



# Completion Report

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Project Number: 49178-001  
Technical Assistance Number: 9006  
December 2020

## Timor-Leste: Policy and Planning for Skills Development in Secondary Education

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## TECHNICAL ASSISTANCE COMPLETION REPORT

<b>TA Number, Country, and Name:</b> TA 9006-TIM: Policy and Planning for Skills Development in Secondary Education		<b>Amount Approved:</b> \$1,000,000.00	
		<b>Revised Amount:</b> Not applicable	
<b>Executing Agency:</b> Ministry of Education	<b>Source of Funding:</b> Technical Assistance Special Fund (TASF-other sources)	<b>Amount Undisbursed:</b> \$255,500.81	<b>Amount Used:</b> \$744,499.19
<b>TA Approval Date:</b> 3 December 2015	<b>TA Signing Date:</b> 25 February 2016	<b>TA Completion Date</b>	
		<b>Original Date:</b> 31 December 2018	<b>Latest Revised Date:</b> 31 December 2019
		<b>Financial Closing Date:</b> 23 July 2020	<b>Number of Extensions:</b> 1
<b>TA Type:</b> Capacity development TA			

### Description

The Timor-Leste Strategic Development Plan (SDP) 2011–2030 recognizes education and training as key to improving the life opportunities of Timorese and achieving the country's economic development goals. The SDP also acknowledges shortage of skilled human resources and high youth unemployment as critical constraints to sustaining economic development.<sup>1</sup> The country relies instead on many foreign workers, particularly in technical positions. Employers cite inadequate skills and poor work attitudes among young Timorese as the main reasons for opting foreign skilled or semi-skilled workers. In 2014, there were 80 secondary level general schools and 27 technical schools with about 50,000 students enrolled. The enrollment in technical schools was only about 11% of the total (60% male and 40% female) compared with 89% in general schools.

The Ministry of Education (MOE) aims to improve the access to and quality of technical secondary education to enhance employability and higher learning opportunities for young Timorese. To meet this goal, MOE adopted a policy prioritizing secondary technical education, increasing the number of secondary technical schools, and converting selected general secondary schools into technical secondary schools. Technical vocational education and training (TVET) plays a critical role in developing the capacity of youth, men, and women in meeting the demands of a growing economy, given the low educational attainment among adults and limited practical skills training in formal education.

This technical assistance (TA) was the first engagement of the Asian Development Bank (ADB) with Timor-Leste's MOE. It focused on strengthening MOE's planning and management capacity for technical secondary education and supported the development of detailed policy and implementation frameworks to improve and expand the technical education. These frameworks were based on assessments of current learning outcomes, effectiveness of existing skills programs, and labor market needs for priority skills programs in technical schools. The TA was aligned with and included in Timor-Leste's country partnership strategy, 2016–2020<sup>2</sup> and country operations business plan 2016–2018.<sup>3</sup>

### Expected Impact, Outcome, and Outputs

The TA's impact was an increased number of technical secondary school graduates with improved practical skills and learning outcomes. The outcome was MOE capacity to plan and strengthen quality technical secondary education enhanced. The TA design had three outputs: (i) learning outcomes and labor market demand for priority skills programs in secondary education assessed, (ii) policy and implementation frameworks to expand and improve technical secondary education developed, and (iii) planning and managerial capacity of MOE and secondary school officials for quality technical education enhanced.

### Implementation Arrangements

MOE was the TA's executing and implementing agency. The TA planned to recruit 104 person-months of consulting services (29 person-months international and 75 person-months national) and was implemented from January 2016 to December 2018. The TA engaged a consulting firm in November 2016 through quality- and cost-based selection. The firm recruited two additional national consultants to deliver specific TA technical outputs. The TA also engaged one

<sup>1</sup> Government of Timor-Leste. 2011. [Timor-Leste Strategic Development Plan, 2011–2030](#). Dili.

<sup>2</sup> ADB. 2016. [Country Partnership Strategy: Timor-Leste, 2016–2020](#). Manila.

<sup>3</sup> ADB. 2016. [Country Operations Business Plan: Timor-Leste, 2016–2018](#). Manila.

national individual consultant in January 2017 to enhance MOE's capacity to implement and coordinate TA activities, and to communicate effectively with MOE and school officials. At completion, a total of 73.5 person-months of consulting services (29 person-months international and 44.50 person-months national) were provided. The actual inputs from the individual national consultant were about half of the original inputs. This consultant resigned for personal reasons 12 months after contract signing and was replaced by the national consultant hired by the firm. On 11 June 2018, ADB approved a minor change in implementation arrangements for the delegation of TA funds management to the Timor-Leste Resident Mission for the operational expenses of the dual certification technical working group (TWG).

The TA experienced a slow start-up due to (i) a prolonged period of frequent changes in government leadership; and (ii) replacement of several consultants (learning assessment and curriculum specialist, labor market analyst, teacher training and management specialist, and TVET school facilities and equipment specialist) due to various reasons. During the second year of TA implementation, two key consultants (national TA advisor and international technical advisor/team leader) were also replaced, which caused further delays. Three changes in the government, three changes of MOE minister and vice minister, and one change of the responsible MOE director general during the TA implementation period have seriously affected the TA implementation.

The TA was approved on 3 December 2015 and became effective on 25 February 2016. On 22 November 2018, the original completion date was extended by 12 months until 31 December 2019 to compensate for the start-up delays, and provide time to complete the TA activities and to discuss with MOE the TA findings and recommendations.

### Conduct of Activities

**Output 1: Current learning outcomes and labor market demand for priority skills programs in secondary education assessed.** The activities under this output were substantially achieved. The TA supported a series of assessments and studies focused on learning outcomes, curriculum development, assessment reform, improving teacher instruction, facilities, equipment, linkages to industry, and recommended a feasible way forward. All activities under this output were completed, except the analysis of the cost-effectiveness of skills programs because the graduate tracer study employment rate data sample was insufficient for analysis. The findings of the assessments provided sex-disaggregated baseline data and inputs for the Education Sector Plan (ESP) 2020–2024, and strategies for the development and reform of secondary education, including equal opportunities for male and female students. Reports produced under this output included a labor market study, graduate tracer study, training need analysis, capacity development assessment, curriculum and learning outcome assessment, and facility and equipment assessment. MOE confirms its commitment to use these reports for developing plans.

**Output 2: Policy and implementation frameworks to expand and improve technical secondary education developed.** The activities under this output were completed with minor exception of endorsement of the dual certification mechanism. The TA formulated a detailed policy and implementation framework for expanding and improving technical education based on the studies and assessment reports developed under output 1. The technical assessments, proposed recommendations and options for further actions were presented to and endorsed by MOE. Priority skills programs recommended for new and converted technical schools were: tourism and hospitality, food and drink preparation, construction, information technology programming, commerce, and agriculture. MOE agreed with assessments and recommendations and proposed to conduct more discussions about the program.

MOE and Instituto Nacional de Desenvolvimento de Mão-de-Obra (INDMO) of Secretariat of State for Professional Training and Employment (SEFOPE)<sup>4</sup> in September 2016 established a TWG to address the implementation challenges of the dual certification mechanism for technical school graduates. The TWG comprised staff from MOE, INDMO and industry representatives aimed to harmonize and formalize the implementation of the Timor-Leste national qualification framework in all technical secondary schools. ADB approved a minor change in scope in June 2018 to include the TWG's activities in the project's scope, allocate a budget, and define its funds-flow mechanisms. The TWG proposed the following recommendations to MOE in May 2019: (i) secondary technical vocational education schools (ESTVs) should undergo accreditation with INDMO following standards developed and approved by both parties; (ii) INDMO should only certify elective units of competency after completion of the competency test; (iii) competency tests could be taken in ESTVs, or at the INDMO accredited training centre; (iv) ESTV students should obtain only up to level 2 of the national qualification framework; (v) ESTV graduates could obtain further level national qualification at the INDMO training center; and (vi) ESTV teachers should obtain at least certificate IV in training and assessment qualification as a trainer and an assessor. At TA completion, MOE was conducting internal discussions before formally endorsing these recommendations. In February 2019, MOE requested TA support for the integration of the ESTV policy options in the ESP 2020–2024. The TA, together with stakeholders including senior MOE officers, developed and submitted a draft strategy for the development and implementation of three ESTV initiatives: (i) an implementation

<sup>4</sup> INDMO or the National Labour Force Development Institute is an autonomous regulatory agency under the auspices of the SEFOPE and is responsible for regulating qualification levels of vocational training and foundation courses.

strategy, (ii) a capacity development plan, and (iii) an investment proposal for government consideration. The TA also recommended improvements in the following priority areas: (i) the transition from ESTV to work or further studies; (ii) deliver demand-driven priority skills programs at the required quality level; (iii) reform of curriculum and pedagogic models; (iv) capacity of teachers and schools officials; (v) linkages between industry employers and the ESTV sector to improve graduates' job readiness; and (vi) development of model school clusters. In November 2019, MOE incorporated some of the proposed recommendations and strategies into the ESP 2020–2024.

**Output 3: Planning and managerial capacity of MOE and secondary school officials for quality technical education enhanced.** The activities under this output were partially achieved. Through a series of workshops and meetings, the TA strengthened MOE's strategic planning capacity to provide technical education. Study visits to the Philippines and Indonesia were conducted in September 2017. These two countries were chosen on the basis of their successful operation and implementation of TVET, relevance, and similarity of the respective economic prospects and challenges. The study visits provided the 12 participating senior MOE officers with a deeper understanding of TVET functions and insights on the extensive policy and management blueprint required to support the system. The planned capacity building workshop to strengthen management practices for technical education was not conducted due to pending MOE concurrence on the implementation strategies and its schedule.

The TA design included a pilot program aimed at converting at least one general secondary school to a quality technical secondary school with competency-based training standards. This included infrastructure rehabilitation, equipment, and curriculum reforms. Under the TA plan, the government would finance the implementation of the pilot activities, and the TA would provide technical expertise and supervision. However, the TA budget was insufficient to finance the entire pilot program, and the government could not mobilize the budget for the implementation. As a consequence, at TA closing, the total undisbursed amount is \$255,500.81 (25% of TA amount). The unspent funds were intended for the finalization of the recommended strategies with MOE and execution of the pilot program.

Knowledge products prepared under the TA include (i) a report on reforming technical secondary education in Timor-Leste, (ii) an ESTV labor market study, and (iii) an ESTV graduate tracer study, and are available in the ADB website.<sup>5</sup>

#### Technical Assistance Assessment Ratings

Criterion	Assessment	Rating
Relevance	The government requested ADB assistance to enhance the planning and management capacity of MOE for skills development in secondary education. The TA supported the implementation of Timor-Leste's SDP 2011–2030 and adoption of the National Education Strategic Plan 2011–2030, which aimed to address the issues of skills shortage and high youth unemployment. The TA was aligned with ADB's country partnership strategy 2016–2020, which supports the country's inclusive development agenda and capacity development in key areas. It built on ADB's grant assistance for TVET. <sup>6</sup> The TA was relevant at the onset but did not adapt to emerging challenges, such as the changes in MOE management and budget priorities during TA implementation. ADB did not adjust targets to remain relevant considering the required government approval and budget mobilization mechanisms required to complete the planned pilot program, especially since this was MOE's first engagement with ADB. The pilot activities without the strong government ownership expected during the design phase go beyond the scope of a capacity development TA. An investment project may be more appropriate to implement such a pilot. The TA should have taken opportunities during review missions to revise the design accordingly.	Less than relevant
Effectiveness	Despite achievement of 10 out of 15 output indicators, the TA is considered less than effective. The TA supported the completion of studies and assessments and the formulation of policy options; however, there is insufficient evidence to show that these activities contributed to the achievement of the outcome. At TA completion, MOE had not yet demonstrated capacity to plan and strengthen quality technical education.	Less than effective

<sup>5</sup> ADB. 2019. [Policy and Planning for Skills Development in Secondary Education](#). Consultant's report. Manila. (TA 9006-TIM).

<sup>6</sup> ADB. 2011. [Timor-Leste: Mid-Level Skills Training Project](#).

Criterion	Assessment	Rating
Efficiency	The TA was rated efficient with 75% utilization of funds allocated within budget, and with only one 12-month extension to compensate for initial start-up delays. The extension allowed the TA to complete most of its activities and provided more space for policy dialogue with the government. The government did not implement the school pilot program, and as a result, TA funds allocated for this activity were not utilized.	Efficient
<b>Overall Assessment</b>	This TA was instrumental in diversifying ADB's support in Timor-Leste into its first engagement with MOE. It provided MOE with detailed analyses and recommendations for the conversion of general schools into technical schools in a strategic manner. MOE incorporated some of the TA proposed recommendations and strategies into the updated national education sector plan. Though the TA achieved 80% of its performance indicators, due to MOE leadership and priority changes and overly ambitious targets, there is no clear evidence that the outcome was achieved. Based on the TA assessment of the curriculum review, MOE established a task force to lead the curriculum revision work, but by the end of the TA, there were no results to show. Overall, at TA completion, MOE still had not demonstrated enhanced capacity to plan and strengthen quality technical education.	Less than successful
<b>Sustainability</b>	The policy recommendations included in the ESP 2020–2024 likely will achieve scale during ESP implementation. Although education spending as a percentage of gross domestic product in Timor-Leste is lower than international recommendations, progress has been made toward the MOE's budget planning capacities and increased investment in education. The UNESCO data showed an improvement in percentage of gross domestic product from 1.2% in 2008 to 2.7% in 2014. The total budget devoted to MOE in 2019 was \$100.6 million, accounting for 6.8% of the total 2019 government budget. For the 2020 budget, the government aims to allocate 7% of total government budget. <sup>7</sup> Overall, expenditure on education as a proportion of total public spending remains below the internationally recommended level of 15%–20% to achieve Sustainable Development Goal 4 on Education. The implementation of the activities included in the ESP 2020–2024 will require an additional investment of \$150.8 million over the next 4 years. A portion of this additional investment that is not considered in the government budget projections is expected to be financed with funds corresponding to government infrastructure funds, from donors and external funders.	Likely sustainable

### Lessons Learned and Recommendations

Design and/or planning	The TA design should better identify appropriate national budget allocation mechanisms, ensuring proper funding of the technical school expansion pilot program. Subsequent TA projects might consider funding all pilot implementation activities rather than relying on government funds.
Implementation and/or delivery	The TA design should include relevant actions or adapt to mitigate the risks linked to the frequent changes in MOE's political and technical leadership, and to the difficulties to mobilize timely government counterpart funds. The MOE appreciated and endorsed the assessments, studies, and recommendations prepared by the TA. It further incorporated elements of the recommendations into the ESP 2020–2024 and into the ESTV Development Framework. ADB can ensure government commitment to implement this and future TA recommendations by ensuring it is explicitly included in national sector plans that remain constant through government changes.
Management of staff and consultants	Satisfactory and timely completion of the TA activities require prompt fielding of qualified consultants with relevant specific skills. Future TAs or projects may provide training on project and consultant management to ensure the government endorses and monitors consultants' work.
Knowledge building	The MOE suggested to share the findings of initial assessments and studies to a wider audience to stir a nationwide debate about technical secondary education. It is recommended that future reports are presented in a more reader-friendly format for wider audiences.
Stakeholder participation	Strengthening government counterpart agencies' (MOE and SEFOPE) ownership is crucial for the success of future TAs and projects. A strong coordination mechanism needs to be established among all stakeholders to ensure the success of technical secondary school reform.
Replication and/or scaling up	Through the ESP 2020–2024 and the ESTV Development Framework, the government committed to develop technical vocational colleges, in part using official development assistance funding.

<sup>7</sup> The 2020 General State Budget, totaling \$1,497 billion, was approved by the National Parliament on 8 October 2020 and was promulgated by the President on 19 October 2020.

Post-TA financial resource	The upcoming subproject 2 (education) on TA Cluster Policy and Planning for Public Investments <sup>8</sup> will support the policy dialogue with the government and prepare ADB's upcoming investment project in Timor-Leste education sector.
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#### Follow-up Actions

ADB should (i) dialogue further with MOE on finalizing the ESTV implementation strategy, capacity development plan, and investment proposals, and (ii) engage with the new MOE minister and director general for secondary education to build on this TA's findings to design the new investment loan project to support the secondary technical school reform.

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<sup>8</sup> ADB. 2017. [Technical Assistance to Timor-Leste for Policy and Planning for Public Investments](#). Manila.

## DESIGN AND MONITORING FRAMEWORK

<b>Impact</b> Increased number of technical secondary school graduates with improved practical skills and learning outcomes (National Education Strategic Plan, 2011–2030) <sup>a</sup>		
<b>Results Chain</b>	<b>Performance Indicators with Targets and Baselines</b>	<b>Achievements</b>
<b>Outcome</b> MOE capacity to plan and strengthen quality technical secondary education enhanced	Timelines and budgets for implementing technical school expansion are in place and agreed by schools officials	<b>Not achieved.</b> The TA prepared studies, baseline data, the evaluation and formulation of policy options, and recommendations to implement three inter-related initiatives: (i) ESTV implementation strategies, (ii) ESTV capacity development plan, and (iii) ESTV investment proposal. The timeline and budget were developed, but are yet to be agreed with school officials. The government's pending approval for the recommended ESTV development framework is still being pursued. An arrangement has been made for ADB to provide continued technical advisory support until the ESTV framework is finalized and approved by the end of 2020.
<b>Outputs</b> 1. Learning outcomes and labor market demand for priority skills programs in secondary education assessed	1a. Learning outcomes and destinations of graduates assessed in a sample of proposed new and existing technical schools by March 2017, with attention to gender differences  1b. Cost-effectiveness of skills training programs assessed for existing technical schools by March 2017, separately for males and females  1c. Appropriateness of and market demand for MOE's priority skills program (e.g. accounting, maritime and fisheries, and information technology skills) assessed by March 2017  1d. At least four priority skills programs identified based on labor market relevance and demand, as well as cost-effectiveness and with attention to gender by July 2017  1e. Training needs for teachers assessed in a sample of proposed new and existing technical schools, and upgrading strategies recommended by July 2017  1f. Physical facilities and equipment needs assessed for proposed new and existing technical schools to improve the relevance of practical skills training by July 2017	1a. <b>Achieved.</b> The graduate tracer study was completed covering around 300 graduates from 11 schools. Results were analyzed, and findings reported.  1b. <b>Not achieved.</b> A meaningful and overarching cost-effectiveness analysis of TVET skills programs could not be completed. The low employment rate of the individuals participating in the graduates' precluded the use of a sufficient sample.  1c. <b>Achieved.</b> Six focus groups with 38 participants were established for consultation purposes, representing the nominated industry and training sectors prior to March 2017. Meeting outcomes were documented and used to influence which priority skills training areas were nominated.  1d. <b>Achieved.</b> Findings from the LMS identified the four required priority skills programs to be implemented in ESTV's as well as an additional four programs that were also in high demand by prospective employers.  1e. <b>Achieved.</b> A training needs analysis was completed covering 125 teachers from six senior secondary schools (Dili). Recommendations were included in the final TA Report.  1f. <b>Achieved.</b> An extensive study and analysis of essential and required physical resources and infrastructure was undertaken in 37 out of 64 ESTV covering plant, tools, equipment, utilities and facilities (new and refurbished).



Results Chain	Performance Indicators with Targets and Baselines	Achievements
2. Policy and implementation frameworks to expand and improve technical secondary education developed	<p>2a. Proposed priorities skills programs for new technical schools discussed, based on assessment results, and agreed to by MOE and school officials by July 2017, with special attention to equal opportunities for males and females.</p> <p>2b. MOE, SEFOPE, and INDMO agree on assessment and certification mechanisms for technical secondary graduates by November 2017</p> <p>2c. Pilot implementation plans for at least two agreed priority skills programs developed with financial and human resource requirements by November 2017</p> <p>2d. Phased implementation strategies developed for new technical schools by November 2017</p>	<p>2a. <b>Achieved.</b> Priority Skills Programs were identified and included in the final TA Report. The programs provide equal access to males and females, and people with disabilities. The program chosen for technical secondary expansion contingent on infrastructure options and other essential support. The school location and the required physical and human resources support would be determined through the ESTV implementation strategies.</p> <p>2b. <b>Partially achieved.</b> The TA supported the establishment and funding of the TWG. Six published recommendations were considered by MOE and SEFOPE. Until the recommendation of TWGs, particularly on accreditation criteria for technical secondary school, approved by MOE and SEFOPE, the dual certification could not be implemented. As of TA completion, MOE was still conducting internal discussions before formally endorsing the TWG recommendations. The recent changes in MOE leadership has affected the decision making process on dual certification mechanism.</p> <p>2c. <b>Achieved.</b> Pilot implementation plans for the Priority Skills Programs were detailed in the Final TA Report, which was submitted to MOE.</p> <p>2d. <b>Achieved.</b> The ESTV policy option, implementation strategy and investment proposal were completed.</p>
3. Planning and managerial capacity of MOE and schools officials for quality technical education enhanced	<p>3a. MOE organizes at least two workshops to discuss the technical school expansion plan with school officials by September 2017.</p> <p>3b. MOE and schools officials undertake study visits by September 2017</p> <p>3c. At least two capacity-building workshops organized to strengthen management practices for technical education by March 2018</p> <p>3d. MOE officials develop investment strategies for expanding quality technical education with specific financing options by March 2018</p>	<p>3a. <b>Achieved.</b> Several workshops with MOE officials were convened to discuss the ESTV expansion plan and new policy options, and strengthen MOE capacity on strategic matters related to technical education provision. A workshop with MOE officials and other stakeholders was conducted on 9–10 April 2018. Another workshop was conducted on 9 August 2018 for MOE senior officers, including the minister. More than 60 MOE officials and staff participated in the two workshops.</p> <p>3b. <b>Achieved.</b> Study tours to Indonesia and the Philippines were conducted, and the outcomes and recommendations were extensively reported.</p> <p>3c. <b>Not achieved.</b> This activity will be undertaken once MOE agrees and finalizes the schedule for implementation strategies.</p> <p>3d. <b>Partially achieved.</b> The TA provided investment recommendations and funding options to MOE which were based on the ESTV implementation strategy and capacity development plan.</p>

Results Chain	Performance Indicators with Targets and Baselines	Achievements
	3e. MOE commences pilot implementation of technical school expansion (for one or two schools) by September 2018	3e. <b>Not achieved.</b> The government did not allocate budget to finance the pilot implementation.

#### Actual Key Activities with Milestones

##### 1. Learning outcomes and labor market demand for priority skills programs in secondary education assessed

- 1.1 Additional studies and interviews with employers to assess market demands for skills programs and the effectiveness of existing skills programs in technical secondary schools were undertaken (January–November 2017).
- 1.2 A list of priority skills programs based on labor market needs and cost implications were developed (January–October 2017).
- 1.3 Assessment of students' learning outcomes at existing and proposed new technical schools was undertaken, the relevance of curriculum and textbooks reviewed, and options to improve learning and practical skills outcomes recommended (January–November 2017).
- 1.4 A training needs assessment for teachers was undertaken, an assessment on the school facilities and equipment conducted, and costs estimate per school were prepared and submitted (September–December 2017).

##### 2. Policy and implementation frameworks to expand and improve technical secondary education developed

- 2.1 All assessments, results and findings were presented to MOE officials in several meetings (January–July 2018).
- 2.2 The TWG was established to assess the certification mechanisms of technical school graduates. TWG recommendation, accreditation criteria and associated requirements were submitted to MOE and SEFOPE for consideration and approval (May 2018–October 2019).
- 2.3 Current funding mechanisms for technical schools were reviewed, financing options to improve the quality of learning and practical skills training in technical schools were developed (March–September 2018).
- 2.4 Pilot implementation plan for Hera technical secondary school with financing and human resource requirements was developed (March–September 2018).
- 2.5 Phased implementation strategies for transforming Hera schools into technical schools were developed and submitted (March–September 2018).
- 2.6 Strategies to build close linkages with community and industry needs for Hera school were developed, consultation with industry and community representatives and school administrators were undertaken (June–November 2017).
- 2.7 Specific work plans for implementation of technical school expansion were prepared (June–December 2019).

##### 3. Planning and managerial capacity for MOE and secondary schools' officials for quality technical education enhanced

- 3.1 Specific areas of capacity development needs for MOE and schools' officials were identified, and capacity development plan was drafted (September–December 2017).
- 3.2 The study visits of MOE officials to the Philippines and Bali were conducted in September 2017. Key findings from the study tour were disseminated during the April 2018 workshop with MOE officials and stakeholders.
- 3.3 Capacity-building consultations and workshops for MOE and school officials were conducted several times to discuss specific implementation steps for technical school expansion (November 2017–October 2019).
- 3.4 Specific investment strategies to implement the expansion of technical secondary schools were developed (June–December 2019).

#### Actual Inputs

ADB: \$744,499.19 from the Technical Assistance Special Fund (TASF-other sources)

ADB = Asian Development Bank, ESTV = secondary technical vocational education school, INDMO = Instituto Nacional de Desenvolvimento de Mão-de-Obra, LMS = labor market study, MOE = Ministry of Education, SEFOPE = Secretariat of State for Professional Training and Employment, TA = technical assistance, TVET = technical vocational education and training, TWG = technical working group.

<sup>a</sup> Government of Timor-Leste. MOE. 2011. [National Education Strategic Plan 2011–2030](#). Dili.

Source: Asian Development Bank.

## TECHNICAL ASSISTANCE COST

**Table A2.1: Technical Assistance Cost by Activity**  
(\$'000)

Item	Amount		
	Original	Revised	Actual
1. Consultants	770.0	770.0	691.7
2. Goods	10.0	10.0	0.0
3. Training, seminars and/or conferences	40.0	40.0	5.5
4. Surveys	60.0	60.0	46.7
5. Miscellaneous TA administration	20.0	20.0	0.6
6. Pilot testing	0.0	0.0	0.0
7. Contingency	100.0	100.0	0.0
<b>Total</b>	<b>1,000.0</b>	<b>1,000.0</b>	<b>744.5</b>

TA = technical assistance.

Source: Asian Development Bank estimates.

**Table A2.2: Technical Assistance Cost by Fund**  
(\$'000)

	TASF	Total Cost
1. Original	1,000.0	1,000.0
2. Revised	1,000.0	1,000.0
3. Actual	744.5	744.5
4. Unused	255.5	255.5

TASF = Technical Assistance Special Fund.

Source: Asian Development Bank estimates.