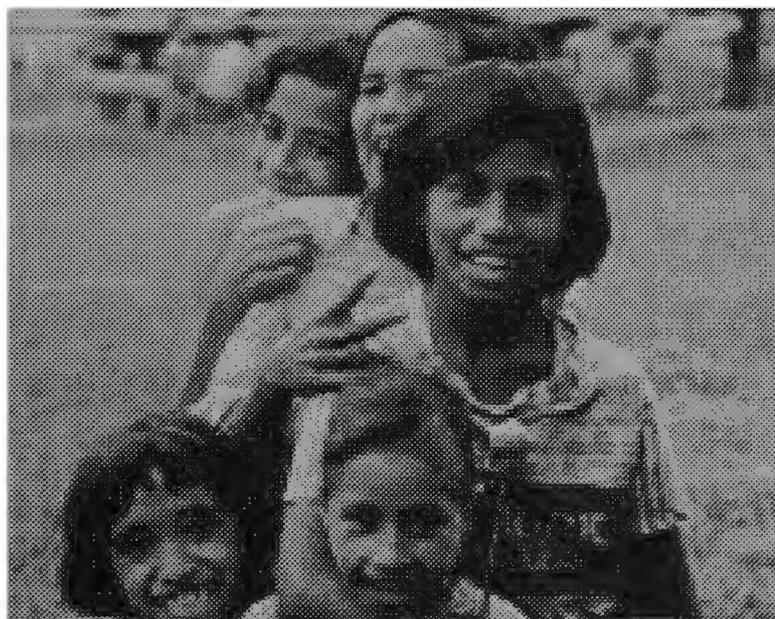


“Para o bem de Timor”¹

EAST TIMOR HUMAN RESOURCE
DEVELOPMENT PROGRAMME
RESEARCH REPORT

February, 1999



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Oxfam GB

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Oxfam Research Team

Francisco Alvarez

Lucy Baker

Maria José Belo da Silva

Keryn Clark

Francisco Guterres

Elisabeth Lino de Araujo

Maria Angelina Lopes Sarmiento

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1. EXECUTIVE SUMMARY

This report presents the aims, methodologies and findings of the Oxfam research project on Human Resource Development in East Timor. The research is in the context of a broader Oxfam GB involvement in East Timor, and of the work of the wider NGO community worldwide. The focus of the research was on Human Resources in the sectors of health, education, livelihoods and civil society. The methodology used included desk studies, a field visit and consultation with a variety of stakeholders - local organisations, the Catholic Church, communities and government departments.

After 450 years of rule by the Portuguese, and a brief period of independence, East Timor was invaded by Indonesia at the end of 1975. Since then, a state of conflict has prevailed, resulting in a high military presence, forced resettlement of large numbers of people and numerous human rights violations. East Timor is deeply impoverished, with poverty being manifested in poor livelihoods, health and education. There has been some investment in physical infrastructure, although the human resource capacity is extremely weak in all sectors and at all levels.

The findings of the research can be summarised as follows:

- Human skills and capacities necessary for East Timorese to take charge of their own development are extremely weak. There is a very limited number of East Timorese with skills as practitioners or policy makers in almost all areas. Complex reasons for this are linked to the annexation of East Timor, long term conflict and inappropriate development approaches.
- The “social” aspect of human resource development reveals a complex relationship between people’s livelihoods, their health and education opportunities. There is a need for equality of access to services, especially for East Timorese women, who the research has shown, are also particularly affected by financial insecurity.
- Although public and private organisations expressed the need for strengthening human resources, they currently have inadequate means to provide the necessary level of development. This applies to tertiary educational institutions, secular and church organisations and government departments that provide key social services to communities.
- There is little qualitative research available on livelihoods, health and education. The need for further analysis of the cultural contexts, motivations and values of the East Timorese is evident.
- An effective human resource strategy will require co-ordination of initiatives and collaboration with practitioners and planners at all levels, particularly the government. In addition, co-ordination of development programmes both within and outside of East Timor is essential to ensure complementary programmes that have the greatest impact on improving lives.

The analysis of findings led to the development of an HRD strategy, which has a multi-pronged approach:

- a community based human resource development programme;
- capacity building for local NGOs and institutions;
- support for a co-ordinated approach to improve the human resource base through institutional development of training institutions in collaboration with government departments
- co-ordination of appropriate research into specific aspects of human resource development.

While it is worthwhile working towards strengthening human skills and capacity, this has to take place alongside efforts to seek a resolution of the political status of East Timor. Thus this report recommends that Oxfam should continue engaging in advocacy, research, information gathering and exchange in collaboration with other organisations and governments towards this end.

2. INTRODUCTION

This document is the report of the research undertaken by the Oxfam research team from 23 November until 19 December 1998 for the purpose of developing a Human Resource Development Programme in East Timor. A proposal regarding Human Resource Development has been submitted to DFID.

Oxfam GB has been engaged in activities relating to East Timor over the past 3 years, with a dual approach - support for local NGOs in small-scale social development projects, and support for lobbying and information distribution initiatives. In 1998, Oxfam, CAFOD and CIIR developed a joint interagency strategy on East Timor. The key issue was that “diplomatic initiatives, support for human rights and development projects cannot be separated and should be addressed together”². Within this strategy, Oxfam agreed to “support grass-roots development projects inside East Timor which build up people’s skills, awareness and capacities ... so the Timorese people can be equipped to accommodate whatever future change may entail.”³

Through these various forms of engagement, Oxfam has observed the following:

- minimal strategic planning exists to ensure the future capacity of the East Timorese to take charge of their own affairs, in the event of gaining autonomy and independence.
- the security situation has resulted in little development of community leadership outside the Catholic Church. In contrast, there is an emerging secular leadership by the CNRT and within the student organisations.
- a danger of the few existing NGOs being overwhelmed by unco-ordinated donor funding.
- a thorough gender analysis of the situation is lacking as are planning and strategies to overcome gender imbalances in human resource development.

As a result of this analysis, Oxfam GB submitted an initial proposal to the Department for International Development of the UK Government to undertake research on the development of a human resource development (HRD) programme.

3. THE AIM OF THE HUMAN RESOURCE DEVELOPMENT RESEARCH

The aim of the research was to provide data from which to develop a sustainable human resources development programme. The programme will work to improve the capacity of East Timorese to take charge of their own development through optimal use of available support and to strategically direct all aid efforts to the greatest benefit of the East Timorese people.

Throughout the research, our understanding of the term **Human Resources** was: people being skilled in specific activities which are necessary for society to be able to function and develop properly and for people’s well being. Using this definition, human resources include technicians, professionals, managers, development workers, nurses, teachers, health educators, volunteers etc.

In order to maximise effectiveness and to draw most profitably on Oxfam’s own experience we have narrowed our focus to the “social aspect” or the grass-root development issues. Obviously, other issues, not dealt with in our research, will need to be addressed for East Timor to be effective

² Joint CIIR – CAFOD – OXFAM East Timor Strategy, 1998. Pg 6.

³ Joint CIIR – CAFOD – OXFAM East Timor Strategy, 1998. Pg 6.

as an autonomous or independent territory. These include areas such as economic sustainability, public administration and legal systems⁴.

The terms of reference for this initial phase of the Human Resource Development Project are:

- i. To identify useful lessons from other countries and territories which have had similar initiatives.
- ii. To assess the available resources and viable mechanisms that exist in East Timor.
- iii. To consult and arrive at an agreement with East Timorese stakeholders regarding aims, scope and programme options.
- iv. To undertake the design phase and initial preparation of a gender sensitive programme and proposal.
- v. To identify and make recommendations on a suitable management structures for programme implementation.
- vi. To prepare a proposal to DFID following consultation with key stakeholders and sectoral experts.
- vii. To identify a project exit strategy.

The research undertaken involved networking with other interested organisations and academics; identifying useful lessons from other peoples who have had similar initiatives (i); and consulting with East Timorese stakeholders including community members, local organisations, teachers, health workers, academics (ii,iii). As a part of the research, Oxfam is developing a strategy for Human Resource Development; the next stage of the Human Resource Development Programme is to design and prepare a proposal for a gender sensitive human resource development programme (iv), identifying appropriate management structures and a possible exit strategy (v,vi,vii), consulting with East Timorese organisations, the wider Oxfam organisation⁵ and other organisations involved in East Timor. The proposal will then be submitted to DFID. Oxfam is keen to share the results of the research with other organisations and bodies working for or in East Timor in the hope of developing complementary programmes.

4. CONTEXT

On 7 December 1975, after more than 450 years of Portuguese colonial rule, East Timor was invaded by Indonesian troops; on the 17 July 1976 it was forcibly annexed as the 27th province of the Republic of Indonesia. Since 1975 a state of conflict has prevailed, with the majority of East Timorese rejecting Indonesian rule. This has resulted in a high military presence, forced resettlements of large numbers of people, and other human rights violations.

Colonial rule had left East Timor in a poor state with regard to public and private infrastructures, with deficient educational standards and minimal administrative skills. The period since 1976 has seen investment by the Indonesian government in development efforts. As in the rest of Indonesia, investment has concentrated on physical infrastructure in urban centres, with more than 30% of the development budget spent on large scale projects, such as construction, transport and communication.⁶

East Timor is extremely poor, with 82.32% of all villages (including those in Dili) in the territory being officially classified as *desa tertinggal* "impoverished villages". (BAPPEDA 1997). Criteria

⁴ Further information in this area is available in "East Timor: Prospects for an independent economy" CIIR

⁵ Community Aid Abroad, NOVIB, Oxfam NZ, Oxfam Belgium, Oxfam Ireland, Oxfam Canada to name a few.

⁶ East Timor: prospects for an independent economy. Pg.ii. Timor Link 1998 No 43.

⁷ In a document given to the research team by BAPPEDA in 1998, all villages were described as "*desa tertinggal*"

determining an "impoverished village" are low calorific intake, malnutrition in children, occurrence of disease, inadequate diet, no drinking water & bad sanitary conditions.

Socio-Economic Indicators⁸

- 48% of the indigenous population (estimated indigenous population 615,000) live under the poverty line.
- 52.8% of children under 5 years are malnourished and 10% of adults suffer from anemia and Vitamin A deficiency.
- Infant Mortality rate is 57 per 1000 live births
- Life Expectancy - 48.4 years for women, 46.7 years for men.

Many of the problems relating to health and education discussed in this report are directly linked to conditions of poverty, insecure livelihoods and conflict. In addition to social and environmental problems, one of the main questions facing East Timor today, is that the territory remains seriously underdeveloped in terms of human resources in all areas particularly in specialised positions. However there are a number of East Timorese students and graduates currently living overseas, who have indicated enthusiasm to return to East Timor given future opportunities. Their presence would provide East Timor with increased human resources, provided the challenges of their reintegration into East Timorese society are met.

" Human resources is one of the main problems in East Timor, the old education system that only rendered service to a small percentage of local East Timorese and the prolonged civil war have resulted in the limited number of skilled local indigenous"⁹

Throughout the field research, communities, local NGOs, and professionals alike, continually referred to the fact that a political solution to the East Timor situation is essential for any initiatives of human resource development to have a far-reaching impact. It is imperative that prospects for peace and reconciliation are considered seriously during the development of the project proposal.

5. RESEARCH METHODOLOGY

5.1 Preparatory activities

A project manager was recruited for the programme in early September 1998. The preparatory phase involved a literature study and networking with relevant stakeholders. A comparative study of experiences in human resource development of other peoples who have recently achieved or are calling for autonomy or independence was carried out¹⁰. An initial visit was made to East Timor in October 1998 by the project manager, where he contacted local and national Government, East Timorese NGOs, the Catholic Church and other key individuals and organisations.

A multi-disciplined research team with experience in conflict situations, grassroots development, capacity building and language skills worked together in Oxford, to review literature, meet with specialists in various aspects of East Timor and to develop the methodology for the fieldwork. In

⁸ BAPPEDA dan Statistik 1992; Statistik Timor Timur 1994; BAPPEDA 1991; Facts from the Annual Health Report 1996, Regional Health Department of East Timor; The 1996 World Population Report.

⁹ Yayasan ETADEP, Strengthening Institutional Development In East Timor, 1994, Pg 2.

¹⁰ see Empowerment, self-government and development: the cases of Eritrea, Namibia, Romania and the Arctic. A literature study commissioned by OXFAM.

East Timor four East Timorese researchers from different areas of expertise joined the team¹¹. Three sectors were identified as being essential to the current and future development of human resources in East Timor – health, education and livelihoods¹². The development of civil society, and specifically the capacity of the local NGO sector, was seen as a potential means of managing human resource development projects.

5.2 Field Research Methodology

It must be emphasised that this research takes a qualitative approach, and does not attempt to present a statistical overview, or to be an exhaustive study. The number of study sites was limited because of time and logistical constraints. However, we feel that the results present a valuable sample of the range of conditions and issues facing the East Timorese, and also represent a variety of perspectives and priorities.

The issues that were being addressed in the field research are presented in Table 1:

Table 1. – Human Resource Development Research Issues

<p>1. What is the current situation regarding human resource capacity? - Why is the situation like this? - What are the consequences of this situation?</p>	<p>See section 6. Findings</p>
<p>2. What are peoples needs – immediate and long term?</p>	
<p>3. How can the human resources capacity be improved ensuring that both men and women benefit from the improvements? - Who can we work with to make these improvements?</p>	<p>See section 7. Human Resource Development Strategy.</p>

5.2.1 Consultation with relevant organisations, individuals and institutions

In Jakarta and Dili, visits were made to organisations, individuals and institutions with the objective of learning from their experience of human resource capacity in the relevant areas, discussing future needs and limitations. These included local NGOs, civil society movements, the Catholic Church, government authorities, missionaries, groups of teachers, health workers, agricultural technicians, a variety of schools, health posts and hospitals in rural and urban areas, agricultural and technical colleges, the University of East Timor and the Polytechnic (see Annex 1). On completion of the field research, initial findings and recommendations were discussed with a selected group of stakeholders.

5.2.2 Workshops with key informants

Two workshops were held with the objective of creating a debate on the current situation, both general and in terms of human resources (HR), and possible HR development. One workshop was held with NGOs, secular and church organisations, the other with a group of Timorese primary school teachers (see Annex 2 for synopses of the workshops).

¹¹ A smaller team from Oxfam paid a second visit to East Timor in March 1999. This was in order to consult organisations and individuals on the appropriateness and scope of the proposal drafted. The team also met with staff at the Oxfam Indonesia office, and with DFID representatives in Jakarta and Bangkok.

¹² Livelihood is defined as means by which a household obtains basic needs – food, shelter, education, health – for the purposes of the research we looked at either subsistence agriculture or income earning activities (agriculture or other).

5.2.3 Field work in local communities

Six communities were visited in various regions of East Timor (see Annex 3 and map). These visits were relatively brief, and excluded the South Western region, due to the limited time. Although the villages differed in terms of agricultural base and history, many of the issues and priorities identified were similar. Meetings were held with small groups within the community, with women's groups, teachers, farmers etc. Participatory techniques such as focus groups, mapping, matrices, calendars, and drawings were used to involve the community members. As can be expected people were at times hesitant about speaking openly, although other groups opened up and discussions became very animated.



6. RESEARCH FINDINGS

In presenting the findings, the report will initially look at the general situation in East Timor, and then at the situation for each of the sectors – health, education and livelihood. The findings also detail the human resource needs identified in the research. The second part of the findings considers the available resources and the viability of civil society, the public and private sector as channels for those.

6.1 What is the general situation in East Timor?

It became clear in the early phase of the research, that it would be difficult and unrealistic to isolate the specific topic of the study from broader social, economic and political issues.

Social, Economic and Political Issues

Social

- Trauma: years of conflict have resulted in widespread trauma and stress among the population. The research team did not focus on the psychological impact of conflict. However in discussions with teachers, the church, nurses and many other groups, the effect of trauma on society, especially the younger members was often raised as a limiting factor to their development. Thus any human resource development programme should inherently consider psychosocial needs.
- Cultural Identity: as with trauma from conflict, the importance of the East Timorese maintaining their cultural identity was raised on numerous occasions. It appeared that there has been a recent strengthening of East Timorese cultural awareness amongst the youth, which the Church has been supporting through several initiatives. However, in general, local cultural aspects are poorly served by the existing education system.
- Dependency: the issue of a 'dependency mentality' was raised, although its existence was also denied by various people. The divergence of opinion centres on whether a long period of rule by others has undermined people's capacity for pro-active thought.
- Gender: observation and discussions with informants indicated that profound gender inequalities exist in East Timor. They manifest themselves in all spheres of life: from access to material and other resources, especially education, to political participation, and the burden that women shoulder in their exposure to private and public forms of violence (most acute during conflict). Illiteracy rates for women are 70% compared with 40% for men.¹³

"Women in East Timor have traditionally borne heavy responsibilities for both household and agricultural labour. Evidence suggests that these responsibilities have become more onerous as a result of the unrest and dislocation due to the invasion"¹⁴

¹³ Bappeda, Dan Statistik 1992.

¹⁴ From One Day to Another, Violations of Womens Reproductive and Sexual Rights in East Timor, Miranda Sissons, 1997, ETHRA Inc.

Economic

- Poverty: as has been indicated, East Timor is an extremely poor and deprived region. Both the field research and the secondary sources show that there has been a long term economic marginalisation of the East Timorese¹⁵. They have poor access to markets, limited control of primary resources, and poorly developed skills to increase productivity. Some sources¹⁶ have quoted unemployment as being as high as 82%.
- Land access: resettlement schemes implemented without compensation since the Indonesian annexation have resulted in a confused and conflictual situation, where a large number of people have lost control over ancestral lands. It is "estimated that 80% of villagers have been resettled in one way or another"¹⁷. In addition, East Timorese have been encouraged to sell off their coffee plantations. Access to land and related resources was raised as a key issue which both explains the current levels of poverty, and which is likely to limit the development of agriculture in East Timorese in the future.

Political

- Continuing conflict: during the research, the conflict and the presence of the Indonesian Armed Forces was continually raised as the root cause of many of the problems (not only those relating to human resource capacity). On many occasions, people expressed the opinion that for any programme on Human Resource Development to have a positive impact there would need to be a resolution of the current conflict.
- Urgency: there is a sense of "urgency", expressed in discussions with communities, church representatives and with groups of teachers and health workers. People are more concerned with the short term solutions to immediate needs for food, adequate housing, employment and medicines than with the longer term interventions often associated with human resource development.

6.2 Sectoral Situation Analysis

6.2.1 LIVELIHOOD

It is estimated that approximately 80% of East Timorese are involved in agriculture¹⁸. A great number of rural East Timorese are dependent on subsistence agriculture, with a smaller number involved in small scale cash crops or small livestock ventures to supplement the family economy.

Farming techniques such as slash and burn are used and are blamed for the soil degradation that is now resulting in low productivity. There is little diversity in crops and a high dependence on climatic conditions; the current drought situation especially in the east of the territory has had a severe effect on maize production. There has been little support in terms of extension and other agricultural inputs, however NGOs working in agriculture are able to provide examples of small scale community successes in areas such as crop diversification, agro-forestry, small livestock production and irrigation, some of which have involved women's groups¹⁹.

¹⁵ Long term marginalisation is evident in other areas of Indonesia specifically the outer archipelago provinces such as Maluku, Nusa Tenggara Timur, and Irian Jaya.

¹⁶ Statistik Timor Timur, 1994.

¹⁷ <http://www.easttimor.com/html/indonesianization.html>. Pg 1.

¹⁸ Bappeda 1996 - ???

¹⁹ see Farol an ETADEP publication; CARE, ARPAPET(AUSAID).

Access to land is a complex issue²⁰ in East Timor. People are unwilling to clear and work land where the ownership is unclear, particularly around the resettlement villages (East Timorese resettled from the mountains to the lowlands). Security issues are also a deterrent to farming lands outside the immediate village area. The result has been over-farming of the limited land available. "Transmigration" (a government programme of migration from Indonesian provinces to East Timor) tended to focus on the rice growing areas in south west of East Timor and land was given on "the pretext of teaching the East Timorese better farming techniques"²¹ without any compensation to East Timorese landholders.

There is little evidence of farmers' cooperative groups - "East Timorese farmers are individualistic in the way they work their land."²² Discussions with farmers and with local organisations working on agricultural programmes revealed limited access to and knowledge of markets as factors affecting the development of cash crops.

Coffee growing represents a potential source of income both at national and household levels. State control of coffee production (during the Portuguese times) has given way to a near-monopoly by a small number of companies. This, alongside discrepancies in coffee prices, neglect of the production techniques resulting in a loss of productivity and poor access to markets has resulted in a severe loss of income to East Timorese²³. Other cash crops, such as sandalwood, cocoa and cashew nuts, have experienced a similar fate.

In a village of 3000 people located around a large coffee factory in the coffee growing area of Ermera, community members, described their situation. During the Portuguese times people gathered the coffee from their land. They were paid according to the quantity that they sold to the factory controlled by the "Sociedade de Café". After 1975, the coffee plantations were taken over by a company owned by an Indonesian General, and the villagers were employed on a daily rate to pick coffee on those lands. The company encouraged people from other areas of the East Timor to come and work as coffee pickers, thus reducing the work available and salaries paid to the villagers. Seasonal calendars showed that the coffee picking time, spread over 3-4 months in the Portuguese times, was now reduced to one month as a result of outside labour and reduced production from neglected plantations. In October 1998, due to the economic crisis the coffee factory was closed. There are very few alternative means of earning an income in the village. Many young men have left the village, and women described supporting their families by illegally selling coffee and vanilla that is produced on what are their ancestral lands.

There is limited development in forestry and fishing. Despite the enormous potential offered by the considerable coast line, the fishing industry is mainly controlled by non-East Timorese. Large tracts of forests have been destroyed as a result of the conflict and for transmigration purposes. Other forested areas are inaccessible due to relocation of indigenous villages and insecurity in those areas.

²⁰ Observers of East Timor believe that the current violence in the south west could be linked to land issues.

²¹ Aditjondro, In the Shadow of Mount Ramelau, 1994 page 63.

²² East Timor: the impact of intergration. Prof Mubyart et al. p. 15.

²³ Aditjondro estimates the total loss of income to East Timorese coffee growers between 1977 and 1992 to be approximately RP 132 billion as a result of integration - In the Shadow of Mount Ramelau, 1994 p. 45.

Livestock numbers fell drastically during the first few years of integration, with profound negative effects on livelihood²⁴. Rice production declined due to the lack of bullocks to till the land (in 1976 there were 90,600 buffalo, this number had dropped to 24,600 in 1980²⁵). The lack of financial and personal security has meant it has been difficult for villagers to restock. Agricultural colleges and local organisations have referred to limited expertise in livestock production.

An increasing number of East Timorese are moving to small towns and to the capital Dili. There has been an emergence of small enterprise, however due to limited access to markets and to the control exercised by Indonesian migrants over all aspects of commerce²⁶ there appear to be few opportunities for East Timorese to derive a living from this type of production.

In all these areas of production and income earning activities, there is a distinct division of labour between men and women. A combination of factors: cultural constraints, responsibility for household and other reproductive activities, and extreme vulnerability to sexual and other forms of violence, result in women having a considerable work burden while at the same time being unable to control productive inputs and activities, and enjoy their benefits.

"... women have had to take over as head of the household and make a livelihood to cater for the family's basic needs, as well as taking on additional jobs, along with their children, for productive purposes outside the home"²⁷



²⁴ Traditionally livestock ownership is an indicator of wealth and social status, with village heads often having had large holdings and livestock being killed for ceremonial purposes.

²⁵ Aditjondro, In the Shadow of Mount Ramelau, 1994 page 45.

²⁶ Timor Link, 1998.

²⁷ Aditjondro, In the Shadow of Mount Ramelau, 1994 page 45.

Table 1 summarises the situation described and extracts the implications for human resources.

Table 1: Livelihood Situation Analysis & Human Resource Needs Assessment

Aspect	General Situation Analysis	HR Needs Assessment
Subsistence agriculture	Vulnerable food security due to low diversification, and dependency on climate. Some inappropriate farming methods Over farming due to reduced access to lands Land disputes in relocated villages	Farmers especially female with poor information Absence of farmers' groups Lack of ET extensionists
Cash crops	Lack of diversification, Lack of agricultural management Inappropriate farming methods Poor market links Little resource control especially for women	Farmers especially female with poor information Absence of farmers' groups Lack of ET extensionists
Livestock	Poor access to markets, Poor livestock management Financial & personal insecurity, especially for women farmers	Lack of information available to farmers. Lack of farmers groups Lack of ET extensionists to work with farmers
Fishing	Not extensively practiced by East Timorese.	Absence of skills and information Absence of fishing co-operatives
Aspect	General Situation Analysis	HR Needs Assessment
Forestry	Destruction & deterioration of existing forests Poor control of resources including markets	Absence of skills and information
Small Enterprise	Few opportunities, limited markets	Lack of basic business skills including literacy & numeracy

The research revealed entire areas for which little detailed information was available. In order to tackle the many livelihood problems of East Timor, it is essential that research, based on the understanding and opinions of local people, is carried out on the following topics:

- subsistence farming methods;
- livestock management;
- forestry: markets, appropriate means for resource allocation, the environmental impact of forestry projects and timber-related activities;
- fishing: markets, the environmental impact of increased fishing;
- small enterprises: market opportunities;
- gender division of labour and of benefits for all branches of production.
- livelihood strategies: how existing strategies can be strengthened - focus on rural and urban/peri-urban populations.

6.2.2 HEALTH

Health and social development indicators for East Timor are significantly lower than Indonesian averages and reflect poverty and environmental problems along with the limitations of the current health system.

Health Status Indicators²⁸

- Leading Causes of Death: in Health Posts - Tuberculosis 15.98%; Malaria 13.06%; Pneumonia 9.7%; in hospitals stillbirths 16.33%, tuberculosis 11.11%; Diarrhea 7.7%.
- Rates of diarrhea for 1-4 age groups - registered in health posts (11.25%); in hospitals (26.64%)
- Malaria rates for 1-4 age groups - registered in health posts (12.36%); in hospital (9.99%)
- Infant mortality rate - 57/1000 live births.
- Child Mortality - 60.2/1000 live births
- Maternal Mortality 5/1000 live births
- Approximately 40% of the population have access to potable water.
- Approximately 35% of the population use latrines.

Discussion with health practitioners revealed that preventable diseases are prevalent, with malaria often being reported as the most common illness²⁹. Poor environmental health conditions were apparent in most communities visited, where women mentioned distance to water points, poor living conditions³⁰ and poor nutrition as problems they experienced. In addition to physical health problems, trauma from years of conflict and the threat of abuse were often raised as having a profound effect on health and well being. The link between livelihood, poverty and conflict, and people's perception of their health were emphasised in the discussions with women's groups.

“As in all other regions of the world, the health status of the population varies according to gender. East Timorese women... have very high maternal mortality rates and at the same time, it is reported that limited maternal care and lack of access to family planning facilities in most parts of the island, is paralleled by aggressive population control measures. Rape and sexual abuse are common in East Timor. The consequences on the physical and mental health of women are considerable and remain largely undocumented and untreated.”³¹

Community health is predominantly limited to healthcentres and posts, with very few examples of health promoters as a part of community life. Clinics were poorly attended due to a lack of medicines, poor inter-personal skills of staff, and a lack of trust of the perceived “Indonesian” health service. Women's discussion groups consistently revealed a lack of knowledge of causes of preventable illnesses and of preventive measures. Rural communities make extensive use of traditional herbal and other remedies, and where possible the health services provided by the Church to rural communities.

²⁸ "Facts from Annual Health Report 1996, Regional Health Department of East Timor.

²⁹ In some villages, further discussions revealed that diarrhoea was thought of as a reasonably normal occurrence, thus not described as an illness. In some groups women reported that all of their children had suffered from diarrhoea in the past 2 weeks (Daru Sala & Pitelite)

³⁰ Living conditions generally referred to clothing and housing.

³¹ Aditjondro, 1997, Violence by the State Against Women - Report to the UN Special Rapporteur on Violence against Women.

The Catholic Church, with support from CARITAS, is a major force in the health sector, providing an alternative to state health services, especially in the treatment of tuberculosis³². The Church is mainly involved in curative interventions although in a few cases women's church discussions have included health issues. BIAHULA, CARE and the ICRC, who are implementing water supply projects, have had some experience with community hygiene education and all mentioned this as an area where future interventions are needed.

In a village in the district of Baucau, mothers spoke of the distance to health services - the nearest health post was 30 minute walk away, the nearest hospital in the town of Baucau, a three hour walk or a bus trip which is generally beyond their means. Health facilities regularly do not have medicines, thus health posts are generally closed and they must make the journey to the hospital. The women explained how they are treated disrespectfully by the hospital or health centre staff, they often have difficulty understanding the procedures and Bahasa Indonesia. The women expressed a deep distrust of providers who are non East Timorese. As a result, mothers often use traditional medicine and means, to care for themselves and their families. Drawings representing different health issues were shown to the women, which resulted in extremely animated discussions about access to health services and health education. They showed a keen interest in learning more.

Compounding the community-based health issues, there is a severe lack of Timorese human resource capacity as health providers. Estimates are a total of 23 East Timorese doctors (of which 5 are female), 39 academy nurses (32 male, 7 female); 806 auxiliary nurses (564 male, 242 female), 404 midwives and 35 environmental health promoters (27 male, 8 female)³³. Indonesian public servants are also working in healthcare, however due to the recent tension in the territory, reports are that many Indonesians, fearful of the future, are leaving East Timor.



³² Tuberculosis was consistently nominated as a major illness in both urban and rural area. It is closely linked to poverty conditions, however current interventions are generally at the treatment level rather than a "control programme" which would involve education and looking at the cause. During our visit there was a large meeting of organisations involved in TB treatment which looked at all aspects including a co-ordinated TB control programme.

³³ Figures dated July 1998, Regional Health Department, East Timor.

Table 2 summarises the health situation described and extracts the implications for human resources.

Table 2: Health Situation Analysis & Human Resource Needs Assessment

Aspect	General Situation Assessment	Human Resource Needs Assessment
Environmental health.	High levels of tuberculosis, malaria, diarrhea, skin and respiratory illnesses due to poor living conditions. Links between health issues and livelihood.	Little community management of environmental health - water, sanitation, health education.
Community based health care.	Lack of health education. Lack of knowledge on causes of illness. Absence of medical drugs. High incidence of preventable illness – malaria, diarrhea. Trauma due to conflict.	Poor knowledge on causes of illness and promotion of good health. Little capacity (economic or other) to improve health & sanitation practices. Poor access to health services (incl. medication) Limited community based interventions related to trauma and its consequences.
Curative health system and care.	Poor motivation of providers. Access to health services: distance, cost and trust Absence of medical drugs. Absence of trained East Timorese in all areas – doctors, specialists, senior nurses, technicians.	- Little capacity at MoH level for essential drugs management & district health care management. - Few East Timorese doctors and other health specialists and technicians - Little capacity to research and implement public health (e.g. malaria/dengue fever control) programmes . - Poor integrated maternal child health care programme.

BAPPEDA and UNICEF produce numerous health statistics providing some quantitative information on the health system. Very little qualitative research is available on health practices and access to health services (community based or other). A reliable health information system is a basic requirement for the development and planning of health programmes and services. During the research, the team noted the need for research and consultation with communities on:

- Access to health services.
- Community health and sanitation practices and other community managed initiatives (e.g. community drug boxes)
- the appropriateness (acceptance) of CHWs and TBAs.
- support to mental health, trauma and counseling initiatives.

6.2.3 EDUCATION

“one of the most important problems for East Timor is that the young people are not prepared for the future - they do not have opportunities or alternatives³⁴”

The education system in East Timor has suffered years of neglect. In the colonial times, education beyond primary level was primarily accessible to those of higher social status – the Portuguese, mixed race or other children from privileged families. Under the Indonesian system, education continues to be poor with statistics indicating that a large number of school-age children (discussions reveal that especially girls) are not attending school.

Education Statistics – 1996³⁵

- 47.44% of the population is illiterate.
- 66.8% of children attend junior and elementary school³⁶. (total students number 170,401 - population aged between 5 - 14 years is 255,091).
- 19.8% of pupils attend secondary school³⁷ (total senior high students number 16,053 - population aged between 15 – 19 years is 80,898).

Discussions with community groups, rural teachers and a workshop in Dili with East Timorese teachers focused on the various reasons why children and youth are not receiving an adequate education. The following issues were raised.

The Indonesian curriculum introduced into East Timorese schools in 1975, is often described as being inappropriate for Timorese children and youth. History, culture and language teaching bear little relation to its own environment. The curriculum is described as “unrealistic”, resulting in high failure rates, not only for East Timorese but for students throughout Indonesia. Standards are often lowered at the end of the year in order to achieve pass rates set by the government. The majority of teachers in higher education are Indonesian, which creates difficulties, for example, the low motivation of teachers, and disciplinary problems with older students. Violence in schools, among students and directed at teachers is reported as commonplace.

Many teachers felt that teaching methods could be more imaginative and the idea of activity-based and child-centred teaching was welcomed for teachers of earlier classes. Most informants stressed that many of the problems encountered in higher education, both in terms of achievements and behaviour of students, can be clearly attributed to the poor education they receive in the early years. The discouragement teachers feel in not having the opportunity, the resources and the skills to adopt more innovative teaching methods, reinforces the de-motivation already caused by poor infrastructure, pay and career prospects, as well as the overall political situation.

³⁴ Dr Domingos Souza, Masters in Education, Dili 1998.

³⁵ East Timor in Figures, Bappeda 1996.

³⁶ Junior & elementary schools include state & private.

³⁷ Senior high includes state & private run secondary schools and colleges (technical, vocational etc)

On the island of Atauro, a project aimed at early learning for children is being implemented. Youth living on the island have been trained as pre-school assistants and work with the children using activity-based learning materials. Reports from this project indicate that these pre-school children have shown a positive response to this form of learning.

Parents often criticised the quality of teachers. Many of the Indonesian teachers recruited to work in East Timor have only recently graduated or are unable to obtain employment in other areas. The teachers' colleges in East Timor only train to Diploma 2 level, thus for junior and secondary school, teachers must continue their studies outside East Timor.

"We have many schools in East Timor. The Indonesian government has built lots of buildings, the problem is the lack of quality of education and the lack of quality of teachers"

- *East Timorese teacher.*

Statistics indicate the student teacher ratio to be about 20:1, a reasonable figure. The main problem is the spread of teachers over the territory. Many schools in rural areas have very few teachers, as teachers are unwilling to live in remote places³⁸.

The socio-economic status of East Timorese families has a strong impact on education. Costs of education are high relative to household earnings, and in many cases the work that children carry out form a part of those household earnings. Poor and malnourished children are reported as having concentration problems, resulting in little progress in their studies. Girls are at a special disadvantage in education. When very young, they may be kept from school to help mothers in households and other tasks. Later, the education of girls may be sacrificed more readily due to economic constraints of the family. Problems of distance are aggravated by cultural norms which limit girls' movements and which see their future as devoted to the family. Such problems are reflected in the gender disparities in all levels and types of education.

The effect of trauma on the education of East Timorese youth was mentioned on numerous occasions. "Youth has a trauma of war, they are frustrated, intolerant, violent and aggressive³⁹." The effect of trauma can manifest itself in a variety of ways: disinterest, aggression, insolence and fear are a few.

In a village near Viqueque, primary school teachers explained that children often missed days of school or dropped out completely. Reasons given were that children were helping parents with the household or agricultural tasks, or because parents were reluctant to send them to school without them having something to eat. The school's records registered this situation and the fact that girls are particularly affected. The teachers were frustrated at the content of the curriculum, which was totally irrelevant to the experiences of the children, unstimulating didactic methods in a language not used in the home. Further education built on these very shaky foundations, gave rise to unmotivated students and in some cases violence in schools.

³⁸ In the village of Fatubesse, Ermera, villagers quoted 1 teacher for a school of 600 students.

³⁹ Quote from an East Timorese teacher, Dili, December 1998.

There is limited access to secondary and tertiary education due to high fees relative to income levels and the distance involved - this is especially the case for women who are expected to be caring for their family. For East Timorese to study elsewhere in Indonesia is far more costly than to study at one of the institutions in East Timor. The fact that the majority of students will find it difficult to get employment after completing their studies⁴⁰ was also believed to be a deterrent to further studies.

Both the University of East Timor (UNTIM) and STIE (the school of economics) suffer from severe underfunding. UNTIM receives no Indonesian government funding and the majority of funds come from student fees, with some funds from international universities and governments. Although STIE receives some government funding, it is seeking further funding from overseas universities. Both UNTIM and STIE emphasised the need for international recognition. A number of technical colleges have identified similar problems:

- lack of funding;
- high dropout rates for students due to cost of studying;
- low level of female students and lecturers;
- lack of interest due to difficulty in obtaining employment;
- lack of facilities and education materials;
- the need for technical and professional support to redesign training courses.

During the visit, the University and colleges were often closed due to the regular demonstrations that students were generally participating in - this undoubtedly is having a negative effect on their education.



⁴⁰ In 1992 - of 791 University graduates, 172 were employed, the other 619 were without work - BAPPEDA - Statistik Timor Timur 1994 - this is linked to the idea "that to gain employment you need to have money or connections - generally East Timorese have neither".

Table 3 summarises the above comments on education and details the human resource needs.

Table 3: Education Situation Analysis & Human Resource Needs Assessment

Aspect	General Situation Assessment	Human Resource Assessment Needs
Early Learning & primary.	Poor quality of training, culturally inappropriate curricula, Ineffective teaching methods. Lack of resources and appropriate educational materials. Economic situation which limits access to school for boys and girls. Lack of teachers in remote or insecure areas. Poor monitoring and implementation of systems.	Need for improved teachers training or retraining - Informal training /support network for existing teachers - Interactive teaching methods - Teaching methods suitable for conflict affected children
Junior & Secondary School	Poor quality of training, culturally inappropriate curricula, Ineffective teaching methods. Lack of resources (books, labs, etc.) Economic situation reduces access leading to high drop-out levels especially for girls Lack of teachers/schools in remote or insecure areas. Poor monitoring and implementation of systems.	Need for improved teacher training - Informal training /support network for existing teachers - Activity-centered teaching methods - ET training college to include Diploma 3 level. - support to diversify girls' education
Tertiary, under-graduate and graduate education	Economic situation: limited access Funding difficulties and limited equipment Low level of technical skills at tertiary level. Lack of appropriate technical (college/ university) training - matching skills with the labour market. Lack of higher education opportunities for girls.	Need for technical and professional support to redesign training courses and qualify teachers, lecturers.

In order to tackle the many education issues in East Timor, it is essential that research, based on the understanding and opinions of East Timorese - students, teachers and academics, is carried out in the following areas:

- early learning & primary school. (for example on Atauro Is).
- trauma-associated learning difficulties.
- access to education – especially for girls.
- appropriate tertiary and graduate courses (for example - Diploma 3 for teachers).
- means to improve access to both women and men to further education.
- efficient resource improvement & management of tertiary & graduate institutions.

6.3. CIVIL SOCIETY, PUBLIC & PRIVATE SECTOR

6.3.1 Civil Society

Civil society⁴¹ in East Timor has had limited opportunity to develop. A highly centralised government and the presence of the Indonesian military has made it difficult for organisations and individuals to implement initiatives that involve people, especially the empowerment of people. The Catholic Church, the resistance movement and a small number of organisations have been able to operate despite these constraints. Recently, there has been an increase in local NGOs and organisations implementing programmes to improve the lives of East Timorese including promotion of basic rights, although the extent to which these new initiatives will develop remains to be seen.

Civil society is divided along several lines: East Timorese and foreign (government and supra-national); church and secular organisations. It is essential that all organisations are involved in sound, effective co-ordination to direct aid in an appropriate manner. During the field visit, discussions on establishing a forum through which activities can be co-ordinated were underway amongst local NGOs. More recently there have been recommendations for the establishment of a multi-tiered donor forum.

The following is a brief situation analysis of civil society in East Timor today

- **Local NGOs:** there are many vibrant although unconnected initiatives, with an increase over the past year in the number of local NGOs. The research team was impressed at the achievements of local NGOs given the difficult circumstances. It is expected that with an increase in donor interest in East Timor there will be a growth in the pressures on existing NGOs and a demand for new, local organisations. NGOs expressed an interest in learning more about gender issues in programme design and management along with other areas of programme management. There are a limited number of international agencies⁴² working through local NGOs or directly in East Timor.
- **Religion:** the Catholic Church is a key element of East Timorese society, with an estimated 80% practicing Catholics. Since 1975, the church has occupied a key position between the government and the people. At the community level it has been described as “the unofficial authority”, with parish priests and catechists in most villages performing religious duties and also often being called on to decide matters. In terms of development the church is very much involved in social assistance projects – generally in the area of health and education, and with some initiatives in the livelihood sector. In addition, it was obvious that the Church, and especially the religious orders active throughout the territory, enjoyed the full trust of the population. At a higher level, members of the church play a major role in attempts to resolve the conflict. The church has a clear hierarchy of leadership, thus most of their initiatives are implemented in a top-down manner and with a fairly conventional understanding of gender matters. The Protestant Church also supports a number of health posts in the territory.
- **Communication and the media:** The local media has increased to three local newspapers. The Catholic Church operates a radio station, however programmes only reach the population around Dili. Among the more educated sector, broadcasts in Portuguese and English are available, as are electronic means of communication. However, for the majority of the

⁴¹ For the purpose of the research civil society was defined as those organisations, individuals and unofficial groups of people (e.g. groups within communities) not linked to the government or military that are in some way involved in democratic processes for the development of a nation.

⁴² CARE, ICRC, AUSAID, CAA, Australian, Norwegian & Swedish Caritas, CAFOD, CIIR, HIVOS and others,

population a degree of isolation is an obstacle to receiving information concerning all aspects of their lives.

- Human Rights, conflict resolution: Along with the Commission for Justice and Peace (linked to the Catholic Church), a number of new organisations that have been established with the aim of monitoring and improving the human rights situation in the territory. Yayasan Hak is involved in legal rights and support to political prisoners and Fokupers in the promotion of women's rights, specifically against violation of women and support to women who have suffered. Other independent women's organisations are emerging, in recognition of the particular vulnerability of women to instances of abuse and violence. In addition a variety of student groups have been established and are currently extremely active and vocal regarding resolution of the conflict in East Timor.
- Community Organisation - the "Kepala desa" (village chief) in many cases is appointed by the administration rather than elected by the village; existing women's groups and other associations are normally organised by the state. It was interesting that at a ceremony for the inauguration of a waterpoint, no women from the village were in attendance.

6.3.2 The Public Sector

Development projects have tended to focus on physical infrastructure at the expense of investment in people - the teachers, health workers, agricultural extension workers etc. As a result there is a lack of motivation by the government workers. Many are non-Timorese, possibly only working in East Timor as there is little employment elsewhere. This lack of motivation manifests itself in poor service provision, which results in alienation of the service users.

Due to the East Asian economic crisis, the government is facing serious funding problems, thus areas where the government has previously been able to provide assistance (for example the supply of medicines) are not being serviced.

In many countries where human resource development programmes have been implemented the approach is to work together with the government who normally are the current and future policy makers in the various sectors and for the country or territory as a whole. Due to the unclear political situation in East Timor, a flexible approach will need to be taken to human resource development initiatives.

6.3.3 The Private Sector

As mentioned in the "Context" section of this report, the private sector is limited in scope and generally controlled by non-Timorese. In terms of HRD for social development, organisations of the private sector that are relevant are:

- University of East Timor (UNTIM), STIE (a private economic college that is hoping to receive University status), the secular technical colleges. The difficulties facing these institutions are detailed in the "Education" sector of this report.
- small companies promoting "fair trade" opportunities.

6.4 Lessons from other human resource development initiatives

A study was commissioned by Oxfam GB from the Department of Educational Studies and Consultancy at Nuffic in the Netherlands. The study looked at four experiences - Namibia, Eritrea, the Arctic people and Romania. The useful lessons for the East Timor situation can be summarised as follows:

- in a situation where there is a vacuum of human resource capacity (e.g. following liberation in Eritrea and Namibia) there is a need to build an efficient central administration that could develop its own capacity to generate and manage policy.
- capacity building needs to take place in connection with a number of activities, such as political and economic reform, stimulation of various sectors (health education, agriculture, community development etc.) and the initiation of appropriate development programmes.
- the importance of divisions in society - those who worked and lived under the previous government; those who were freedom fighters and those who have returned from exile or as refugees. Tension between these groups is a possibility and means of conflict resolution to minimise this risk are important.
- the importance of education in both the economic and social sector; the potential danger of economic growth without an improvement in the social situation.
- where there is high illiteracy, a low standard of education and enrollment rates and sharp gender disparities, major steps must be taken in terms of addressing education at the formal and non-formal level.
- shortages of skilled workers - teachers, nurses, doctors, engineers, administrators etc. - were addressed in different ways. In Eritrea this was through crash courses; in other countries⁴³ students were given scholarships to study abroad. In any case, improving the capacity of local tertiary institutions is an important long-term need.



⁴³ After Portuguese independence in 1975, Angola & Mozambique sent large numbers of students to study in Cuba and the Soviet Union as doctors, agronomists, engineers etc due to a complete lack of tertiary education facilities in their own countries. In addition Cubans (due to language similarity) and in some case Eastern Europeans were employed in the Angolan & Mozambican schools and training colleges.

7. HUMAN RESOURCE DEVELOPMENT STRATEGY

The research reveals a number of areas that need to be addressed. Some of these areas are beyond the scope of Oxfam. In addition to a proposal that focuses on the “social aspects” of human resource development, Oxfam intends to develop a broader based “options paper” containing information on planned and existing development initiatives by other agencies, along with recommendations in other areas mentioned in this report.

This research has analysed:

- the situation in East Timor
- the nature of civil society, public and private institutions⁴⁴
- lessons learned from comparable experiences elsewhere

From this analysis we have identified the following issues:

- Poverty in East Timor is manifested in poor health, poor education and poor livelihood, all of which are complex and inter-linked issues, and greatly inhibit the capacity of local people to take advantage of human resource development initiatives. This is particularly true for women whose traditional role is made more difficult through distinct gender differences both as recipients of the services but also as carriers of these human resources.
- Although the physical infrastructure for both education and health services exists, there is a limited number of East Timorese people with skills as practitioners or planners in almost all areas of the education and health service. With the departure of Indonesian personnel following the deterioration of the political conditions, the human resource situation in these sectors, along with others, will be critical.
- Access to further education, including scholarships, is limited and suffers from little coordination. There is a need to develop the capacity of local tertiary institutions in parallel with the urgent need in East Timor for graduates in health, education, agriculture, engineering, economics etc.
- East Timorese civil society has shown a commitment to and aspirations for the development of East Timor. Although in an ideal position to be a leading player in future strategies, to maximise this potential, civil society needs support in co-ordination and institutional strengthening.
- The research revealed large areas for which little information was available. In particular, some of the cultural aspects of access to services are not fully understood.

As a result of these issues the research team identified strategic aims (see annex 6) from which the following multi-level strategy for human resource development in East Timor is proposed.

1. A community based and managed human resource development programme designed to be integrated with other community development interventions. This would encompass the strengthening of human resource capacity and civil society at the community level in the area of livelihood, health, education.
2. A capacity building programme for local NGOs and associations. This would focus on all areas of institutional strengthening and programme management with special attention to developing

⁴⁴ as organisations, individuals or bodies through which interventions can be channeled.

and implementing gender sensitive programmes, and improving the capacity of local organisations to support the strengthening of human resource development within communities and special groups within those communities.

3. Support a co-ordinated approach to improving the human resource base in the areas of health, education and agriculture, involving institutional development of training facilities, administration of the scholarship programme and advisory role for relevant government departments.
4. Co-ordination with other organisations on appropriate research into specific elements of programme design, for example agricultural practices, alongside a deeper understanding of related cultural issues.

Many of the interventions mentioned are directed at communities, local NGOs and church based organisations. Generally when strengthening the human resource capacity, governments play a key role, as they are the current and future policy makers. In East Timor, with the situation at a crossroads, very different scenarios could unfold. There may be major changes in the government structure in the possibility of the establishment of a transitional government. Thus plans for HRD within the government departments or in collaboration with those departments need to be flexible and innovative.



8. CONCLUSIONS

This report proposes a multi level strategy for Human Resource Development. Oxfam has already prepared a detailed proposal for DIFD, for a gender sensitive Human Resource Development programme, with appropriate management structures and an exit strategy.

Oxfam could play a variety of roles within this strategy. One would be that of supporting community-based activities, to strengthen human resource capacity and civil society, alongside other community development interventions. This would involve addressing the socio-economic issues identified by community members and taking these forward with an emphasis on community management of projects. At a different level, Oxfam could have a role in responding to the enthusiasm shown by secular, Church and government organisation already involved in human resource development, by:

- i. institutional strengthening of the organisations mentioned;
- ii. supporting ongoing attempts to coordinate activities through an NGO forum
- iii. promoting a co-ordinated approach to development in East Timor, in order to link the efforts of bilateral and multinational donors, NGOs, the government and the Church. It is clear that effective collaboration with government practitioners and planners at all levels is essential for long term capacity building. One issue that remains problematic is how best to achieve this, given the uncertainty of the current political situation.

Oxfam is sharing the results of the research with other organisations and bodies working for or in East Timor with the aim of developing complementary programmes. The success of any aspect of the strategy outlined and of any complementary programmes depends on a greater understanding of the cultural context, motivations and values of the East Timorese. For this reason, it is essential that further research is conducted, both through quantitative and qualitative approaches.

Finally, while it is worthwhile working towards strengthening human skills and capacity, this has to take place alongside efforts to seek a resolution of the political status of East Timor. Thus this reports recommends that Oxfam should continue engaging in advocacy, research, information gathering and exchange with other organisations and governments towards this end.

Annex 1. Organisations and Individuals the Field Research Team consulted

Non-Government Organisations, Agencies and Individuals

ETADEP

CARITAS - Dili

CARE - Indonesia

BIAHULA

Pronto a Servir - Maria Dias

Fokkupers

Fundação São José

Yayasan Hak

Yayasan Halarai

Pusat Koperasi Kredit (POSKUD)

Poskopdit Hanai Malu

Sister Josephine and Manual Veigas, Mary Mackillop Foundation

Timor Aid - David Odling-Smee

Lansell Taudevin, AUSAID

The International Committee of the Red Cross

Vivian Krause, UNICEF

NCBA

Gabrielle Samson, Atauro Education Project.

Church Organisations

Father Domingos Sequiera, Catholic Church Radio Station and Secretary to Bishop Monsieur Ximenes Belo. Diocese of Dili.

Bishop Monsieur Basilio Nascimento, Diocese of Baucau.

Justice and Peace Commission

Maria Lourdes, Instituto Secular Irmãos e Irmãs em Christo, Dare.

Father Locateli, Dom Bosco College, Fatumaca.

Salesian Fathers

Salesian Sisters

Jesuit Fathers

Canossian Sisters

Carmelite Sisters

Franciscan Sisters

Universities and Colleges

The University of East Timor

STIE - School of Economics

The Hera Polytechnic

School of Agriculture, Maubisse

Agricultural Training Course, Filoro, Father Eduardo Monge,

PPSDM, Agricultural School, Maubara.

Training Centre for Self Sufficient Farmers, Father Tan, Dare,

Salesian Fathers, Los Palos, Agricultural High School

SPK Nursing College, Baucau

Dom Bosco Technical College, Fatumaca.

Provincial Government

BAPPEDA - Ir Soedarto

Ministry of Education officials.

Annex 2. Synopses of Workshops

1. HUMAN RESOURCE DEVELOPMENT WORKSHOP

Participants came from most of the NGOs, teachers' organisations, the government, graduate organisations, UNTIM and STIE. The workshop was organised as a discussion of the current situation in East Timor, particularly in relation to HRD, followed by group work on the specific sectors whereby each group discussed the HRD situation and proposed solutions. A plenary at the end invited comments from all participants.

General Comments

- At the moment people are subsistence rather than market oriented. They need to be prepared for the job market here and abroad. Young people lack skills and education.
- Need to strengthen NGOs' capacity to manage projects. NGOs need to have clear strategies and to adopt participatory methods. Projects should be sustainable.
- Poverty is at the root of many problems. Need to start from the most vulnerable groups and also from the basic needs. This support should be extended to small organizations who help such people. Important to put the family and women at the centre of interventions.
- Programme delivery must be well thought out to maximise acceptance and efficacy.

Livelihoods

There is a lack of resources and management skills, and poor crop diversity, relying on traditional methods that are not always appropriate. Agriculture barely satisfies subsistence needs - there is no profit motivation. Similarly, there is little interest in large scale livestock activities, due to poor access to markets. The conflict affects agricultural activities.

Solutions:

- training for agricultural management, and of extensionists, with new courses on existing agricultural schools.
- Undertake comparative studies.
- Develop agriculture programmes with emphasis on soil and land conservation.

Education

The national curriculum is irrelevant and unrealistic in the ET context because of poor levels of education in early years; the teaching system which is very poor. Teachers' morale is low.

Solutions:

- effective independent curriculum monitoring; possibility of a large seminar or workshop with senior people and policy makers in the field of education on the current state of education in ET
- scholarships for teachers and University lecturers to become better qualified. Short courses for teachers on pedagogy and subjects
- vocational training for agriculture, carpentry, credit unions, fishing. Development of small industries so that people can use the skills they have acquired. A programme of legal and civic knowledge should be developed

Health

(The majority of participants in this group did not work directly in a specifically health-related field, rather in areas of which health is a part.)

Infant and maternal mortality is high - see health status indicators on page 12. Diseases of poverty are common: T.B. Malaria, Diahorrea. Dengue fever has recently appeared. There is a lack of

preventive health information, although the church organisations are active in this area, assistance in participatory training methods and materials would be useful. Access to water is a problem. There is also a problem of access to facilities, and scarcity of drugs and trained staff. Treatment is too expensive for many, and in the public health system patients feel they are badly treated, resulting in a lack of trust.

Solutions:

- Distribution of info on importance of healthy living, maternal health, avoidance of illnesses, hygiene etc through the church, community leaders e.g. Kepala Desa, health promoters (from NGOs and other personalities)
- Development and rejuvenation of traditional medicines, e.g. through existing initiatives of Madres C.I.J in Dili, Baucau, Alas and Same.
- Provide greater opportunities for East Timorese to train as doctors and paramedics, through scholarships etc.

2. THE TEACHERS' WORKSHOP

38 East Timorese teachers from primary and junior high schools in Dili district participated in the workshop.

General Situation

The Indonesian educational system is very passive, and lessons and materials do not reflect local culture or language (although there is a degree of flexibility). The curriculum is narrower than under the Portuguese system, though the S.L.T.A offers nursing, technical and vocational training. Children are constantly distracted by politics, and affected by the serious trauma they suffer due to the experience of oppression and conflict. Many families cannot afford to send their children to school. The Church provides more sympathetic education. Monthly fees for public SMP schools are Rp 7000, in church schools around Rp 10000. Teachers can belong to an Indonesian Teachers organisation, PEGERTI, but is only a formal thing with no content. Teachers earn between Rp 200 000 and 800 000 per month (about \$28 - \$114).

In Dili there are not enough school buildings to accommodate primary school teachers and children. Consequently, many teachers are left unemployed and the classes are large, sometimes up to 50 children. In rural areas, this problem is coupled with a lack of teachers. There is a general lack of materials. East Timorese children are discriminated against in the classroom, and there are serious discipline problems. East Timorese teachers experience similar discrimination, and general teacher motivation is low, especially in the countryside.

Suggested Solutions:

- There is a need for training in new teaching methods, and more interactive materials, including some in Tetun.
- Teachers should be united, they must exchange ideas and information and they must be able to give and accept criticism.
- There should be effective school inspections and monitoring
- Extra-curricular activities, possibly involving the Church, were suggested.

Annex 3. Communities visited

Community, District	Profile
Pitilite, Lautem	Population approximately 2000. Remote, (1/2hr drive from nearest town), subsistence agriculture, currently drought affected, small scale fishing, ICRC water supply, 1 junior school (Catholic), 1 health post, reported to be often closed - 1 nurse and 1 midwife, but regularly is without medicines. There have been agricultural extensionists visiting the village. Livelihood is based on agriculture - maize, the main problems were drought and pests. Problems identified by a women's group were that people were "hungry", no medicines, costs of education and medicines, they didn't know the causes of most illnesses.
Gariwai, Baucau, approx 7km from Baucau.	400 families in the community, 1 elementary school, children go to Baucau for further education. This village had a small kiosk. Problems identified were access to water (2km away), not enough education materials, little spare money to buy uniforms for older children, education is very expensive for older children. Farmers need fertilizers. Women tend to get married at about 15, have children soon after, closest midwife is in Baucau. Main illnesses were identified as malaria and diarrhoea especially June and July, that reason suggested was that people ate too many green fruits during this time.
Daru Sala, Baucau	Remote in the highland region. People rely on subsistence agriculture, cash crop (ground nuts), 1 elementary school (6-10yrs), more girls attended than boys ("boys are difficult to control") Children don't have materials, those above 10yrs must go to a village 1/2 hour walk away and for senior school to Baucau (1.5hrs away). Health problems identified were malaria and diarrhoea, they did not know the cause of these, the nearest health post was 1/2 away in the next village - a nurse from that health post should come to visit them however she had visited about 5 weeks earlier. Livelihood is agriculture, mainly subsistence with small sales of excess maize and groundnuts, they buy clothes with this - all trading is in Baucau.
Fatubesse, Ermera	Population is approx 3000. Remote. Coffee, vanilla & subsistence agriculture - previously members of Sociedade de Café, coffee plantations taken over by Indonesian company (closed in Sept 98 due to economic crisis). Main issues identified by community - 1 teacher for 600 students, health, 1 health post- no medicines, 1 hour to Ermera. Many female-headed households, women supporting large families through poor earnings.
Luca, Viqueque app 16km from Viqueque town.	A transmigration village, set up 2 years ago, very structured layout, a total of 400 households. The village church had not been blessed by the Bishop as it was built in the shape of a mosque. Many of the people we met with were hesitant to speak and appeared wary. The village had 1 kindergarten and 1 primary school (include 1st to 5 th year), senior school is in Viqueque. The school roll showed more boys attend than girls. Main health problems identified: malaria, TB, diarrhoea. There is a health post with 1 nurse and a midwife that makes a monthly visit. Mothers prefer to go to the polyclinic run by the nuns (a long walk or Rp 4000 bus fare). Each family was given 2 hectares of land by government, they sell excess produce in Viqueque - no co-operation to sell produce collectively. Main crop was maize and rice, livestock included buffalo and goats given under a government sponsored programme.

Community, District	Profile
Matobou, Maubara	<p>700 families, population of 3320, spread over a large area from coast into hills. Mainly subsistence agriculture, with coffee and corn as cash crop - in 1997, NCBA had purchased coffee from them. People sell produce in Liquica (Dili is too far). Main problem for farmers was rainfall, irrigation, there was some evidence of farmers working collectively to reduce the workload. The women were involved in handicrafts - for people from Jakarta (a political contact seemed to be the reason). The group of women who made the handicrafts were confident and enjoyed discussing the skills and profitability of their trade. Their profits went to buying dyes, also household expenses, books etc. for their kids to go to school, although they said it was difficult to find the money for all the costs of education. They felt education was important. 2 health posts that apparently had medicines, they felt the health care was good and generally appeared better nourished than in other villages.</p>

Annex 4. NGO and interventions

LIVELIHOOD

NGO/Agency/Organisation	Agriculture & Livestock	Small Enterprise
ETADEP	Community based extension work, irrigation, lease of tractors.	Support to handicrafts enterprises.
ARPAPET (AUSAID/MINAG)	Capacity building of local/provincial government. Livestock training (poultry)	
CARE	Community based extension work.	
CARITAS	Community based agricultural development	Micro-credit activities
Yayasan Halarae	Training for improvement to agricultural techniques - new NGO.	
Agricultural training colleges – supported by church, government and organisations.	Training in agricultural and animal husbandry – various levels.	
Poskopdit Tim Tim/Hanai Malu (previously part of ETADEP)		Micro-credit activities, savings groups, training.
Pusat Koperasi Kredit (POSKUD)		Micro credit activities, Credit Unions, training
NCBA ⁴⁵	Development of co-op – coffee – production, training in farming techniques.	Development of co-op – coffee – production, training in farming techniques.

⁴⁵ NCBA is a not for profit company.

Annex 4. NGO and interventions cont....

HEALTH

NGO/CHURCH/ ORGANISATION	INTERVENTION
CARITAS	Support many of the religious orders in their TB work with the supply of drugs and assistance from a medical doctor specialising in TB (both the Salesian and Carmelite Nuns).
Salesian Sisters	Work in a number of polyclinics (Venilale, Los Palos, Fuiloro etc) providing health services with focus on TB treatment. The Salesian sisters also encourage discussion on health issues with women's groups on Sundays, talking about hygiene etc.
Carmelite Sisters	6 polyclinics (3 in Dili inc Motael; 1 in Bobonara, 1 in Maubara & 1 in Maubiri) Deal with all aspects of health care, but particularly TB (too expensive for the state to provide drugs)
FOKKUPERS	Trauma counselling for and support to women affected by conflict Plans to work with women on health issues, in line with their support programmes to women affected by violence.
Pronto para Servir	This organisation, run by Maria Dias, has an open house policy for ill people from impoverished families. Maria is a nurse, and has strong views on prevention, education, good nutrition as a means to good health care. Extremely limited resources for an incredibly motivated group of people. Urgent needs result in it being difficult to look at long term issues.
Instituto Secular Irmaões e Irmãs em Christo (Maria Lourdes)	Open house policy for ill people from impoverished families. Members of Maria Lourdes' group, adopted a grass-roots theology living as a part of the community, in which they are involved in discussions and advice in diverse areas including health prevention.
BIAHULA (linked to AUSAID)	Water supply & sanitation programme with some community hygiene education.
ICRC	Water supply programme with some health education.
ETADEP	Some water supply as part of rural rehabilitation programmes.
CARE	Some water supply as a part of rural rehabilitation programmes.
CCF	Some water supply as part of community based programmes.

Annex 4.

EDUCATION

NGO/CHURCH/ AGENCY	INTERVENTION
Mary Mackillop Institute.	Development of training and provision of materials for Tetun literacy in 121 Catholic schools. Training of teachers in teaching methods.
Salesian Sisters	Run a number of secondary schools for girls in rural areas. The team visited a few of these schools (Venilale and Fuiloro). Classes included cooking & sewing, also provided scholarships to girls from poorer families.
Agricultural training centre Dare	The Jesuit fathers who run the centre have identified funding as a major problem and that the cost of education is prohibitive for many East Timorese youth.
Maubisse, School of Agriculture	Started in 1985. financial support from the government. 175 students. 3 year course. 40% of graduates are women.
Agricultural School, Dare	Run by Jesuits. 6 month course for both men & women. Receives financial support from the government. Students live in.
Agricultural School, Fuiloro	Run by the Salesian Fathers. 3 year course. In 1998: 150 students (40 girls). 10 teachers (3 women). Estimate approximately 40% of graduates find employment. Fees \$96/year.
Technical School, Fatumaca.	Started as technical college in 1974. 200 students - electronics, carpentry, mechanics and computing. Fees approximately \$80/year. High drop out rates.
SPK Nursing School, Baucau.	Approximately 125 students, 3 year course using national curriculum. Costs approximately \$20/year as the school is subsidised. At the end of 3 years take exam to become civil servants.
Maubara Agricultural Training Centre	Originally funded by the University of Satya Wacana, it is in the process of handing management over to IKASATYA (a group of Alumni graduates from East Timor). Due to the current funding difficulty the college is temporarily closed. The centre is open to both women and men (although only 1 woman has ever attended). Short courses (3-6mths) agriculture and fishing. Also runs support groups and training sessions for farmers organisations.
Atauro Island – early childhood programme.	Project aimed at strengthening early learning focussing on pre-school & first years of school. Activity based materials and translation of materials into Tetun.
UNTIM	- opened 1986. 1998 – 4000 students, (30-40% female) In Dec 1997 they had 553 graduates indicating a high drop out rate. 40% staff hold Masters or PHD degrees. Social & Political Science (including public administration); Education & Teachers Training; Agriculture, Economics (management and development studies). Fees: 450,000/year (app. \$73)
STIE	- opened in 1997 (officially recognised Oct 1998). 1998 – 473 students, (40% female). 20 lecturers (3 female). Accounting, Business Management, Information Technology. Fees: RP 1,350,000/ year (app \$182). Identified need for English language training given the global era especially in business.
Politecnica Hera	- opened in 1989. In 1998: 469 students (70% East Timorese & 25% women), 91 teachers (no East Timorese). Engineering, mechanics, electrician, commerce. Fully funded by Indonesian government

Kristal	- opened in 1985, private school - at primary & secondary level. In 1998 - over 400 students (60% male) & staff of 39 all of which are East Timorese.
Yayasan São José	A new organisation established by a group of East Timorese graduates, many of who currently work with NGOs or UNTIM/STIE. Interest in the education system from junior school through to University education.

Annex 5. Strategic Aims for Human Resource Development Programme

1. to promote gender sensitive community based capacity building programmes as part of an integrated approach to improvements in health education and livelihoods focusing on community identification and management of projects.
2. to support the institutional strengthening of civil society and appropriate training to ensure the capacity to implement and support projects that will strategically direct aid efforts to the greatest benefit of the East Timorese.
3. to strengthen the human resource base of East Timorese in the areas of health, education and livelihoods through increased gender sensitive training opportunities, support to colleges and tertiary institutions and improved co-ordination.
4. to increase knowledge on the cultural context of service provision.

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RESOURCE CENTRE
COMMUNITY AID ABROAD (CAA)
156 GEORGE STREET
FITZROY, VIC. 3065