

ASIAN DEVELOPMENT BANK

TAR: TIM 34020

TECHNICAL ASSISTANCE

TO THE

DEMOCRATIC REPUBLIC OF TIMOR-LESTE

FOR

CAPACITY BUILDING TO STRENGTHEN PUBLIC SECTOR MANAGEMENT

AND GOVERNANCE SKILLS (PHASE II)

December 2003

CURRENCY EQUIVALENTS

Currency Unit – US dollar (\$)

As of 20 August 2001 the legal tender of Timor-Leste is the US dollar.

ABBREVIATIONS

ADB	–	Asian Development Bank
CPLA	–	Capacity-Building Program for Local Administrators
DNAT	–	Direcção Nacional da Administração Território
INAP	–	Instituto Nacional da Administração Pública (National Institute of Public Administration)
INSET	–	In-service training
MAE	–	Ministério da Administração Estatal (Ministry of State Administration)
SOTL	–	Special Office in Timor-Leste
TA	–	technical assistance

NOTES

- (i) The fiscal year of the Government ends on 30 June.
- (ii) In this report, "\$" refers to US dollars.

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I. INTRODUCTION

1. Following the declaration of independence, Timor-Leste has been resolute in its efforts to institutionalize sound development management and promote improved living conditions for all. In line with these efforts, the Asian Development Bank (ADB) has been assisting the Government to build capacity for good governance. Initiatives are being put in place to professionalize and strengthen the subnational units of government. These initiatives are guided by the understanding that a well-functioning government that is close to the people can provide opportunities for better program development and implementation, focused service delivery, and improved accountability of public personnel. This technical assistance (TA)¹ will focus on capacity building at local government levels as shown in the TA framework (Appendix 1). It responds to the Government's request for continued assistance at the levels of local government and traditional leadership to encourage greater people participation in planning and decision-making, thus making the public administrative system more responsive and transparent. During discussions, ADB and the Government reached an understanding on the scope, implementation arrangements, cost and financing, and outline terms of reference for the TA.

II. ISSUES

2. Cognizant of the enormous capacity-building needs at the field level and the scarce programs being implemented, ADB undertook pioneering efforts to assist Timor-Leste in developing the managerial and technical skills required of local authorities. The initial ADB assistance for capacity building at the field level focused on community empowerment.² This was followed by a TA to develop critical skills that would equip East Timorese to lead the country toward economic recovery and public sector management.³ To further assist the government, another TA on capacity building for local authorities⁴ was processed to help conceptualize a format for local administration. Under this exercise a "local government think tank" consisting of a select group of East Timorese representing political and civil society organizations, was tasked to study and formulate various options for a local government structure that would be appropriate for Timor-Leste.⁵ The TA supported the efforts of the think tank through workshops and a study tour. The most recent assistance, TA 3839, the first since the establishment of the new Government, was initiated at the request of the then new Government to help develop the professional competencies of local authorities.⁶

3. Taking into account the unique situation of Timor-Leste, new nation, TA 3839 conducted training needs analysis with special emphasis on a participatory approach. This involved workshops and extensive discussions with the prospective trainers and the incumbent administrators. Based on the analysis, TA 3839 also supported the development of the Capacity Building Program for Local Authorities (CPLA), which highlights a competency-based training curriculum. The curriculum sets out the specifications for the intended learning outcomes and

¹ The TA first appeared in *ADB Business Opportunities* (internet edition) on 20 October 2003.

² ADB. 2000. *Technical Assistance to East Timor for Community Empowerment Program*. Manila.

³ ADB. 2000. *Technical Assistance to East Timor for Capacity Building for Governance and Public Sector Management*. Manila.

⁴ The Local Government Think Tank constituted by ADB in early 2001 preferred to use the broader term "local authorities" in order to allow "more open discussion of the needs of East Timor to have a system of democratic decision-making and action at the local level which could be developed into a specific local model."

⁵ ADB. 2000. *Technical Assistance to East Timor for Capacity Building for Local Government*. Manila.

⁶ ADB. 2002. *Technical Assistance to East Timor for Capacity Building to Develop Public Sector Management and Governance Skills*. Manila (TA 3839).

general guidelines for developing the course content, instructional materials, teaching methodology, duration, and assessment methods.

4. To ensure the relevance of the program, TA 3839 likewise developed and indigenized the training modules for eight subject areas:⁷ (i) problem solving, (ii) practical math or quantitative techniques, (iii) cooperating with others, (iv) communication, (v) managing information, (vi) leadership and management, (vii) project development and management, and (viii) local development administration. Each training module consists of a trainer's guide, lesson/session plan, and course book. The modules are designed such that they can be used as references during training courses, and as guidebooks for trainees when carrying out their duties as local administrators and civil servants.

5. The TA is ongoing and as of September 2003 had successfully trained 99 local trainers and public officials. TA 3839 expects to conduct about 35 training programs covering all 13 districts and six subject areas for about 600 participants that hold the positions of district administrator, deputy district administrator, district development officer, district personnel officer, economic and social officer, administrative assistant, subdistrict administrators, and village leaders.

6. The success of the training program has been clearly evidenced on several occasions when the local partners—Instituto Nacional da Administração Pública (National Institute of Public Administration) (INAP), Direcção Nacional da Administração Território (DNAT), and local government administrators—have openly declared their ownership of the program, its results, and outputs of TA 3839, which cover the CPLA. They have shown commitment to the implementation and success of the TA. Additionally, other major stakeholders from the government, including the Capacity Building Coordination Unit in the Office of the Prime Minister, and other international funding agencies—such as the Australian Agency for International Development (AusAID), United States Agency for International Development (USAID), and United Nations Development Programme (UNDP)—have also declared their support for the successful implementation of the CPLA.

7. Experience from TA 3839 underscores a number of important lessons. The most basic lesson is that any capacity-building intervention and assistance should have a strategic framework for implementation that is linked to national development priorities.⁸ The framework must be designed and formulated in close partnership and consultation with the stakeholders to provide the basis for ownership of the framework and hence sustainability. Further details of the lessons learned are in Appendix 2.

8. Responding to these findings, significant effort has been made to initiate capacity building activities that use a highly participatory approach. Implementation arrangements to sustain capacity-building activities at the local level have also been initiated. Under the technical guidance of INAP and administrative supervision of DNAT, mobile assistance teams have been constituted to provide district and subdistrict officers easy access to quality training, mentoring, and coaching. When completed, the TA is expected to significantly improve the capacity of the local administrators to cater to the needs of their constituencies.

⁷ TA 3839 is developing six modules and, the Australian Agency for International Development (AusAID) is developing the subject areas of communication and managing information.

⁸ Under TA 3839, the CPLA provides a competency-based training curriculum as well as implementation guidelines, which build the gains so far in identifying Timor-Leste's capacity-building requirements for nation-building and development.

9. Timor-Leste's administrators and the country as a whole are entering a new phase. Capacity-building efforts must be consolidated to ensure long-term impact and sustainability. This follow-up TA for capacity building of local authorities is necessary to build upon and sustain the gains of TA 3839.

III. THE TECHNICAL ASSISTANCE

A. Purpose and Output

10. This TA will enhance the professional competencies of district and subdistrict officers, village leaders, and local trainers for efficient and responsive services to the citizens. It will also strengthen the capacity of INAP as the lead government agency responsible for the professional training and career development of civil servants at the national and local levels. Furthermore, the TA will strengthen the mobile assistance teams and institutionalize in-service training (INSET) through a capacity-building network developed during the previous TA.

11. The current TA has four components: (i) training of local authorities, (ii) training of trainers, (iii) institutional support, and (iv) learning product development.

12. **Component 1: Training of Local Authorities.** The TA will develop the abilities of district, and subdistrict officers, and village leaders in operational and functional skills. Local authorities will continue their training in the subject areas of CPLA.

13. **Component 2: Training of Trainers.** The local pool of trainers will be trained in aspects of training development and management, including the provision of support for the institutionalization of INSET for local authorities. As such, the TA will enhance the technical know-how and skills of trainers from DNAT, INAP, and mobile assistance teams in training needs-analysis, techniques of instructional development, developing of training tests, and trainer and trainee guides, and measuring the effects of training.

14. **Component 3: Institutional Support.** The third component has three parts.

- (i) **Management and Administration.** The training management system for local authorities will be enhanced to develop the institutional mechanisms for quality planning, implementation, monitoring, and evaluation of training programs and the overall organizational design for managing training programs covering the 13 districts. The TA will aim to make DNAT and INAP more proficient in (i) providing policy directions and priorities on INSET for local authorities; (ii) establishing and ensuring quality standards for INSET programs are adequately met; (iii) monitoring and evaluating training programs in relation to on the job performance; (iv) updating and improving the CPLA (curriculum, training courses, and modules); and (v) planning and designing future INSET programs.
- (ii) **Personnel Information System.** The TA will support the (i) development and implementation of a system of accreditation of trainers and INSET providers to professionalize the design and delivery of training; and (ii) establishment of a data base system for local authorities that will provide updated information about basic personnel profile, staff development needs, and training programs attended.

- (iii) **Monitoring and Evaluation.** The TA will document the key responsibilities and identify the required competencies of positions in DNAT and INAP, which will serve as a useful guide for on-the-job performance and self-assessment. Currently used methods for learning and training evaluation instruments will be assessed and improved, if necessary. The impact evaluation framework developed under the previous TA will be used to track progress and preliminary outcomes of training programs.
- (iv) **Equipment and Materials.** The TA will provide training equipment and references for the districts (e.g., computers, multimedia equipment and overhead projectors, instructional videos and CDs, guidebooks, etc).

15. **Component 4: Learning Product Development.** The component will focus on the updating, improvement, publication, and dissemination of the seven training modules. The modules will be revised to take into account implementation experience (necessary adjustments in the content, approach, examples, exercises, timing, and schedule will be made). Selected practices in local governments in Timor-Leste will be identified, documented, and incorporated in the revised modules. The module on managing information will also be developed. All the modules will include sections on the training curriculum and table of competencies and professional standards.

B. Methodology and Key Activities

16. This TA will adopt the competency and research based curriculum for local authorities developed under TA 3839 to ensure realization of desired learning outcomes and proficiencies. Capacity-building programs for district and subdistrict officers, village leaders, and trainers will be interfaced to have the optimum effect. Training programs will, in so far as be practicable, locally-based and interactive. Target beneficiaries will be actively involved in assessing their own learning progress, evaluating the training programs, and recommending improvements.

17. Overall management and administration of training programs will be centrally supported (by DNAT), centrally-guided (by INAP), locally managed (by the local authorities), implemented on-site at the field level, and (whenever necessary) aided by the mobile assistance teams. DNAT will provide policy support and guidelines to ensure the effective implementation of the training programs. It will assure that local authorities actively participate in and contribute to the success of the capacity-building program. DNAT, in collaboration with INAP, will likewise monitor and evaluate training outcomes.

18. Actual implementation of training programs will be a shared responsibility of INAP, mobile assistance teams, and local authorities. They will establish and enforce quality standards for all training programs conducted. Training certificates will be awarded only to participants who have satisfactorily met the requirements. The quality of training will be closely monitored and feedback will be used for review of strategies, effectiveness, and improvement in the delivery system. The process will be participatory and continuing. New practices learned in the implementation of training programs for local authorities will be fully documented and used in adjusting the delivery of interventions and the design and conduct of forthcoming programs.

19. The local languages will be used in the delivery of training programs as appropriate. Training modules are likewise translated.

C. Cost and Financing

20. The TA is estimated to cost \$687,000 equivalent, which comprises a foreign exchange cost of \$256,000 and local currency cost of \$431,000 equivalent. The Government has requested ADB to finance \$550,000 covering the entire foreign exchange cost and a local currency cost of \$294,000 equivalent. The TA will be financed on a grant basis by ADB's TA funding program. The Government will contribute the remaining local currency cost of \$137,000 equivalent to cover the office accommodation, counterpart support, some field transport, facility for workshops and training venues and other administrative costs. Details of the cost estimates and the financing plan are in Appendix 3.

D. Implementation Arrangements

21. DNAT will be the Executing Agency and INAP the Implementing Agency of the TA. INAP will be responsible for overall coordination with ADB. DNAT and INAP will assure that adequate support is provided for a small team of consultants, in terms of access to relevant information, office space and facilities, and (where possible) transportation. The consultants will become the new members of the working group established under TA 3839 and will be working closely with DNAT and INAP.

22. The TA will be implemented over 18 months commencing in May 2004 and ending in November 2005. The consulting services for the TA will include 14 person-months of international and 16 person-months of domestic consultancy. All consultants will be engaged as individual consultants by ADB, in accordance with the *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for engaging domestic consultants. Technical and administrative support will be provided by the Government to the consultants through the engagement of appropriately qualified support personnel as needed. The training equipment and materials necessary will be procured in accordance with ADB's *Guidelines for Procurement*. The outline terms of reference for the consultants are in Appendix 4.

23. The reporting requirements for the consultants will include (i) an inception report, within 4 weeks of TA commencement; (ii) progress reports, after each field visit; (iii) interim accomplishment reports; (iv) a draft final report, at least 1 month prior to TA completion; and (v) a final report summarizing the outputs with appropriately documented listing of the achievements.

IV. THE PRESIDENT'S DECISION

24. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$550,000 on a grant basis to the Government of the Democratic Republic of Timor-Leste for Capacity Building to Strengthen Public Sector Management and Governance Skills (Phase II), and hereby reports this action to the Board.

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
<p>management</p> <p>Strengthen the institutional support mechanisms for continued, needs-based, and decentralized management of capacity building program for local authorities</p> <p>Improve, indigenize, and disseminate learning products for local authorities</p>	<p>TA</p> <p>Formulated responsibility matrix, month after project inception</p> <p>Formulated criteria and procedures for accreditation of qualified service providers after three months from date of project inception</p> <p>Established personnel information system in each district and integrated at the central office after 4 months from date of project inception</p> <p>Procured and distributed six overhead projectors, six notebook computers, six multimedia projectors</p> <p>Identified and documented responsibilities and competencies of key staff positions after 2 months from date of project inception</p> <p>Document at least 12 exemplary practices after 12 months from date of project inception</p> <p>Completed and improved seven training modules incorporating the 12 case studies of best examples of good administration and new practices learned in implementation of training programs after 15 months from date of TA inception</p> <p>600 copies of each training module printed and distributed by end of TA</p>		
<p>Activities</p> <p>(i) Conduct training courses in seven subject areas for local authorities</p>	<p>(i) Conducted 100 training courses covering the seven subject areas in the training curriculum</p>	<p>Training completion reports</p> <p>Evaluation of training by participants</p>	<p>Training curriculum and standards are strictly observed and followed</p> <p>Government supports the</p>

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
(ii) Conduct training programs in training development and management for trainers (iii) Formulate and agree on the project responsibility matrix (iv) Formulate system of accreditation of in-service training (INSET) providers (v) Develop list of accredited INSET providers (vi) Orient/follow-up implementers on their roles and responsibilities under the TA (vii) Develop evaluation and assessment instruments (viii) Formulate table of competencies and professional standards (ix) Document good practices in local public administration to be used in the learning products (x) Document and incorporate implementation experiences in the learning products (xi) Improve, print, and disseminate the learning products	(ii) Trained 25 trainers from DNAT, INAP, and mobile assistance teams (iii) Responsibility matrix prepared, clarified, and understood (iv) System and procedures for accreditation established (v) Print and distribute list of accredited INSET service providers (vi) Conduct orientation twice—workshops for trainers and implementers once every 2 months (vii) Training evaluation instruments developed and used (viii) Assessment instruments to measure learning developed and utilized (ix) Table of competencies and professional standards developed (x) Document at least 12 exemplary practices (xi) Completed and improved seven training modules incorporating the 12 case studies of best examples of good administration and new practices learned in implementation of training programs	Consultants' reports Feedback from consultations with partners and other key stakeholders Outputs delivered Evaluation report of the resident representative Back-to-office report of review missions Training evaluation tools and reports Monthly progress reports Project completion report	programs and actively encourages participation of trainees Effective transfer of skills All trainees actively participate

Design Summary	Performance Indicators/Targets	Monitoring Mechanisms	Assumptions and Risks
	(xii) Print and distributed 600 copies of each training module		
Inputs Asian Development Bank financing International consultants Domestics consultants Procurement of training equipment and materials Training and workshops Training modules Support services Government counterpart (in-kind) Office accommodation and facilities Counterpart professional services Administrative support Transportation support	Total budget of \$550,000 14 person-months of international consulting services at \$140,000 16 person-months of domestic consulting services (\$19,000) Appendix 3 provides the cost estimates Total of \$137,000 Estimated costs are provided in the financing table attached as Appendix 3.	Project disbursements reports Consultants' progress reports Consultants' progress reports	Adequate funds are made available Government support and commitment Selection of appropriate consultants and support from participating agencies

DETAILS OF LESSONS LEARNED AND DELIVERABLES

A. Lessons Learned

1. Implementation of technical assistance (TA) 3839 underscores a number of important lessons. The first and the most basic lesson is that any capacity-building intervention should have a strategic framework for implementation that is linked to national development priorities. Further, the framework must be designed and formulated in close partnership and consultation with the stakeholders to provide the basis for ownership of the framework and, hence, sustainability.

2. The second lesson is that the process of capacity building cannot, and should not, be fast-tracked. Capacity building is a continuing process and it necessarily takes time. It cannot be a one-shot deal imposed from above by the central authorities, or, worse, by any external agency. It is important to invest time and resources in (i) developing local ownership of the program, (ii) establishing alliances and partnerships with institutions, (iii) creating a critical mass of champions among key stakeholders at national and local levels, and (iv) ensuring that the program is institutionalized to guarantee its sustainability. This inclusive process lays the groundwork for ownership of the capacity-building intervention and strategies and hence increases the chances of institutionalizing human resource development efforts and eventually the success of the capacity building intervention.

3. Third, a capacity-building program should always be designed within the context of building or strengthening a nation, with the primary focus on good governance and improved service delivery. Fourth, the program must be responsive to local needs with emphasis on developing hands-on skills applicable to the daily work-related needs, problems, and issues. And fifth, the program must also provide for evaluation of its effectiveness and assessment of the impact and potential for wider application.

B. Deliverables

4. The TA will

- (i) conduct 100 cluster-based training programs¹ covering the seven subject areas (training on managing information will be included);
- (ii) train the new additions to the administrative system and reinforce the knowledge of those continuing in their positions as part of the 13 district administrators, 13 deputy district administrators, 13 district development officers, 13 district personnel officers, 13 economic and social officers, 13 administrative assistances, 13 support officers, 65 subdistrict administrators, 65 subdistrict community development officers, 65 subdistrict local government officers, and 442 village leaders in operational and functional skills;²
- (iii) train 25 trainers from Instituto Nacional da Administração Pública (National Institute of Public Administration) (INAP), Direcção Nacional da Administração Território (DNAT), and mobile assistance teams in training development and management and their roles and responsibilities under the TA;

¹ The 13 districts have been grouped into five clusters under TA 3839. A mobile assistance team (consisting of trainers from INAP and districts and sub-districts) is assigned to each cluster.

² Subdistrict community development officers and subdistrict local government officers are newly recruited. The village leaders are newly elected.

- (iv) institutionalize the system of accreditation and develop a list of qualified In-service training (INSET) service providers (individuals and organizations);
- (v) establish a personnel information system at each district, which is complied with and amalgamated at DNAT and shared with INAP;
- (vi) measure initial effects of training interventions on staff performance and organizational outcomes;
- (vii) develop learning and training assessment instruments;
- (viii) identify and document responsibilities and required competencies for key staff positions in DNAT and INAP (including village leaders);
- (ix) provide each cluster with a set of basic training equipment and references;
- (x) document and develop 12 case studies on good practices in Timor-Leste (to be used in training modules);
- (xi) develop the training module on managing information; and
- (xii) revise, publish, and disseminate of the seven training modules on problem-solving, working with others, quantitative methods, managing information, leadership and management, project development and management, and local development administration.³

³ Approximately 600 copies of each module will be printed.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Foreign Exchange	Local Currency	Total Cost
A. Asian Development Bank Financing^a			
1. Consultants			
a. Remuneration and Per Diem			
i. International Consultants	140.0		140.0
ii. Domestic Consultants		19.0	19.0
b. International and Local Travel	43.0		43.0
2. Equipment ^b	23.0		23.0
3. Training, Seminars, and Conferences		250.0	250.0
4. Publications and Modules	35.0		35.0
5. Administrative Support		10.0	10.0
6. Contingencies	15.0	15.0	30.0
Subtotal (A)	256.0	294.0	550.0
B. Government Financing			
1. Office Accommodation and Facilities		39.0	39.0
2. Counterpart Professional Services		18.0	18.0
3. Administrative Support		5.0	5.0
4. Local Transport		60.0	60.0
5. Contingencies		15.0	15.0
Subtotal (B)		137.0	137.0
Total	256.0	431.0	687.0

^a Financed by the Asian Development Bank's technical assistance funding program.

^b Equipment includes computers, multimedia/overhead projectors, instructional videos/compact discs, guidebooks, etc.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

A. General

1. The technical assistance (TA) will require approximately 14 person-months of international and 16 person-months of domestic consulting services. Representatives of the Direcção Nacional da Administração Território (DNAT) and Instituto Nacional da Administração Pública (National Institute of Public Administration) (INAP) will team up the consultants to compose the TA management group, which will be mainly responsible for providing leadership in the management and administration of Capacity-Building Program for Local Administrators (CPLA) and institutionalization of a continued and decentralized in-service training (INSET).

B. Institutional Development Specialist (international, 8 person-months)

2. The specialist will strengthen the support system for the implementation of continued, need and competency-based, and decentralized INSET for local authorities. The indicative tasks will include, but not be limited to the following:

- (i) coordinate and supervise overall implementation of the TA;
- (ii) develop the TA workplan, responsibility matrix, and risk management plan;
- (iii) design the implementation system for managing and sustaining INSET programs for local authorities;
- (iv) formulate the TA impact evaluation framework;
- (v) establish benchmarks of operational and functional skills of local authorities;
- (vi) design a system for recording and maintaining a decentralized personnel information system;
- (vii) develop and establish the desired professional competencies and standards of local authorities;
- (viii) conduct periodic assessment of INSET quality;
- (ix) serve as a resource person during training programs; and
- (x) prepare and submit required TA reports.

C. In-Service Training Specialist (international, 2 person-months)

3. The specialist will be primarily responsible for coordinating, overseeing, and ensuring the successful implementation of the training curriculum. The specific responsibilities will include, but not be limited to the following:

- (i) manage and ensure timely implementation of training programs;
- (ii) develop and implement learning assessment instruments;
- (iii) assist in the development of the TA evaluation framework;
- (iv) coordinate the gathering of benchmark information on the professional proficiencies of local authorities;
- (v) monitor and evaluate training courses conducted and recommend necessary improvements;
- (vi) develop guidelines and templates for documenting good practices and implementation experiences;
- (xi) serve as a resource person during training programs; and
- (vii) prepare and submit required project reports.

D. Two TA Coordinators (preferably domestic, total of 12 person-months)

4 The coordinators will be managing the day-to-day operations of the TA. They will undertake, but not be limited to, the following activities:

- (i) implementing training programs and ensuring their compliance with agreed schedules and standards;
- (ii) documenting implementation experience and good local government practices
- (iii) informing other team members of significant developments and issues that need to be addressed;
- (iv) providing necessary assistance in setting up and using a personnel information system at the districts and ensuring that it is collated, processed, and maintained at Direcção Nacional da Administração Território (DNAT) and shared with Instituto Nacional da Administração Pública (National Institute of Public Administration) (INAP);
- (v) serving as translators and interpreters; and
- (vi) preparing and submitting required project reports

E. Four Training Module Developers (2 international, total of 2 person-months; and 2 domestic, total of 2 person-months)

5. The developers will be responsible for reviewing and improving the training modules, incorporating new practices that have been observed and documented during the implementation of the TA. Their specific tasks will include, but will not be limited to, the following:

- (i) organizing and implementing a process to review, revise, and finalize the modules for printing and distribution;
- (ii) identifying and proposing the necessary revisions in training designs, teaching methods, and assessment instruments;
- (iii) submitting three sets of copies (electronic and printed) of each revised module; and
- (iv) serving as a resource person during training programs.

F. Two Editors (international, 1 person-month, and domestic, 1 person-month)

6. Project documents and references, including the training modules will be edited for printing and publication in three languages: English, Bahasa, Indonesia and Tetum. The editors will be engaged to review and edit the materials for content, grammar, design, and layout.