social and economic participation. Such activities can also motivate communities to recognise the importance of taking advantage of educational opportunities that become available to them as participants in Maliana also felt that a socialisation programme in their community could increase awareness of community leaders and parents on the importance of educating young people. It is this kind of platform that could best inform Government plans to improve provision of training services in rural areas.

4.2 Communication, Information, and Technology

“Many youth and women in rural areas often miss out on information on any opportunities...therefore they don't participate actively in the development process”
(Woman, Aileu District)

Accessing information through print and electronic media is an increasingly important factor for improving social and economic life of women and youth and society as a whole. As demonstrated by the quote above, participants recognised the fact that a lack of information often leads to their inactive participation in the nation's development.

Challenges

Women and youth in the rural areas of three districts, Baucau, Aileu and Maliana, revealed the main challenges facing them in accessing information about education and training opportunities were a lack of devices such as radio, television and mobile phones as well as the absence of 'agents' to bring information to isolated areas. While urban youth in Maliana district said they have access to information from the capital (Dili), many youth in rural areas still don't have access as information doesn't reach them due to poor infrastructure (roads, network coverage, electricity) and lack of people who can disseminate information. Participants in Maliana also mentioned that Dili-based newspapers are not distributed in rural areas making it difficult to access up-to-date information. The absence of electricity in many areas prevents access to media sources especially electronic devices. As one youth said;

"Bring first electricity to rural areas and information will follow".

In Baucau, the community, especially, those who have no office jobs don't get access to reading printing newspapers on opportunities which may alleviate their social and economic marginalisation. Women and youth in Aileu appreciated the active performance of local/community-based radio as it reaches most areas, but they raised the concern that such radio doesn't provide informative programmes, focussing rather on music programmes. In addition, some remote areas in that district are not covered by radio channels due to low frequency and there has been no effort undertaken to resolve this issue.

Even if existing electronic and print media such as radio, TV and newspapers were used better to spread information on programmes targeting women and youth in the three districts, the challenge persists given the low percentage of people owning and having access to such devices. According to the 2010 Census, the total number of households in Aileu is 6,965, 37.6% of which own and access radio, 12.9% of which own and access TV and 48% of which own and access mobile phones. Baucau has a total population of 21,255; 26% own and access radio, 17% own and access TV and 51.7% own and access mobile phones. The total population of Maliana is 16,883; 27% own and access radio, 15% own and access TV and 50% own and access mobile phones.⁵² In Baucau there are three radio stations operating on the ground; Community Radio of Matebian, co-established with the World Bank; Radio Fini, a religious-based station and Radio Uma Media Rejional, a state-owned station. Aileu has two radio stations; Community Radio of Aileu, established by a religious organisation and Radio Timor-Leste, a state-owned station. There are two radio stations in Maliana; community-based radio (which is not always functioning) and Radio Timor-Leste. Attempts have been made by the government through the Secretary of State for Youth and Sport to establish and circulate a youth newspaper 'Voice of Youth' and this was successful in reaching the district level, however, participants reported that it failed to reach more rural areas and is no longer functioning due to lack of funding.

⁵² National Statistics Directorate & United National Population Fund, 'Population and Housing Census of Timor-Leste, 2010; Volume 4, 'Suco Report', p.505.

Participants in Baucau district raised the issue that the existing points of information dissemination (including local radio, TVTL and newspapers) are not reflective of local issues, tending to disseminate Dili-based information instead. An observation from the District Administrator is that there is always a lack of media coverage on local events and instead of airing informative programmes, local radio opts to broadcast music-related programmes. A similar concern was raised by youth and women in Aileu and Maliana in that local journalists do not actively search for information, news, issues and events that take place within their district and as such, community members are not well informed about what is happening in their own area. The reasons for this vary from one district to another. Participants in Aileu pointed to the lack of incentives provided to local journalists (no monthly salary, no transportation) to enable them to perform their work effectively. They stated further that most journalists work on a voluntary basis which leads to what they call 'work on one's availability'. Lack of access to remote areas due to underdeveloped roads is also a barrier facing local journalists in Maliana in their attempts to capture locally appropriate news and information.

The telecommunications network has not yet covered all rural areas particularly in the districts of Aileu and Maliana which prevents the use of mobile phones and denies access to internet. According to participants, Timor Telecom⁵³ has not yet extended its basic infrastructure to the most remote areas. This frustration is described in the following quote:

"Communication network is still not covering rural areas; community in those areas having purchased mobile phones can't use them as there is no coverage. If you go to rural areas there is no TimorTelcom, so you can't make phone calls or somebody can't reach you by phone. With this persistent situation, how can rural community communicate about and obtain information on jobs or scholarships?"
(University student, Aileu)

The community members' lack of a feeling of ownership of the facilities provided by the government or NGOs is another challenge. Since 2012, the government has installed facilities such as TV and cable channels in all villages across the country to connect the community with media, however participants stated that no clear maintenance plan has meant that such facilities have become damaged. Participants in Maliana stated that some facilities like TVs and DVD players don't function well and there is not yet a maintenance process being taken to repair the broken devices. On the other hand, in Baucau district for instance, participants admitted that even though technological apparatus such as radio and TV are in place, some people don't feel motivated to read newspapers, listen to radio and watch TV to see news which is affecting their lives.

⁵³ In late 2011, the Government signed a settlement agreement with Timor Telecom, the monopoly operator since 2002, to terminate the latter's exclusivity which paved the way for market competition. After an international bidding process, two new licenses were granted in July 2012 for GSM mobile telephony and 3G internet-access services. These two operators are expected to commence their services in the first quarter of 2013.

Technological devices such as computers are viewed by many as instruments which make life easier. Youth and women when consulted at the three districts revealed that they wanted computer training as many still have very limited access to computer and internet. In Maliana, many young people are computer illiterate, thus preventing them from having access to computer use as stated by the young man in the following quote:

"In my experience I've come across many young women and men who don't know how to use computer, so if they are illiterate in computer use then they can't use internet for searching for information"
(Young man, Maliana District)

Women and youth looking to start small businesses need to access small-scale technology which can improve quality of products and services. Lack of access to micro-finance loans is a challenge preventing youth and women, particularly those who have gained business skills, from applying the skills because they can't purchase start-up equipment. As suggested by participants in Maliana and Baucau, there is a need to connect women's groups to better technology and machines to improve the quality of local products to compete in the market.

Opportunities

Local sites of information sharing could improve access of marginalised groups to opportunities in their areas. Existing structures which might be able to develop notice boards, small libraries and internet access points include Peace Houses, Community Learning Centres and Suco offices. With particular attention to information about training and employment for youth, the Government, as part of the National Youth Employment Action Plan⁵⁴, proposed the establishment of an extended network of Employment and Career Guidance Centres (CEOPs), to provide career guidance and counseling to in-school and out-of-school youth and to disseminate relevant information on training and employment opportunities.⁵⁵

The Government has identified the need to use information dissemination to better connect citizens with the State through a new, consolidated whole-of-government online portal which will allow citizens, visitors and investors access to information.⁵⁶ The new Government website will be developed to provide public information campaigns, in local languages, about domestic violence, nutrition and education for girls.⁵⁷ While this is a step in the right direction, given the barriers participants experience to accessing computers and internet, this may not have the effect the Government is hoping for.

More in line with the needs of participants in this research, according to the Program of The Fifth Constitutional Government, the Government will continue promoting gender awareness programs and

⁵⁴ The YEP Programme concluded in June 2010 and final results are not yet available.

⁵⁵ SEPFOP, AusAID, ILO, 'YEP Youth Employment Promotion Programme; Progress Report April to September 2010', p.24

⁵⁶ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.64

⁵⁷ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.22

public debates in the media, namely on community radio and on TVTL.⁵⁸ As identified by participants, there is potential to share information through theatre in a community setting, which is an appealing method in areas where other means of information sharing are not available due to lack of infrastructure. According to participants in the three districts, theatre groups in their communities often perform drama which spreads valuable information to low-literacy audiences on issues such as domestic violence, HIV/AIDS and education.

A training programme targeting young people in all 13 districts with 65 participants has been initiated by the office of the Secretary of State for Youth and Sport (SEJD) in close collaboration with the Timor-Leste Media Development Centre (TLMDC). Computer and internet literacy and basic journalistic skills are among the content of the training intended to encourage youth to contribute information to media on issues and events that relate to their area. This opportunity was declared by the National Director of the Secretariat of State for Youth and Sport during CEPAD's the National Validation Workshop. The Director further affirmed a partnership with the National Youth Council⁵⁹ which is establishing internet access centres in all 13 districts.

4.3 Cultural and traditions

“Our culture and traditions can positively contribute to the improvement of the economic situation of youth and women if used properly...for instance; in the past our ancestors utilized our traditional items and knowledge to perform economic transactions”

(Woman's representative, Maliana district)

Aspects of Timorese culture and traditions can provide both barriers and opportunities for the social and economic inclusion of women and youth. As suggested in the quote above, if managed appropriately there is great potential to capitalise on culture and traditions to strengthen local economies.

Challenges

Participants in three districts perceived that there is little conscious effort on the part of the Government to safeguard and promote traditional clothes, traditional dances, *lain dadolin* (traditional welcome gesture), sacred houses, traditional food, ceremonies and rituals and much less to promote the use of such activities and products for income generating purposes. As explained in the following quote:

“Timor-Leste is rich in cultural and traditional practices and we need to give value so that we can keep them alive. Also items like tais and other clothes are part of our identity that need preservation”

⁵⁸ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.22

*and I've seen some women's group have produced tais to sell to tourists and make money, you see...
this is a great opportunity to earn an income"*
(Men, Maliana District)

Throughout the consultation process it was discovered that there are many cultural sites across the country, particularly in the districts concerned, which remain underdeveloped and unknown to visitors. Some potential sites for cultural tourism as identified by participants include hot water falls of Marobo in Maliana and Mount Matebian in Baucau (one of the highest mountains in Timor-Leste). Information about such sites is not always readily available to potential visitors to Timor-Leste.

The dowry system inherited by Timorese ancestors is viewed as a critical factor with potential to prevent young people from accessing formal education (Baucau, Maliana). In Baucau district some families preserve the tradition that the education of boys is prioritised over the education of girls as parents worry that girls may not take care of them once they get married (Baucau). Married women don't always have decision making power after their husband's family provides dowry. Traditional division of labour can prevent families from recognising the value of educating women and girls and committing resources to doing so. Similar practices were reported in the district of Aileu where parents prefer to send boys to schools and retain their girls at home, embracing the belief that girls must look after their parents and perform household duties. Families may choose to spend more money on cultural events (e.g. *kore metan*) than they do on education of their children, thus sacrificing their children's effort in obtaining good education at the higher level. As explained by one participant;

"one of our cultural elements, dowry system, in some instances has a negative impact on youth especially for us women when trying to access to formal education because our parents decline to educate us, rather they keep us at home and force us get married to gain economic benefits"
(Women, Maliana District)

Participants in Baucau viewed patriarchal traditions and practices as a worrying cause of discrimination against women in all domains of life including exclusion from the political, economic and social life in their communities. Discriminatory practices rooted in the social hierarchy are still apparent in all aspects of life. Practice of *barlaque* (dowry) and *feto san umane* (the exchange of bride and groom) have become "bargaining of prices or business" that have lowered women's dignity, contributed to violence against women and limited their influence in decision making processes.



“In my opinion women face discrimination in many forms due to the patriarchal belief that men can do and perform activities better than women, and so women don’t get opportunities to express themselves or to participate in opportunities like education and jobs”

(Women, Baucau District)

Focus Group Discussion held in Baucau District, February 7, 2013. Photo: CEPAD.

Opportunities

Participants attending the National Validation Workshop suggested that identification of cultural elements for commercialisation purposes was a way of both giving value to these items and promoting income generation. The success of production and sales of *tais* can be built upon by identifying and promoting a range of cultural heritage items such as jewellery, swords, baskets or cultural tourism services which can be produced and marketed in a sustainable way. It is stated in the RDTL National Strategic Development Plan 2013-2030, that the government will initiate the celebration and promotion of Timorese unique culture, and the important role of traditional arts such as *tais* weaving, pottery and wood carving. In the Plan the government demonstrates its full commitment “to protect our identity, to encourage and promote Timorese culture and embed the creative arts in our economic development”.⁶⁰

It was also suggested that the importance of linking income generation initiatives with preservation and promotion of Timorese culture and heritage (through production of cultural items and through cultural tourism) can open up a range of activities that allow women and youth to creatively engage in economic activity. This can be done through holding cultural events in each district which are then promoted between districts as a way to explore and share culture and promote local economic activity. Such events, besides promoting local cultural items, sites, songs and dances, could attract local and international visitors to the districts which can improve local economic wellbeing. Inviting local artists to perform singing of Timorese songs will encourage them to develop their talents and allow them to generate an income. This is in line with the strategy described in the RDTL National Strategic Development Plan which states that five regional cultural centres will be established “to highlight

⁶⁰ RDTL Government, ‘Timor-Leste Strategic Development Plan 2011-2030’, p.63

Timorese music, art and dance and to serve as cultural hubs, showcasing not just regional culture, but also inter-regional cultural expressions.”⁶¹ These centres, once established, could play a critical role in organising events and promoting sharing and strengthening of culture.

4.4 Consumer Behaviour

“I think more people will be interested in buying local products if they are affordable, good quality and easy to get”

(Young man, Baucau District)

Strengthening production, distribution and marketing of local Timorese goods and services is essential for local communities, particularly in rural areas, to boost local economies and allow small-scale producer groups to generate income. Fostering local businesses and small-scale income-generation activities can go a long way towards increasing economic participation, particularly of women, whilst promoting and protecting Timorese cultural heritage. Such activities can only succeed if Timorese consumers, of which young people are a major and active component, are willing to support local production and ‘buy local’.

Challenges

During CEPAD’s district-level focus group discussions (FGD) and National Validation Workshop, a number of challenges facing women and youth with regard to consumer behaviour were identified by communities. Responses can be summarised into two main areas; price, availability and quality of local products and; awareness of the options and benefits for ‘buying local’.

As participants in Baucau explained, many people prefer to buy ‘outside’ or imported products because they are cheaper, easier to get and better quality than many local products. This makes it difficult for local products to compete with imported products in local markets. This sentiment was reinforced at the National Validation Workshop during which participants pointed out that goods produced in Timor-Leste are not available across the country and therefore, consumers are not able to access Timorese products. Participants also explained that producers often do not have access to market information which may assist them in determining levels of production and setting competitive prices for their goods and services. This makes it difficult for local products to compete effectively with imported products. Others pointed out that supply cannot always keep up with demand for products that are consumed widely, as in the case of rice, beans and fish in some areas. This suggests that production needs to increase in order to both keep up with and encourage demand.

Quality of local products is a major factor in the willingness of consumers to ‘buy local’ and participants felt strongly that buying local products out of compassion does not promote quality and quantity of

⁶¹ RDTL Government, ‘Timor-Leste Strategic Development Plan 2011-2030’, p.65

production. Quality depends, in large part, on the skills of producers and access to appropriate and effective technology, for example, refrigeration in transportation of goods. Both issues have been discussed in previous sections of this report. In Baucau, participants pointed to the need for advanced technology and machinery for women's groups to improve the quality of local products to compete in the market place. As noted previously in this report, participants in Aileu explained that some groups in their area which produced local products stopped functioning because they lacked appropriate management and administrative skills.

Aside from challenges associated with price, availability and quality of local products, it was pointed out by participants that there is a lack of awareness among Timorese consumers of the benefits of and avenues to support local production. Throughout the consultation process, CEPAD also observed at times a poor understanding among focus group discussion participants about basic business principles, such as calculating and understanding profit/loss margins. Participants in Baucau, Aileu and Maliana further explained that local products are not promoted at local or national levels, a point that was also reinforced at the National Validation Workshop. Participants at the National Validation Workshop felt that local products were not being promoted properly in physical market spaces which lack proper facilities such as adequate table space, amenities or good quality flooring. In Aileu, and Maliana, it was felt that citizens need to be encouraged to consume local products in order to minimise dependency on outside products. It is clear that there is much potential to connect the act of 'buying local' with positive development for Timor-Leste.

Opportunities

There is great potential in Timor-Leste for women and young people to be involved in boosting local production and consumption. Cooperatives and small-scale enterprises allow Timorese to be in control of their own employment and income-generation which fosters self-sufficiency and leads to greater economic and social inclusion. According to the Timor-Leste Labour Force Survey 2010, 17.4% of employed Timorese are engaged in wholesale or retail trade and 31.7% of these are self-employed⁶², a figure which suggests that self-employment is common in Timor-Leste but there is opportunity to increase this. Moreover, there is great potential to promote and strengthen Timorese culture and heritage by focussing on production of goods and services which have cultural significance to Timorese, as described in the section on 'culture and traditions' above.

Public support for cooperative industries is strong in Timor-Leste as evidenced by the legal provisions set out in Decree Law No. 16/2004 which states in its preamble; "Now that independence has been restored, it is important to readopt the values of cooperativism as a form of economic organisation based on solidarity, individual and collective work, on the independence and development of its members, and on their wellbeing, as a way of contributing to the country's economic development". The link between cooperative and micro-enterprise activity and economic and social inclusion of women and youth has also been publicly recognised. In February 2012 a Forum was held in Dili entitled "Mai Ita

⁶² SEPFOPE & DNE TL, 'Timor-Leste Labour Force Survey 2010', p.39

Hamutuk Haburas Hanoin Ba Merkadu”⁶³ hosted by the Ministry of Economy and Development⁶⁴ to discuss ideas to further develop the Timorese market and in doing so increase employment and entrepreneurship.⁶⁵ The forum also aimed to search for more practical and simplified approaches for the underprivileged, women and young people, to be able to initiate, expand and maintain their businesses.⁶⁶ Furthermore, the current RDTL Government has proposed in its Program (2012-2017) to establish a Training and Capacity Building Centre for Cooperative Groups which would; “provide grants for in-kind equipment or tools that can be used to improve product quality, expand markets, establish market centres and promote products, as well as to improve infrastructure such as rehabilitating buildings to operate as cooperative headquarters.”⁶⁷

Participants at the National Validation Workshop identified many options for increasing production and consumption of local products. It was felt that better investigation of market needs in local areas could lead to more effective production, for instance, identifying essential products (for example, rice, soap, oil) which are more likely to be consumed at higher rates. Participants at the National Validation Workshop also suggested that existing cooperatives in various local areas could exchange their products with each other to increase their visibility and reach. In Maliana, participants suggested that improving and extending mini-markets into more rural areas could provide a better physical platform to encourage local producers and to increase consumption. This is something that has been identified by the Government, as reported by the UNDP in its 2011 National Human Development Report; “Additional Government expenditures have focused on the promotion of rural development through the creation of ‘mini-markets’ to encourage the sale of food and locally produced goods.”⁶⁸

In regard to promoting production and consumption of products of cultural significance, ideas from participants included holding more expos to display cultural items which are being produced across the country and making sure these are accessible to those in rural areas by holding them outside Dili. Such activities can draw people together and allow sharing of ideas and best practice. Other suggestions included linking cultural products with other widely produced and visible items, the example given was to include *tais* in uniforms for school students and public servants. This goes somewhat towards attaching nationalistic sentiment to the promotion of local products, which was another suggestion from participants at the National Validation Workshop.

⁶³ English translation; ‘Let’s together promote our market’.

⁶⁴ The Ministry of Economy and Development was since dissolved following the formation of the new RDTL Government in August 2012.

⁶⁵ UN Cooperatives News, ‘Cooperatives in Timor-Leste participate in Forum on Inclusive Growth’, February 9, 2012, accessed online at <http://uncoopsnews.org/?p=284>.

⁶⁶ Government of Timor-Leste, ‘Forum on Inclusive Growth’, accessed online at <http://timor-leste.gov.tl/?p=6404&lang=en>.

⁶⁷ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.56

⁶⁸ UNDP Timor-Leste National Human Development Report, 2011, p.18

Discussions on this topic suggest that there are some training needs associated with successful production and marketing of local products. Improved packaging of local products could help to encourage consumption according to participants at the National Validation Workshop but training is required in this area. The need for essential business skills has been discussed in the section above on 'informal education and professional training'. Such specific needs have been identified by the current Government and policies have aimed at filling training gaps as described in the section above on education and professional training.

The opportunity to connect cooperatives and income generating enterprises with technology which is effective and appropriate has been recognised by the Government of Timor-Leste through the Fifth Government Program which states that the aforementioned Business Development Centres will also; "provide a cluster- orientated 'Business Incubator Function' where machinery can be hired and paid for on a per unit basis and services accessed, such as transport, storage and marketing."⁶⁹

5. Conclusion

This report has detailed CEPAD's key findings, as based on the views and ideas of a representative sample of Timorese citizens and key stakeholders. It has also drawn on desk based research to contextualise data gathered from district consultations and a National Validation Workshop. An outline has been provided of a solid legal framework in Timor-Leste relating to key areas affecting the social and economic inclusion of women and youth. Information about key policies and programmes which have taken place in the past, are currently in operation or are planned for the future have been described in reference to the opportunities they may present to improve conditions for women and youth.

The four thematic areas selected to guide this research, when viewed as one complete picture, can suggest an effective roadmap to increasing social and economic participation of women and youth in Timor-Leste. Several aspects of these themes need to be viewed in unison in order to explore ways that women and youth might actively participate in the social and economic life of their communities and gain economic independence whilst contributing to the strengthening of their culture. For this picture to become reality, women and youth need appropriate and effective skills, they need access to information about programmes and interventions, they need access to and education about effective technology and they need to feel confident to safeguard and productively capitalise on their cultural and natural heritage.

Moving beyond an outline of what women and young people need, it is equally important to examine what communities can do themselves to foster more inclusive conditions for their women and youth. This research has identified numerous policies and Government-led interventions which have aimed to or aim to address the challenges that research participants have described. It is not within the scope of this study to comprehensively evaluate such policies, but it is fair to say that there is some disconnect between the state and citizens in the implementation of such interventions. For this disconnect to be

⁶⁹ RDTL, Program of The Fifth Constitutional Government, 2012-2017 Legislature, Dili, 26, August 2012, p.54

addressed, there is much scope to work with communities in a way that will bring about a greater understanding of; the importance of gaining skills and training; proactively seeking out information; constructively engaging in Government-led consultations around policy issues when such opportunities arise; addressing cultural barriers which prevent women and young people from fully participating in economic and social life and of supporting their own local small-businesses and cooperative initiatives.

In this regard, there are some important entry points for UNESCO to consider which can stimulate local empowerment and income generation in order to improve livelihoods for these vulnerable groups in Timor-Leste.

6. Recommendations and potential entry points

The following recommendations aim at providing UNESCO with entry points to collaborate with Government and civil society in Timor-Leste. The following recommendations do not propose new policies or legal frameworks, but rather aim to suggest approaches which can result in more effective implementation of such.

The following recommendations describe the main needs which have been identified in this study:

- 6.1 It is clear that if informal education and professional training is to lead to employment and particularly self-employment for women and young people, it must be based on local demand and it must respond to the needs of local economies. Emphasis should be placed on identifying entry points and policies for greater economic and social inclusion beyond the capital, Dili.
- 6.2 Information about Government-led activities which affect women and youth needs to be disseminated more effectively at the local level. The opportunity to develop local sites of information sharing which facilitate interaction between citizens and the State needs to be investigated.
- 6.3 There is a lot of potential to strengthen local media, including radio and newspapers to disseminate information about local issues and particularly to promote local products. Such media sources are ideal avenues to broadcast a concerted campaign to encourage citizens to 'buy local'.
- 6.4 Women and youth need to be encouraged to think more broadly about the aspects of their culture that might be commercialised in a sustainable way through small businesses and cooperatives.

The following recommendations suggest some methods by which the needs described above might be addressed.

- 6.5 Targeted, inclusive and broad based interactive and constructive dialogue with communities should form the basis of any further Government-led interventions to the ends described above. Such dialogue can serve the following purposes simultaneously:
 - 6.5.1 To develop a strong and credible evidence base from which to devise effective policy implementation strategies.
 - 6.5.2 To encourage communities to think creatively about the actions they can take, independently of Government or outside agencies, to address barriers to social and economic inclusion of women and youth that they have identified, particularly in relation to culture

- 6.5.3 To allow a sense of ownership on the part of communities of any development initiatives taking place in their area in order that they take responsibility for and more fully participate in activities.
 - 6.5.4 To provide a platform through dialogue and consultative activities from which marginalised groups are made to feel welcome to share their views, gain confidence and more actively participate as citizens in the activities in their community. As a process, this is an end in itself.
- 6.6 Encouraging collaboration between relevant Government departments and between Government and civil society can bring about a joined-up approach to addressing some of the challenges raised by this research. Examples may include:
- 6.6.1 Coordinating the various existing or proposed centres of training (e.g. Business Development Centres, Community Learning Centre, district skill centres, Employment and Career Guidance Centres).
 - 6.6.2 Promoting close collaboration between Government-created institutes such as the Institute for Business Development Support (IADE) and the National Labour Force Development Institute (INDMO) to ensure that they are together providing the best opportunities for women and youth throughout Timor-Leste.
 - 6.6.3 Coordinating community consultation or needs assessment activities to ensure that such exercises are having the widest possible reach and gathering data that has a direct impact on a range of policies and programmes which aim to positively affect women and youth.
 - 6.6.4 Utilising the expertise of civil society organisations and capitalising on the ability of such organisations to connect with Timorese citizens at the local level and reach those in more isolated areas.
- 6.7 Establishing new or strengthening existing physical community spaces such as Peace Houses, Churches, Community Learning Centres or Suco Offices in order that they may:
- 6.7.1 Act as resourced and active points of information sharing from which to better connect citizens to policy debates, for example, by equipping these sites with copies of Government legislation and policy documents which are often difficult for Timorese citizens to access.
 - 6.7.2 Provide spaces for community gatherings, interactive dialogues, cultural events and promotion of local products.
 - 6.7.3 Connect with equivalent information points in other districts in order to share ideas and expertise and to strengthen solidarity.

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Appendix 1: Complete list of research participants

A. List of Participants for the National Validation Workshop

No	Name	Gender	Institution	District
1	In young Suh	Female	UNESCO Jakarta	Jakarta
2	Charaf Ahmimed	Male	UNESCO Jakarta	Jakarta
3	Sergio Muchanga	Male	UNESCO Dili	Dili
4	Nominando Buras	Male	Secretary of State for Environment	Dili
5	Josefa A. P. Soares	Female	National Parliament	Dili
6	Ilidio Ximenes da Costa	Male	Secretary of State for Professional Training and Employment	Dili
7	Anacleto Bento Ferreira	Male	Secretary of State for Environment	Dili
8	Sinerio Soares	Male	Secretary of State for Environment	Dili
9	João dos Santos	Male	Secretary of State for Environment	Dili
10	Berna M. Smith Cunha	Female	National Youth Council	Dili
11	Honoriam M. Barreto	Female	BNCTL/Central Bank	Dili
12	Jacinto B. Gusmão	Male	Secretary of State for professional training and employment	Dili
13	Julio Gonçalves	Male	Secretary of State for professional training and employment	Dili
14	Aida Exposto	Male	FKSH/women organization	Dili
15	João Tavares	Male	National Youth Council	Dili
16	Triponio Verdial	Male	Alola Foundation	Dili
17	João Viegas	Male	SEPFPOE	Dili
18	Lindalva Isa Belo	Female	Alola Foundation	Dili
19	Mateus Lemos Soares	Male	Institute of Business	Dili
20	Manuel Abreu Costa	Male	Institute of Business	Dili
21	Lynne	Female	ILO	Dili
22	José P. Oliveira	Male	Secretary of State for Youth and Sport	Dili
23	Santina Soares	Female	UN Women	Dili
24	Aisling Walsh	Female	UN Women	Dili
25	Ricardo Galião Santos	Male	IDS, Univ Sussex	Dili
26	Yasinta Lujina	Female	REDE FETO/an umbrella organization for all existing women's group	Dili
27	Herminio Xavier	Male	Secretary of State for the Promotion of Equality	Dili

28	Felix Maia	Male	World Bank	Dili
29	Casmiro Maia	Male	DPG/People with disability	Dili
30	Maria Carceres	Female		Dili
31	Candido F. Moreira	Male	Media Timor Post, private newspaper	Dili
32	Mario da Silva	Male	Media Timor Post, private newspaper	Dili
33	Julio da Costa	Male	Media RTL, Public Radio	Dili
34	Andre Gusmão	Male	Radio Voz, Private radio	Dili
35	Aderito Nascimento	Male	Media TVTL, Public Television	Dili
36	Florencio Ximenes	Male	Media Independente, private newspaper	Dili
37	Martinho M. da Costa	Male		Aileu
38	Julieta Soares	Female	Joven Feto/ ISMAIK/religious women group	Aileu
39	Raimunda de Jesus Tilman	Female	Enhancing peace group	Aileu
40	Inocencio Xavier	Male	Student of National University, UNTL	Aileu
41	Sergia Aida S. Fátima	Female	CEPAD District Liaison Officer	
42	Cristina da Conceição	Female	Education Focal point	Aileu
43	Paulino Pereira Dos Santos	Male	National Youth Council	Aileu
44	Lolanda M. R. Sarmento	Female	Empresaria Lokal/NGO Local hope	Bobonaro
45	Bonifacio Soares	Male	ES. No 1 Dom Martinho/Secondary school student	Bobonaro
46	Antonio Soares	Male	National Youth council	Bobonaro
47	Domingas Dos Santos	Female	Lanamona Cooperative	Bobonaro
48	Marciana Goveia Leite	Female	Woman Group	Bobonaro
49	Alberto F. Fernandes	Male	Village Chief of Raifun	Bobonaro
50	Maria Verdial	Female	CEPAD's District Liaison Officer	Bobonaro
51	Imaculada F. Verdial	Female	Student of Secondary school	Bobonaro
52	Juliana da Costa Neto	Female	CRS	Baucau
53	Isaias de Jesus da Costa	Male	Local Community Radio	Baucau
54	Victor P. da Costa	Male	Youth representative	Baucau
55	Virgilio Sarmento Freitas	Male	FESTIL/Federation of ritual and martial arts	Baucau
56	Maria Hendrifiana Neno	Female	Peace house	Baucau
57	Teresinha da Costa	Female	Trainer of L .S . B. E	Baucau

	Pereira			
58	Helena Martins Belo	Female	OPMT/women resistance organization	Baucau

B. List of participants in district-based consultations

No	Name	Gender	Institution	District
1	Flora dos santos	Female	Secondary School No. 1 Baucau	Baucau
2	Adelia Lila Maria dos Santos	Female	Secondary School No. 1 Baucau	Baucau
3	Osorio Ximenes	Male	Secondary School No. 1 Baucau	Baucau
4	Nur Salamah	Female	Muslim community	Baucau
5	Cipriana da Conceição	Female	Peace house	Baucau
6	Kamis Miguel Mendonça	Male	District Police Command	Baucau
7	Achya	Female	Sols/English training institute	Baucau
8	Julia da Costa Neto	Female	Catholic Relief Service	Baucau
9	Virgilio Sarmento Freitas	Female	FESTIL	Baucau
10	Mario Freitas Belo	Male	SoS of Youth and Sport	Baucau
11	Santiago C. Belo	Male	Community Radio	Baucau
12	Timotio Borges Belo	Male	Community Radio	Baucau
13	Helena Martins Belo	Female	Women resistance organization	Baucau
14	Cesarino da Cruz	Male	SVP	Baucau
15	Dylor	Male	SVP	Baucau
16	Domingos	Male	SVP	Baucau
17	Dulce Gusmão	Female	SVP	Baucau
18	Irenia Belo	Female	SVP	Baucau
19	Jacinta Mendes	Female	SVP	Baucau
20	Leonel A. Gusmão Freitas	Mane	SVP	Baucau
21	Ermelinda Ximenes	Female	Representative of women organization	Baucau
22	Laurenço Zacarias Pinto	Male	United women for development	Baucau
23	Josefina Boavida Freitas	Female	Community Radio	Baucau
24	Teresinha da Costa Pereira	Female	Life skill based education	Baucau
25	Rozita Sarmento Freitas	Female	Peace house	Baucau
26	Antonio A. Guterres	Male	Peace house	Baucau
27	Saturnina F. Belo	Female	CEPAD's District Liaison Officer	Baucau
28	Inocencio Xavier	Male	National University	Aileu
29	Cristina da Conceição	Feto	Department of Education	Aileu

30	Cesaltino dos Santos	Mane	Village council	Aileu
31	Justino Mesquita do Rego	Mane	Member of ASDT political party	Aileu
32	Moises Fátima	Mane	Representative village of Saboria	Aileu
33	Veronica Pereira Araujo	Female	Representative village of Saboria	Aileu
34	Mariana de Jesus dos Santos	Female	Representative village of Aisirimou	Aileu
35	Ermelindo Soares Morais	Male	Representative Village of Liurai	Aileu
36	Sryanty Mendonça	Female	Representative village Liurai	Aileu
37	Laurentino Mendonça	Male	Representative village of Aisirimou	Aileu
38	Abril Xavier do Rego	Male	Representative village of Aisirimou	Aileu
39	Tereza da Conceção	Female	Representative village of Aisirimou	Aileu
40	Martinho M. da Costa	Male	SoS for Youth and Sport	Aileu
41	Me. Aljira dos Santos	Female	Catholic Church	Aileu
42	Maria Hitrifiana	Female	Catholic Church	Aileu
43	Celeste Telis da Gloria	Female	Catholic Church	Aileu
44	Arsenio Marçal	Male	National University	Aileu
45	Moises Bere	Male	Representative of ASDT political party	Aileu
46	Paulino Pereira dos Santos	Mane	National Youth Council	Aileu
47	Raimunda de Jesus Tilman	Female	Group of Hamahan Dame	Aileu
48	Francisco Soares Bareto	Mane	District Police Command	Aileu
49	Sergia Aida Santina Fátima	Female	CEPAD's DLO	Aileu
50	José Valente	Male	CEPAD's peace house	Aileu
51	Ramli Maxi Maia	Female	Secondary School No. 1 Dom Martinho	Maliana
52	Filomena F. da Silva	Female	Group of victim 1999	Maliana
53	Noelia Barros	Female	Representative village of Raifun	Maliana
54	Bonifacio Soares	Male	Secondary School No. 1 Dom Martinho	Maliana
55	A. Santana	Male	National Central Bank	Maliana
56	Imaculada Fernandes Verdial	Female	Secondary School No. 1 Dom Martinho	Maliana
57	Antonio Soares	Male	Youth Organization	Maliana
58	Juvenal Martins	Male	University of ISC	Maliana
59	Florindo Soares	Male	University of ISC	Maliana
60	Joanina da Costa	Female	Alola Foundation	Maliana
61	Ofelia M. de Jesus	Female	Secondary School No. 2 Maliana	Maliana

62	Marciana G. Leite	Female	Group of Terus Buka Naroman	Maliana
63	Lolanda M. R. Sarmento	Female	Local company	Maliana
64	Jonas Caeiro	Male	Representative of National Youth Council	Maliana
65	Cidalia Fátima V	Female	Women Group of Haburas Moris	Maliana
66	Isabel de Jesus Gomes	Female	Women Group of Haburas Moris	Maliana
67	Merita G. Lopes	Female	Women Group of Haburas Moris	Maliana
68	Balbina Brites	Female	Women Group of Haburas Moris	Maliana
69	Carmelita G. Ximenes	Female	Women Group Haburas Moris	Maliana
70	Alberto A. Fernandes	Male	Community leader	Maliana
71	Filomena dos Santos	Female	Group of victim 1999	Maliana
72	Maria J. Amaral	Female	Youth organization	Maliana
73	Elisa de Araujo da Cruz	Female	District Police Command	Maliana
74	Domingas Dosa Santos	Female	Women Cooperative of Lanamona	Maliana
75	Ermelinda Mendonça	Female	Group of Haburas Moris	Maliana
76	Joanita dos Santos	Female	Group of Haburas Moris	Maliana
77	Alberto Barreto	Male	Secondary Escola Secundaria Dom Martinho	Maliana

Appendix 2: Sample of survey questions for the district-based FGD

Please cross and respond to the following questions based on your understanding

- Young woman Young man Woman Man
 Baucau Aileu Maliana

Theme	Question	Response	Comment/Suggestion
Education and Professional Training	<ul style="list-style-type: none"> Have you graduated from high school? 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> In your opinion what are the main obstacles for women and youth in attending school and training? 		
Communication, information and technology	<ul style="list-style-type: none"> Do you have access to computer and Internet in your area? 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> In your opinion what kind of technology (computer, sewing machine) can improve economic condition of youth and women in your area? 		
	<ul style="list-style-type: none"> Do you have any knowledge on any economic activities being implemented by government and NGOs? 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
	<ul style="list-style-type: none"> in your view what should we do to support rural youth and women in accessing to information which can improve their lives? 		
Culture and tradition	<ul style="list-style-type: none"> according to your opinion, which aspect of culture that becomes an obstacle for participation of youth and women in education and training? 		
	<ul style="list-style-type: none"> what can we do to support youth and women to take part in education and training? 		
Consumer behaviour	<ul style="list-style-type: none"> do you prefer buying local or outside imported products? For instance, soap, cooking oil and salt? 	<input type="checkbox"/> Local <input type="checkbox"/> Outside	

	<ul style="list-style-type: none"> in your opinion what do you think is the best way to better promote our local products? 		
General questions on the Focus Group Discussion			
	<ul style="list-style-type: none"> which part from the focus group discussion do you like the most ? 		
	<ul style="list-style-type: none"> if you discovered anything went wrong throughout the FGD process, what would be your suggestion for improvement? 		

Appendix 3: Interviews with key stakeholders

Name	Position	Institution/Organization	Key points discussed
Cesaltino de Carvalho	National Advisor	Secretary of State for Industry and Cooperative	Policies, activities, programs in place on industry and cooperative targeting women and youth
Jacinto Barros Gusmão	Director General	Secretary of State for Professional Training and Employment Policy	Training programs targeting youth and women Employment opportunities for women and youth Training providers Rural employment for rural citizens including youth and women
Ilidio Ximenes	Secretary of State	Secretary of State for Professional Training and Employment Policy	Training and employment policy Overseas employment of youth and women
Zito de Oliveira	Director General	Secretary of State for Youth and Sport	National Youth Policy Programs and activities targeting young men and women Working partnership with International agencies, local and international NGOs Youth Fund
Sergio Muchanga	Liaison Officer/Head of UNESCO Dili Office	UNESCO Antenna Dili Office	Literacy program Planned activities and programs on culture, education and science involving youth and women Sharing information on the UNESCO-funded research project being carried by CEPAD
Yasinta Luzina	Executive Director	REDE FETO	Role of REDE FETO to support women Capacity building for women's organization Linking women to economic and income generation activities
Leovigildo Hornai	Chair	National Youth Council	National Youth Policy Youth Fund Relationship between council and Secretary of State for youth and sport



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