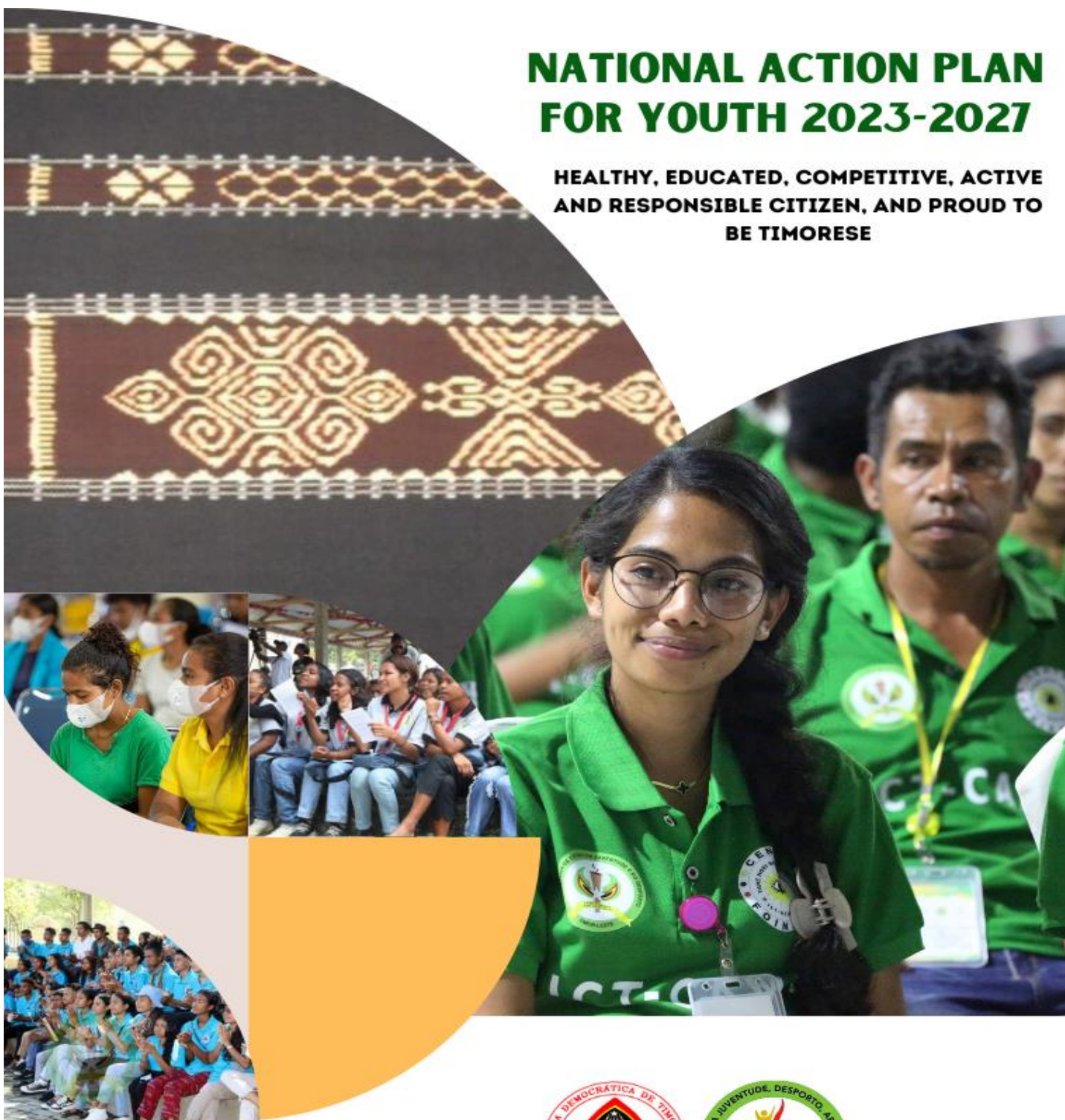


# NATIONAL ACTION PLAN FOR YOUTH 2023-2027

HEALTHY, EDUCATED, COMPETITIVE, ACTIVE  
AND RESPONSIBLE CITIZEN, AND PROUD TO  
BE TIMORESE



**DEMOCRATIC REPUBLIC OF TIMOR-LESTE**  
**MINISTRY FOR YOUTH, SPORT, ARTS AND CULTURE**



## FOREWORD

Results of the two most recent Population and Housing Census, conducted in 2015 and 2022 respectively, show that over 70% the population of Timor-Leste are aged 35 years old and below. This shows that majority of Timorese population are youth.

This high percentage of youth is a blessing for our country, but if the State does not manage this well, it could also be a threat to Timor-Leste. Conscious of these advantages and the possible disadvantages, in 2016 the Government of Timor-Leste approved the National Youth Policy, which was brought about by consultation processes involving different segments of the youth and all relevant entities.

With a great pleasure, to put in place guidelines for implementing the National Youth Policy in a more integrated approach, I present here the National Action Plan for Youth approved by Government on 22 March 2023.

This National Action Plan establish the overview and guidelines or guidance for how to develop the youth, recognizing their potentials and capacity as well as for undertaking a development that allow the youths space for their participation in all its aspects.

With the approval of the Government, this plan will serve as guide for the whole government, through each line ministries with all their development partners, on how to develop the youth of Timor-Leste and afford them adequate space for active participation in our development process.



**Nelyo Isaac Sarmiento**  
**Minister of Youth, Sports, Art, and Culture**

## ACRONYMS

ADB	Asian Development Bank
ANCTL	National Alliance for Tobacco Control
APFTL	Alumni of Timor-Leste Youth Parliament
BCC	Behavior Change Communication
BNCTL	Timor-Leste National Bank of Commerce
BSP	Basic Services Package
CNE	National Electoral Commission
CNJTL	National Youth Council of Timor-Leste
CVTL	Timor-Leste Red Cross
DFAT	Department of Foreign Affairs and Trade
ESTV	Technical Vocational Secondary School
FAO	Food and Agriculture Organizations
GDS	Directorate General of Statistics
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GMN	National Media Group
IADE	Institute of Support for Business Development
ICS	Institute of Health Science
ICS	Institute of Health Science
IEC	Information, Education and Communication
ILO	International Labor Organization
INCSIDA	National Institute of combat against HIV/AIDS, Public Institute
INDDICA.IP	Institute for the Defense of Children's Rights, Public Institute
INDMO	National Institute for Workforce Development
INFORDEPE	National Institute for Training of Teachers and Education Professionals
KNDJ	National Council for Youth Development
KNDJ	National Council for Youth Development
KNDL	National Commission for Children's Rights
KONSANTIL	National Council for Food Security and Nutrition
KRAM	Martial Arts Regulatory Commission
LSBE	Life Skills-Based Education
MAE	Ministry of State Administration
MAPFF	Ministry for Agriculture, Livestock, Fisheries and Forestry
MCI	Ministry for Commerce and Industry
ME	Ministry of Education
MECAE	Ministry of State for Coordination of Economic Affairs
MI	Ministry of Interior
MJ	Ministry of Justice
MJDAC	Ministry of Youth, Sport, Arts and Culture
MS	Ministry of Health
MSME	Micro, Small and Medium Enterprise
MSSI	Ministry for Social Solidarity and Inclusion
NAPSA	Narcotic, Psychotropic and addictive substance
NESP	National Education Sector Plan
NQF	National Qualification Framework
NQF	National Qualification Framework

NZAID	New Zealand Aid
PAA	Annual Action Plan
NAP	National Action Plan
PEN	National Strategic Plan
PNTL	National Police of Timor-Leste
PRADET	Psychosocial Recovery And Development in East Timor
RAEOA	Special Administrative Region of Oecusse Ambeno
RTTL	Radio and Television of Timor-Leste
SAPIP	Sustainable Agriculture Productivity Improvement Project
SEA	Secretariat of State for Environment
SEAC	Secretariat of State for Arts and Culture
SECOMS	Secretariat of State for Social Communications
SEFOPE	Secretariat of State for Professional Training and Employment
SEI	Secretariat of State for Equality
SEKOOP	Secretariat of State for Cooperatives
SEPS	Secretariat of State for Civil Protection
TNA	Training Needs Assessment
TOMAK	Farming for Prosperity
TVE	Education Television
UNDP	United National Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNE-TL	National Scout Union of Timor-Leste
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNTL	National University of Timor Loro-Sa'e
UNV	United Nations Volunteers
WFP	World Food Program

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# CHAPTER 1

## FUNDAMENTALS

### 1.1. Introduction

The development of a country can be better accelerated when the majority of its youth contribute to the economy, social and politics as a way to lift and keep the country away from poverty or hardships, ensure stability, and promote a healthy society live in harmony and peace. Progress and prosperity will not be well achieved when the national does not pay attention to the basic needs of the youth. In the context of Timor-Leste, for successful development, it is important to have youth as partners and leading the development process of the nation now and in the future.

In 2014, the Ministry for Youth, Sport, Arts and Culture (MJDAC) initiated the process to review the National Youth Policy, which highlighted the importance of youth's involvement through their participation at municipal, RAEOA (Special Administrative Region of Oecusse-Ambeno) and national conferences and gave voice to the youth of Timor-Leste to express their concerns to the government. After gathering their concerns, the Ministry for Youth, Sport, Arts and Culture commenced the revision of existing Youth Policy to better correspond the youth's needs and reflective of the current situation as well as challenges facing the youths. Government, through the Ministry of Youth, Sport, Arts and Culture developed the National Youth Policy, which was approved by the Council of Ministers in February 2016.

The National Youth Policy is regarded as a showcase of the ever-changing sociocultural, economy and political realities of Timorese youth. It is a State policy that reflects the aspirations, desires and concerns of the youth of Timor-Leste. Government of Timor-Leste formulated and approved the National Youth Policy with the intention of acknowledging and supporting potentials of the youths for a sustainable development. This policy is effectuated through the **National Action Plan for Youth (NAP-Y)**. Youth is a key constituent and resource for the social, economic and technological developments. Their ideas, aspirations, energy and vision are essential for the continuous societal development and the multitude challenges that defy the achievements of their potentials.

The National Action Plan for Youth is the answer to youth's problems in various areas, particularly in education, health or healthy life, employment opportunity, civic participation as well as violence and crime. This NAP-Y also highlights that management, coordination, networking and partnership as well as intervention in the area of youth is acknowledged as a cross-cutting issue. It also presents specific structure to the relevant parties for improving the situation facing the youth by enhancing the condition and mechanisms to ensure the wellbeing and subsistence of youth in Timor-Leste. Some interventions presented in this NAP-Y are being undertaken by relevant Ministries/ Secretariats of State.

The National Action Plan for Youth is a guideline for the implementation of the National Youth Policy for five years, from 2023 to 2027, based on the goals and intervention strategies prioritized in the National Youth Policy. The plan will serve as a guideline for the implementation of activities of each line ministries related to youth. In other words, all activities included in this NAP-Y would accumulate some relevant points from the action plan and strategic plan of the relevant Secretariats of State and Ministries who contribute to the achievements of goals and results established by the National Youth Policy.

### 1.2. Methodology

National Action Plan for Youth seeks to respond to the various challenges faced by the youth to achieve a decent life. It is a document that supports an integrated efforts to liberate the youths from poverty and

hardships in life and assist them in boosting their capacity and knowledge that allow and pave them the way to contribute to national development process. The elaboration process of this plan is coordinated by the Ministry of Youth, Sport, Arts and Culture, through the general directorate for youth.

The principal methodology for the development of NAP is participatory and consultative. Youth programs in Timor-Leste are not solely implemented by the ministry for youth, sport, arts and culture, but also executed by other ministries, secretariats of state, national and international non-governmental organizations, and international agencies who share the common interest and commitment for improving the wellbeing of the youths and share the view that the issue of youth is a cross-cutting question. The process for developing NAP is as follows:

### **1.2.1. Consultative Meeting with Team Nine (9)**

The process kicked-off with a consultative meeting between MJDAC, consultants and the team who developed the National Youth Policy. At the first meeting, held on 4 November 2016, Team 9 presented the National Youth Policy, which would serve as the foundation for NAP-Y, to the consultants, and the format of NAP-Y matrix was discussed.

Entities represented in the Team 9 were the Ministry for Youth, Sport, Arts and Culture, Timor-Leste National Youth Council, Search for Common Ground, IRI, Caritas Australia, and UNFPA. Following the first meeting, consultants began collecting strategic plans from line ministries/ secretariats of state as per the authorization letter from MJDAC. Consultants then compiled all youth related activities from these ministries/ secretariats of state. Second meeting, held on 29 November 2016, provided consultants with the opportunity to present preliminary results from the matrix and received feedback/comments from Team 9 to further enhance the matrixes.

### **1.2.2. Harmonization of NAP**

When the first draft of NAP was submitted to MJDAC, a validation meeting with members of the National Council for Youth Development (KNDJ) was convened. Drawing from internal discussions at MJDAC, KNDJ and discussions with other relevant entities, the MJDAC consultant then re-harmonized the first draft that resulted in a second draft that encompassed detailed matrix for monitoring and evaluation. The second draft was presented and discussed internally at MJDAC before presented to the meetings with target groups and representatives of youth organizations.



# CHAPTER 2

## IMPLEMENTATION MATRIX

### 2.1. YOUTH AND EDUCATION

**Goal:** Youths of Timor-Leste have become educated and civic citizens of Timor-Leste who live a long and productive life that allows them to participate in the economic, social and political development process.

<i>Output</i>	<i>ACTIVITIES</i>	<i>Time / deadline</i>					<i>Responsible entities</i>	
		2022	2023	2024	2025	2026	<i>Lead by the Government</i>	<i>Coordinated with/ by Partners</i>
<b>1</b>	<b>Intervention Strategy:</b> Develop and enhance the education system, provide quality as well as adequate trainings and equal to all youth							
	<b>Results:</b> Quality education system that ensures learning and teaching process in line with the existing national standard.							
<i>1.1. Adequate number of teachers have been furnished in line with existing standard and has fulfilled competencies required</i>	1.1.1. Develop staff formula and staff profiles for consolidating secondary education that assure curriculum and balance of in class learning process.	√	√	√	√	√	ME	NZAID
	1.1.2. Implement trainings to newly recruited teachers to ensure they meet the minimum criteria; mastering pedagogy, materials, official languages; Portuguese and Tetum, and having professional ethics.	√	√	√	√	√	ME	INFORDEPE, NZAID
	1.1.3. Allocate adequate number of teachers to be able to manage classes in accordance with existing minimum standards.	√	√	√	√	√	ME	NZAID

<i>1.2. A relevant curriculum for general secondary school and technical vocational school has been developed and implemented</i>	1.2.1. Design, approve and implement a modern curriculum that reflects the 21 <sup>st</sup> century's ability for secondary school conditioned to the learning needs and situation of today, also linked to market needs.	√	√	√	√	√	ME	NZAID
	1.2.2. Design, produce and distribute books and materials to general and vocational high school students and teachers, aligned with the framework development of curriculum for 21 <sup>st</sup> century's ability.	√	√	√	√	√	ME	
	1.2.3. Develop specific curriculum for productive courses and disciplines at vocational schools in line with labor market demands.	√	√	√	√	√	ME	SEFOPE - INDIMO
	1.2.4. Implement the curriculum of double certification for all Technical vocational Schools based on the National Qualification Framework (NQF) that Timor-Leste has adopted.	√	√	√	√	√	ME	SEFOPE - INDIMO
	1.2.5 Specific trainings on productive disciplines for the teachers of technical high school to gain level four (4) ability certificate.	√	√	√	√	√	ME	SEFOPE - INDIMO
	1.2.6 Develop the standard for evaluating the existing technical high schools to identify viable and unviable/ yet to be viable schools.	√	√	√	√	√	ME	SEFOPE - INDIMO

<i>1.3. Good system, policy and proceedings have been put in place to improve and secure teachers professionalism to ensure in-class learning quality</i>	1.3.1. Develop specific performance evaluation system for teachers and utilizing the system to safeguard the implementation of quality education in class.	√	√	√	√	√	ME	UNICEF, NZAID
	1.3.2. Develop the system for monitoring and managing the demand and supply of teachers in all education areas and achieving the goals established using NESP.	√	√	√	√	√	ME	UNICEF, NZAID
	1.3.3. Develop and implement recruitment policy for new teachers to ensure the quality of learning process in rural/remote areas,	√	√	√	√	√	ME	UNICEF, NZAID

	according to subjects and affording fair opportunities to teachers.							
	1.3.4. Introduce merit based mechanism to ensure new teachers area recruited based on standards established by the ministry of education and the public service commission.	√	√	√	√	√	ME	UNICEF, NZAID
	1.3.5. Implement a mentoring training course to enable more experience teachers assist new teachers during their orientation period.	√	√	√	√	√	ME	DFAT-PHD, NZAID
	1.3.6. Develop/establish monitoring system for attendance as the foundation to monitor teachers' attendance and introduce sanctions in line with established standards.	√	√	√	√	√	ME	NZAID
	1.3 7. Implement the Teachers Working Group discussion as a way/venue for experience sharing of teaching practices.	√	√	√	√	√	ME	DFAT-PHD
	1.3. 8. Implement/ provide courses in official languages for teachers to boost their official language ability.	√	√	√	√	√	ME	

<i>1.4. Youths, particularly women and those with special needs/ disables have had access to education and security at school</i>	1.4.1. Design and implement a scholarship program that enable increased number of girls and disable students to access secondary education and university.	√	√	√	√	√	ME	MSSI
	1.4.2. Establish clear procedures and monitoring system to eliminate gender-based violence and violence at school amongst students and teachers to students.	√	√	√	√	√	ME	SEI, UNFPA
	1.4.3. Undertaking research to look into school accessibility (infrastructure, learning process environment) for girls and students with disability.	√	√	√	√	√	ME	MSSI
	1.4.4. Furnishing facilities such as water, hygiene and sanitation for girls and students with disabilities to	√	√	√	√	√	ME	MSSI - SEI

	secure their maximum participation at school.							
	1.4.5. Constructing and securing infrastructures accessible to students with disabilities.	√	√	√	√	√	ME	
	1.4.6. Implement the approved inclusive education policy, including securing continuation and alternative in learning process for pregnant students.	√	√	√	√	√	ME	MSI - KNDL
	1.4.7. Providing specific information about in-class intervention for teachers to be able to attend to students with special needs.	√	√	√	√	√	ME	MSSI

<i>1.5. Youths have had the opportunity to participate in extracurricular activities</i>	1.5.1. Integrate civic education materials into extracurricular curriculum for basic to secondary schools, and develop a guideline on civic education for teachers to guide them in delivering lessons for students with disabilities.	√	√	√	√	√	ME	GIZ – MJDAC
	1.5.2. Develop extracurricular mechanism to nourish the interests of youth in the different forms of voluntary activities in community.	√	√	√	√	√	ME	GIZ – MJDAC – UNE-TL
	1.5.3. Establish different school clubs such as sports club, music, design, health and others.	√	√	√	√	√	ME	UNE-TL
	1.5.4. Establish and strengthen the existence and function of student councils at all schools.	√	√	√	√	√	ME	
<i>1.6. Materials on cooperatives have been integrated into the curriculum of secondary school to promote the spirit of cooperation</i>	1.6.1 Establish line of coordination and memorandum of understanding between SEKOOP (Secretariat of State for Cooperative) and ME (Ministry of Education) regarding promotion of cooperative at schools.	√	√	√	√	√	SEKOOP	ME
	1.6.2. Sensitize schools about cooperatives to raise students' awareness about the importance of cooperatives.	√	√	√	√	√	SEKOOP	ME

	1.6.3. Develop modules and materials on cooperatives and integrate them into secondary school curriculum	√	√	√	√	√	SEKOOP	ME
	1.6.4. Setting-up school cooperatives to be organized and managed by students council to assist students on how to save money and savings in school cooperative.	√	√	√	√	√	SEKOOP	ME

<i>1.7. Re-greening of School grounds and green space at school has been realized</i>	1.7.1. Develop or update the training module on school ground re-greening and green space at school.	√	√	√	√	√	SEA	MJDAC
	1.7.2. Implement such extracurricular activities as planting trees, weekly clean-up and management of solid waste in line with 4R standard.	√	√	√	√	√	SEA	MJDAC
	1.7.3. Define the cycle solid wastes management produced in the school area.	√	√	√	√	√	SEA	MJDAC
	1.7.4. Implement short course or training to raise students awareness in taking care of and protecting plants.	√	√	√	√	√	SEA	MJDAC
	1.7.5. Undertake tree planting activity in the communities where schools are located.	√	√	√	√	√	SEA	MJDAC
	1.7.6. Design, produce and distribute standard for green school in accordance with the standard and information from SEA.	√	√	√	√	√	SEA	MJDAC
	1.7.7. Implementing Plastic Bank in the school ground with assistance from SEA.	√	√	√	√	√	SEA	MJDAC

<i>1.8. Awareness and knowledge about environmental protection and conservation have been raised</i>	1.8.1. Undertake sensitization at schools on environmental laws and regulations	√	√	√	√	√	SEA	MJDAC
	1.8.2. Design, produce and distribute booklets containing all relevant information for students to be aware of endangered species in Timor-Leste.	√	√	√	√	√	SEA	MJDAC

1.8.3. Involving students in such activities as spring conservation, cleaning and environmental data collections.	√	√	√	√	√	SEA	MJDAC
1.8.4. Organizing study tours with overseas high school/ universities to learn about environmental protection in other countries.	√	√	√	√	√	SEA	MJDAC
1.8.5. Create the right condition for students to undertake environmental research.	√	√	√	√	√	SEA	MJDAC

2	<b>Intervention Strategy:</b> Using information technology to raise awareness of youths and society to enable their sensitivity on the use of modern technology. Also, sensitizing the society on the importance of education to prevent such attitude as not sending children to school
	<b>Results:</b> <ul style="list-style-type: none"> <li>Youths have acquired adequate knowledge and using information technology responsibly</li> <li>Community, especially parents have developed adequate conscience regarding the importance of education</li> </ul>

<i>2.1. Infra-structure, policy and programs have been developed and implemented targeting children (students) to raise their awareness on responsible use of modern technology</i>	2.1.1. instituting an information, communication and technology center integrated to the school library managed by students.	√	√	√	√	√	ME	Communicat ions and information authority
	2.1.2. Holding seminars to establish policy and code of conduct for students on the use of social media and other means of information, communication and technology.	√	√	√	√	√	ME	Communicat ions and information authority
	2.1.3. Raising the awareness (through seminars, talk shows) for students and youths in general on the impact and advantages, positive and negative, of access to information, communication and technology in order for the youth to used them responsibly and combating hoax.	√	√	√	√	√	ME	Communicat ions and information authority/ RTTL / GMNTV/TVE
	2.1.4. Raising the awareness of parents (through parents organizations) to be able to supervise their children in accessing	√	√	√	√	√	ME	Communicat ions and information authority

	information, communication and technology platforms.							
<i>2.2. The public, specially youths, has gained adequate awareness about the importance of education for their daily life.</i>	2.2.1 Develop awareness raising programs for youths and society on the importance of education through seminars and media (talk shows, documentaries).	√	√	√	√	√	ME	RTTL / GMN/TVE

	2.2.2. Undertaking national campaign on the importance of education, nominating prominent Timorese/ artists as “youth education ambassador” to reinforce the campaign and advocacy process.	√	√	√	√	√	ME	RTTL / GMN/TVE
	2.2.3. Disseminating information to raise people’s awareness in all municipalities by working with community theatre groups or street theatres to convey information on the importance of education, particularly for girls/ female youth.	√	√	√	√	√	ME	RTTL / GMN/TVE
	2.2.4. Put in place the mechanism to attend to school drop-out youths (including women) for them not loss out on the opportunity to continue their studies, including for young women who dropped out due to early pregnancy.	√	√	√	√	√	ME	UNICEF
	2.2.5 Working with the village council to raise parents’ awareness on the importance of education.	√	√	√	√	√	ME	MAE

<h1>3</h1>	<b>Intervention Strategy:</b> Put in place a strong public service management and adequate human resource capacity in the area of education and training, including the wellbeing of education agents, particularly those in the rural/remote areas							
	<b>Result:</b> Robust service management has been put in place to include data collection, analysis and data management coupled with adequate human resources, specially teachers in rural areas							
<i>3.1. Good education system has been put in place, including introducing reference schools in identified municipalities</i>	3.1.1. Develop and implement the plan for management system of secondary education.	√	√	√	√	√	ME	UNICEF
	3.1.2. Introducing reference school for secondary education at all municipalities to serve as model for good practice in Timor-Leste and becoming the support center on training for teachers.	√	√	√	√	√	ME	UNICEF
<i>3.2. Capacity building program for school managers and technical teams has been developed and implemented</i>	3.2.1 Analyzing/ identifying capacity building needs for school managers and technical teams.	√	√	√	√	√	ME	UNICEF
	3.2.2. Develop and implement a training and mentoring program in line with the results of analysis as part of support to the school managers and technical teams.	√	√	√	√	√	ME	
	3.2.3. Develop and implement supervision system for school management.	√	√	√	√	√	ME	
<i>3.3. Education agents (teachers) particularly those who work in rural areas have had adequate facilities to effectively execute their duties</i>	3.3.1. Develop a minimum standard for the facilities needed to support the work of teachers in rural areas.	√	√	√	√	√	ME	
	3.3.2. Construct dormitory/ housing with required facilities (according to established standards) for teachers who work in rural/remote areas.	√	√	√	√	√	ME	



4	<b>Intervention Strategy:</b> Put in place adequate educational installations (infrastructures, materials, equipment, library and laboratory) to assist in a modern and quality learning process, in urban and rural areas.
	<b>Result:</b> <ul style="list-style-type: none"> <li>• Adequate and integrated education installations have been put in place;</li> <li>• Facilities and infrastructures such as dormitory in good standard have been developed to respond to the needs of students who continue their studies in Capital.</li> </ul>

<i>4.1. a good infrastructure development plan has been made, based on the educational target and social inclusion established in the NESP</i>	4.1.1. Mapping/ researching to look into and assess the quality of schools and its facilities throughout the country to serve as standard for the improvement of school infrastructures and facilities in line with existing standards.	√	√	√	√	√	ME	UNICEF, ChildFund, World Bank, DFAT
	4.1.2. Preparing a comprehensive plan for the development of general and technical high schools to ensure all schools have infrastructures (learning equipment, library, laboratory and ensuring inclusivity) needed to respond to requirements of the new curriculum.	√	√	√	√	√	ME	UNICEF, ChildFund, World Bank, DFAT
	4.1.3. Organizing advocacy meetings with relevant actors to reinforce the provision of adequate infrastructure, quality education/ good teaching and learning environment, and strategy for deal with drop-out students.	√	√	√	√	√	ME	UNICEF
	4.1.4. Building new school buildings or new classrooms in the areas where there are high number of students but low number of classrooms.	√	√	√	√	√	ME	
	4.1.5. constructing/ establishing dormitory with its management mechanism to attend to the needs of high school students who continue their studies in the capital (municipal and national).	√	√	√	√	√	ME	

## 2.2. YOUTH AND HEALTHY LIFESTYLE

**Goal:** Youths of Timor-Leste have lived healthy lifestyle, had access to friendly and quality health services, and the youths themselves becoming promoters of healthy living.

<i>Output</i>	<i>Activity</i>	<i>Time / deadline</i>					<i>Responsible entities</i>	
		2023	2024	2025	2026	2027	<i>Lead by Government</i>	<i>Coordinated with/ by Partners</i>
<b>1</b>	<b>Intervention Strategy:</b> Good capacity and health facilities to provide youth friendly service and counseling at health posts, schools, youth centers, religious based facilities and by the means of information, communication and technology.							
	<b>Result:</b> Youth friendly services and counselling service of international standard have been made available for youths to access.							

<i>1.1. Health centers have had facilities and personnel well prepared to provide friendly services to youths in maternal health, reproductive health and other youth related health services</i>	1.1.1. Enhance health workers' capacity on how to provide Friendly service and counselling to youths at existing health centers (youth friendly health service content and methodology).	√	√	√	√	√	MS (Ministry of Health)	UNFPA
	1.1.2. Develop information technology system through the "Liga Inan" mobile app to provide assistance to mothers who are in needs for health checks with providers of health services throughout the country.	√	√	√	√	√	MS	
	1.1.3. Organizing activities through campaign, advocacy and other means of education as prevention for early pregnancy.	√	√	√	√	√	MS	UNFPA
	1.1.4. Carry out service provision in "family planning" for youths in line with government policy.	√	√	√	√	√	MS	UNFPA
	1.1.5. Preventing maternal mortality that require specific preventive interventions in health	√	√	√	√	√	MS	UNFPA

	centers at national down to sub-district levels.							
	1.1.6. Develop communication materials and information focusing on maternal health, reproductive health as well as other health issues and distribute them to health facilities around the country.	√	√	√	√	√	MS	UNFPA
	1.1.7. Organizing and facilitating public health campaign targeting the youths as a way to challenge and invite them to go to health facilities.	√	√	√	√	√	MS	
	1.1.8. Make available friendly health spaces at health facilities that offer HIV test for youths and other community members.	√	√	√	√	√	MS	INCSIDA, UNFPA

1.2. <i>Service provision mechanism (outreach) for schools and universities has been developed in cooperation with relevant ministries, youth groups/ associations.</i>	1.2.1. Prepare and sign MoU between the ministry of health and ministry of education to provide regular health services to youths at secondary schools and in universities throughout Timor-Leste.	√	√	√	√	√	MS	ME/ MJDAC
	1.2.2. Undertaking/ facilitating visits of health teams to schools and universities to disseminate information on public health as well as performing health treatments.	√	√	√	√	√	MS	ME
1.3 <i>Service provision mechanism (outreach) at youth centers have been developed</i>	1.2.3. Working with youth centers for capacity building as well as being a health counselling referral center for youths.	√	√	√	√	√	MS	ME-MJDAC CNJTL

2	<b>Intervention Strategy:</b> Promoting family education to parents and teachers in relation to adolescent development.
	<b>Result:</b> Sufficient understanding and awareness on healthy family has been enabled

<i>2.1 Strategy has been developed to transmit information on family planning, how to start a healthy family and the development of adolescents to health volunteers, parents and youths.</i>	2.1.1. Holding national seminar to discuss how to start a healthy family and family planning.	√	√	√	√	√	MS	
	2.1.2. Develop health education material with emphasis on healthy habits and healthy lifestyle to help the youths (who are about to start a family) to be prepared to establish a healthy family, including healthy pregnancy.	√	√	√	√	√	MS	UNFPA
	2.1.3. Undertaking a national campaign aimed at provoking public debate on the roles of men and women in taking care of and raising a child (health, education and cultural barriers) as well as providing lessons on children development and supporting families in their efforts to create non-violent environment in family and for children/ youths.	√	√	√	√	√	ME/ MJDAC	SEI / SECOMS
	2.1.4. Organize and facilitate training for parents starting at village level on adolescent development through different means.	√	√	√	√	√	MS/ ME	SECOMS
<i>2.2. Male and female youths, families and teachers have had the ability in transmitting information on non-violent communication</i>	2.2.1 Holding municipality talk shows at community radios to highlight the positive impact of non-violence communications and the effects of gender-based violence targeting parents and youths	√	√	√	√	√	SEI	SECOMS, UNFPA
	2.2.2. Develop awareness raising materials on non-violent communication (books, posters, etc.) targeting youths.	√	√	√	√	√	SEI	SECOMS, UNFPA

<i>at school and in community.</i>	2.2.3. Design and produce simplified versions of domestic violence law and raising the awareness on this law and its action plan at secondary schools and youth groups.	√	√	√	√	√	SEI	SECOMS, UNFPA
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<h1>3</h1>	<b>Intervention Strategy:</b> Educating and disseminating information on sexual and reproductive health/healthy relationship, including about HIV-AIDS to youths in communities and at school, in cooperation with youth groups or non-governmental organizations							
	<b>Result:</b> Youths have had good and comprehensive knowledge regarding sexual and reproductive health, healthy relations and HIV-AIDS							

<i>3.1. Young men and women, families and teachers have acquired comprehensive knowledge on sexual and reproductive health, HIV-AIDS and healthy relations</i>	3.1.1. Increase the capacity of health service providers to youth in the areas of maternal health, sexual and reproductive health as well as HIV to raise youths' awareness on sexual and reproductive health, healthy relations and reducing stigma and discrimination against HIV infected people.	√	√	√	√	√	MS	
	3.1.2. Develop education materials and media programs (TV and Radio) for youths focusing on sexual and reproductive health and HIV.	√	√	√	√	√	MS	RTTL/GMN /TVE
	3.1.3. Develop strategy for approaching secondary schools, universities and youth centers	√	√	√	√	√	MS	

<i>3.2. Materials on communication behavioral change has been developed and disseminated and the awareness of</i>	3.2.1. Producing and disseminating communication materials and educational information on HIV-AIDS, reproductive health and healthy relations to high school students, university and youth centers.	√	√	√	√	√	ME	UNFPA
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<i>high school students' in municipalities on HIV-AIDS has been raised</i>	3.2.2. Training and sending youth educators (Youth Parliament) to local communities to sensitize them on sexual and reproductive health, HIV and healthy relations to diminish stigma against HIV infected people.	√	√	√	√	√	MJDAC	INCSIDA UNFPA
	3.2.3. Organizing musical events and drama/ theatre on sexual and reproductive health, HIV and healthy relations for youths, particularly in the high risk municipalities, or where exist high number of infections.	√	√	√	√	√	MJDAC	INCSIDA UNFPA
	3.2.4. Organizing the national campaign “Lesson for life” to elevate youth’s knowledge on sexual and reproductive health, HIV, self-protection from HIV and dispelling myths.	√	√	√	√	√	MJDAC	INCSIDA UNFPA
	3.2.5. Creating and using social media account (Facebook) for information dissemination on sexual and reproductive health, HIV, and healthy relations to youths in appropriate language and evidence-based information.	√	√	√	√	√	MS	INCSIDA UNFPA / SECOMS

<i>3.3. Policy and manuals on healthy relations and HIV-AIDS have been developed and integrated into the national curriculum (Pre-secondary and secondary schools)</i>	3.3.1. Develop information package on sexual and reproductive health, HIV and healthy relations for youth and other age groups	√	√	√	√	√	MJDAC	INCSIDA, UNFPA /SECOMS
	3.3.2 Develop manual for healthy relations that meet international standards and ensuring its contents are appropriate for Timor-Leste’s context.	√	√	√	√	√	MJDAC	INCSIDA, UNFPA
	3.3.3 Facilitate Training of Trainers on healthy relations targeting potential youths from youth organizations to serve as trainers/ facilitators.	√	√	√	√	√	MJDAC	UNFPA
<i>3.4. Healthy relations manual has</i>	3.4.1 Develop outreach materials on healthy relations to be used for sensitizing the youth.						MJDAC	UNFPA, Youth organizations

<i>been developed and youth organizations have been trained to use the manual for training other youths</i>	3.4.2 Support youth organizations to organize healthy relations training for youths.	√	√	√	√	√	MJDAC	UNFPA, Youth organizations
	3.4.3 Advocating with relevant ministries to integrate information package on sexual and reproductive health manual, healthy relations manual and HIV into pre-secondary and secondary school curriculums.	√	√	√	√	√	MS, MJDAC	INCSIDA

<i>3.5. HIV infected youth have accessed adequate assistance from health service and their communities</i>	3.5.1. Assisting the HIV infected youths through provision of antiretroviral drugs and regular friendly and professional counselling to ease stigma and discrimination against HIV infected people.	√	√	√	√	√	MS	INCSIDA
	3.5.2. Train municipal individual/ youth groups on planning and management of HIV-AIDS related activities to youth in their municipalities.	√	√	√	√	√	MS/MJDAC	INCSIDA
	3.5.3. Organizing activities on preventing HIV transmission from mothers to their babies.	√	√	√	√	√	MS	INCSIDA

<b>4</b>	<b>Intervention Strategy:</b>							
	Develop youth's conscience and ability on healthy lifestyle through participation in physical education activities and sports.							
	<b>Result:</b>							
	Youth consciousness on healthy life has been augmented and they have actively participated in physical education activities and sports.							
<i>4.1. Mechanism for information dissemination on healthy life, sport practices and gymnastics to youths has been developed</i>	4.1.1. Continuing the wall newspaper on healthy and civic life for youths, particularly for those at secondary school.	√	√	√	√	√	ME	
	4.1.2. Campaigning about healthy and active life targeting the youth	√	√	√	√	√	MJDAC	
	4.1.3. Finalizing and socialising guidelines for gymnastic implementation at all schools.	√	√	√	√	√	ME, MJDAC	
	4.1.4. Organizing gymnastic competitions among the high school students at municipal and national levels.	√	√	√	√	√	ME/ MJDAC	

	4.1.5_ Organize and facilitate morning gymnastics at high schools on every Friday of the week.	√	√	√	√	√	ME	
	4.1.6. Promote and maintain healthy life through competitions such as marathon, football and other physical activities with particular focus on youths.	√	√	√	√	√	ME/ MJDAC	
	4.1.7. Setting-up School Sports Associations to promote physical and sport education at schools and promoting talented student athletes.	√	√	√	√	√	ME/ MJDAC	
<i>4.2. Sport activities for men and women have been organized and promoted</i>	4.2.1. Assist in creating and revitalizing sport facilities at villages and neighborhoods to stimulate youths' (men and women) participation in sport activities.	√	√	√	√	√	MJDAC	
	4.2.2. Organize community sport events with specific youth involvement at municipal level	√	√	√	√	√	MJDAC	

5	<b>Intervention Strategy:</b>
	Establish mechanisms to regulate and control youths' access to, use and consumption of NAPSA, Working with Youth Associations and Non-Governmental Organizations.
	<b>Result:</b> Youths have been protected from the risks of NAPSA.

	5.1.1 Develop national policy on NAPSA (Narcotic, Psychotropic and addictive substance).	√	√	√	√	√	MS	National alliance for tobacco control /ANCTL
	5.1.2. Elaborate laws to regulate access to alcohol and cigarrets for youth 17 years old and below.	√	√	√	√	√	MS	National alliance for tobacco control /ANCTL



5.1. <i>Policies and laws to prevent and protect youth and general public from accessing NAPSA have been put in place</i>	5.1.3. Produce and disseminate communication materials on youths' behavioral change and preventive education to prevent substance abuse.	√	√	√	√	√	MS	National alliance for tobacco control/ ANCTL
	5.1.4 Establish prevention network at school and in communities to control access/ traffic of drugs among youths and students.	√	√	√	√	√	ME	MSSI/MI/ National alliance for tobacco control /ANCTL
	5.1.5. Develop national strategy on drugs to ensure youths receive comprehensive information and education, and that they have access to adequate intervention/ prevention and treatment.	√	√	√	√	√	ME	National alliance for tobacco control/ ANCTL
	5.1.6. Develop national strategy “free of Cigarette/ tobacco” in Timor-Leste prioritizing prevention, protection and assisting youth and children, lessening cigarette circulation in society, in line with the WHO framework for cigarette/tobacco control.	√	√	√	√	√	MS	National alliance for tobacco control /ANCTL
	5.1.7. Holding workshop at municipal and national levels for high school and university students to disseminate information on the danger of cigarette to youths and the environment/community.	√	√	√	√	√	MS	MJDAC/ National alliance for tobacco control/ ANCTL

5.2. <i>Mechanism to deal with youths and adults who access NAPSA has been put in place</i>	5.2.1. Construct/ establish rehabilitation center for youths and adults who consume NAPSA.	√	√	√	√	√	MS	National alliance for tobacco control/ ANCTL
	5.2.2. Capacity building for service providers at the rehabilitation center to deliver good services.	√	√	√	√	√	MS	

5.3. Preventive mechanism for blocking-off access to illegal substances has been put in place	5.3.1. Strengthen border control services to limit the smuggling of illegal substances.	√	√	√	√	√	MI	PNTL
	5.3.2. Holding national campaign on the negative impact of cigarette, alcohol, and drugs on youths.	√	√	√	√	√	ME MJDAC	MJDAC/ National alliance for tobacco control/ ANCTL
	5.3.3. Develop and reinforce the “cigarette/ tobacco control policy” including ban and sanctions for smoking in public areas.	√	√	√	√	√	MS	MI/National alliance for tobacco control/ ANCTL

6	<b>Intervention Strategy:</b>								
	Promoting youth’s participation in the development of health policy/ programs, including on mental health, raising awareness about prevention of infectious and non-infectious diseases.								
		<b>Result:</b>							
		Youths are engaged in the development of health programs and have developed awareness on mental health, prevention of infectious and non-infectious diseases.							
6.1. National guidelines for mental health has been elaborated and integrated into curriculum	6.1.1. Providing trainings at ICS (Institute of Health Science) in coordination with the faculty of health science.	√	√	√	√	√	MS		
	6.1.2. Develop and disseminate standards and guidelines for the integration of mental health into the Basic Services Package (BSP).	√	√	√	√	√	MS		
	6.1.3. Putting in place the counseling service for youth with mental health problem.	√	√	√	√	√	MS		
	6.1.4. Sensitizing students regarding mental health problems of adolescents.	√	√	√	√	√	MS		
	6.1.5. Creating a mechanism to incorporate mental health into the design of health policy.	√	√	√	√	√	MS		
	6.1.6. Involving youths in the management of youth friendly health services to their fellow youths.	√	√	√	√	√	MS		

	6.1.7. Involving youths in the development process of IEC (Information, Education and Communication) material, from design process through to the end product.	√	√	√	√	√	MS	
6.2. Youths have gained the ability of prevent and stay away from infectious and non-infectious diseases	6.2.1. Campaigning to educate the youths about infectious and non-infectious diseases impacting the youth.	√	√	√	√	√	MS	
	6.2.2. Furnish and promote vaccinations to prevent the incidence of infectious diseases in youth, including the continuation of COVID-19 vaccination.	√	√	√	√	√	MS	
6.3 Youths have developed the consciousness and protected from Pandemics, including COVID-19	6.3.1. Raising youths' awareness on the importance of vaccination, and its short and long term impacts.	√	√	√	√	√	MS	
	6.3.2. Increase/ intensify communications by developing and distributing materials on what to do and not to do when youths showing symptoms of COVID-19 via different channels.	√	√	√	√	√	MS	
	6.3.3. Develop partnership with youths in prevention, response and recuperation activities/ programs related to COVID-19 to change their perception about their contribution and motivating their fellow youths to take action on COVID-19.	√	√	√	√	√	MS	
	6.3.4. Providing adequate support and intervention in information, counselling, diagnosis and treatments for the needs of youth.	√	√	√	√	√	MS	PRADET
6.4. Youths have had interests in management of urban solid wastes to	6.4.1. Setting-up youth groups in neighborhoods to combat trash and managing solid wastes.	√	√	√	√	√	SEA	
	6.4.2. Organizing environmental brigades to campaign and educate people on trash and waste	√	√	√	√	√	SEA	

<i>secure a healthy environment</i>	management at household and sub-village levels.							
	6.4.3. Installing plastic bank at village offices to enable plastic wastes trading with essentials such as school materials, construction materials and food items.	√	√	√	√	√	SEA	
	6.4.4. Fostering youth's capacity in plastic recycling and others.	√	√	√	√	√	SEA	

<b>7</b>	<b>Intervention Strategy:</b> Empowering youths' organizational capacity to be able to influence decision makers and attract their attention to youth's health situation							
	<b>Result:</b> Youth organizations have had the capacity to influence the decision makers on the youth's health situation.							
<i>7.1. Youth organizations have had sufficient capacity to manage and lead their institutions</i>	7.1.1. Provide training on "youth promotion" to personnel of youths center in all municipalities and RAEOA.	√	√	√	√	√	MJDAC	
	7.1.2. Strengthen youth centers' capacity in relation to health issues.	√	√	√	√	√	MS	UNFPA
	7.1.3. Funding and assisting in institutional strengthening of youth centers and youth organizations for advocacy in the health sector.	√	√	√	√	√	MJDAC	

### 2.3. YOUTH IN EMPLOYMENT AND EMPLOYABILITY

**Goal:** Young men and women, including those with disabilities, have had equal opportunities for capacity building in employment, self-employment, having employment opportunities and demonstrate good performance at work place.

<i>Output</i>	<i>Activity</i>	<i>Time / deadline</i>					<i>Responsible entities</i>	
		2022	2023	2024	2025	2026	<i>Led by Government</i>	<i>Coordinated with/ by Partners</i>
		2	2	2	2	2		
		0	0	0	0	0		
		2	2	2	2	2		
		3	4	5	6	7		

<b>1</b>	<b>Intervention Strategy:</b> Increasing opportunities and resources for youth to put into practice their gained knowledge, and further expanding dignified job opportunities for young men and women in urban and rural areas.								
	<b>Result:</b> Youths have gained knowledge and ability for dignified employability and access to employment.								
<i>1.1 The government has put in place a national employment strategy on job creation for the youth</i>	1.1.1. Promoting dialogue with important parties to implement the strategy for job growth, particularly youth related.	√	√	√	√	√	SEFOPE	MJDAC, UNDP, IADE	
	1.1.2. Develop action plan for encouraging young women's participation in workplace.	√	√	√	√	√	SEFOPE	SEI	
	1.1.3. Promoting jobless youths by incentivizing entrepreneurship activities.	√	√	√	√	√	SEFOPE	MJDAC	
<i>1.2. Mechanism for supporting and facilitating youth to undertake micro-economic activities and entrepreneurship to respond to the job market demands has</i>	1.2.1. Develop specific guidelines as standard for micro-economic activities/ entrepreneurship for youth.	√	√	√	√	√	SEFOPE	MCI, MJDAC UNDP - Knua Juventude	
	1.2.2. Develop entrepreneurship training package and facilitating training for youth groups, including deliver online entrepreneurial trainings.	√	√	√	√	√	MJDAC	Plan Timor-Leste	
	1.2.3. Allowing youths to access small funds for entrepreneurship activities from the national youth fund made available by MJDAC and other financial agents.	√	√	√	√	√	MCI	MJDAC/BNCT L	

<i>been put in place</i>	1.2.4. Training youths on project management.	√	√	√	√	√	MJDAC/SE FOPE	Accredited vocational school
	1.2.5. Providing informal apprentice training for youths who do not attend school due to exclusion and other vulnerable circumstances (on the street youths, youths who involved in crimes, etc.).	√	√	√	√	√	MJDAC/SE FOPE	Don Bosco Training Center/ Accredited vocational school
	1.2.6. Deliver literacy training to the youths who had no schooling opportunity in the formal education.	√	√	√	√	√	SEFOPE / ME	
	1.2.7. Assist and facilitate young entrepreneurs to access to the national youth fund, legal counselling, business counselling as well as training and self-employment program.	√	√	√	√	√	SEFOPE	MJDAC/ MCI

<i>1.3. Youth farmer' groups have been established, monitored and assisted to contribute to food and livestock productions to strengthen food security and nutrition as well as generating income for youths</i>	1.3.1. Youth farmer groups established in accordance to the existing potential areas, in all municipalities and RAEOA.	√	√	√	√	√	MAPPF	SAPIP, World Bank, Avansa, TOMAK, FAO, WFP, <u>Konsantil, etc</u>
	1.3.2. Monitoring to assess the progress and challenges of youth groups on the ground.	√	√	√	√	√	MAPPF	SAPIP, World Bank, Avansa, TOMAK, FAO, WFP, Konsantil. etc
	1.3.3. Assist with relevant equipment and materials to support food production and livestock production.	√	√	√	√	√	MAPPF	SAPIP, World Bank,, Avansa, TOMAK, FAO, WFP, Konsantil.
	1.3.4. Undertake training needs assessment and training to youth farmer groups to enhance their knowledge and enrich their ability.	√	√	√	√	√	MAPPF	SAPIP, World Bank,, Avansa, Tomak, FAO, WFP, Konsantil

	1.3.5. Creating a special fund for credit scheme, with low interests, to be accessed by youth farmer groups to assist in their activities.	√	√	√	√	√	MAPPF	MJDAC / SAPIP, World Bank,, ADB, Avansa, Tomak, FAO, WFP, BNCTL
	1.3.6. Facilitating products of youth farmer groups to access municipal, national and international markets.	√	√	√	√	√	MAPPF	SAPIP, World Bank,, ADB, Avansa, Tomak, FAO, WFP,
	1.3.7. Train youth farmer groups in agro-industry.	√	√	√	√	√	MAPPF	

<i>1.4. Incentives to youth initiated movement groups in the area of natural conservation has been provided</i>	1.4.1. Provide free seeds (nurseries) to youth groups/ movements who work in the field of natural conservation to carry out reforestation in the threatened areas.	√	√	√	√	√	MAPPF	
	1.4.2. Incentivize youth groups/ movements to continue taking care of the planted trees to ensure their growth and sustainability.	√	√	√	√	√	MAPPF	
	1.4.3 Involving youths in the working as guards for the forest and protected areas to avoid forest degradation and ensuring healthy ecosystem for the biodiversity that the nature offers as wealth.	√	√	√	√	√	MAPPF	
	1.4.4. Giving support to the youth groups/ movements working on conserving old springs and fighting to bring back to life drying springs.	√	√	√	√	√	MAPPF	
<i>1.5. Mechanism for assisting youth to access formal jobs in the public and private sectors has been put in place</i>	1.5.1 Undertake research to assess the effectivity of career counselling at high school, and use its findings to improve the process/ method of career counselling.	√	√	√	√	√	SEFOPE	
	1.5.2 Language trainings in English, Portuguese, Korean and training on how to utilize ICT platform to prepare youths to compete in the international labor market.	√	√	√	√	√	SEFOPE	

	1.5.3. Providing capacity building in employability for youths (work ethics, management, communication, working code of ethics, and others).	√	√	√	√	√	SEFOPE	
	1.5.4. promoting internship program for youths who have finished their studies to prepare them for employment opportunities.	√	√	√	√	√	SEFOPE	
	1.5.5. Surveying the labor force to gauge the current workforce and the needs in the future.	√	√	√	√	√	SEFOPE	
	1.5.6. Devising mechanism for internship program that is linked to the national youth volunteer scheme.	√	√	√	√	√	SEFOPE / MJDAC	
<i>1.6. Youths have had interests in "green jobs"</i>	1.6.1. Holding regular workshops on "green job" to boost youths' knowledge about the area and its benefits.	√	√	√	√	√	SEA	
	1.6.2. Offer financial incentive to start creating "green jobs" or jobs that contribute to environmental restoration or preservation, targeting youths.	√	√	√	√	√	SEA	
	1.6.3. Elaborating guidelines on how to enhance entrepreneurship capacity in the area of "green jobs".	√	√	√	√	√	SEA	
	1.6.4. Offer training and workshop for youths on carbon trade and cultivating plants that are of high economic value.	√	√	√	√	√	SEA	
<i>1.7. Youth participation in the tourism sector has been promoted</i>	1.7.1. Develop community tourism program (continue feasibility study, identification for community tourism locations).	√	√	√	√	√	MCI	
	1.7.2. Undertaking comparative study in the existing five working groups of community tourism installed in five (5) villages and	√	√	√	√	√	MCI	



	expand their coverage to more villages.							
<i>1.8. Internal commerce and marketing mechanism that also benefit the youths have been put in place</i>	1.8.1. Organizing Bazaar targeting youths.	√	√	√	√	√	MCI	
	1.8.2. Implementing the new concept for People's Store program.	√	√	√	√	√	MCI	
	1.8.3. Capacity building for youth vendors on management and business strategy.	√	√	√	√	√	MCI	
	1.8.4. Organizing Commercial Fair to promote products of activities/ businesses that include those of youth groups.	√	√	√	√	√	MCI	
	1.8.5. Organizing Trade Festival for local products.	√	√	√	√	√	MCI	
	1.8.6. Promoting Timor-Leste's local and national products via brochures and other means of communication	√	√	√	√	√	MCI	
	1.8.7. Capacity building in the areas of marketing and languages.	√	√	√	√	√	MCI	
<i>1.9. System and mechanism to reinforce and promote industry among the youth and community members have been established</i>	1.9.1. Establishment of Industrial Park (coordinate and participate in both the study and design processes of industrial park establishment) in the Liquica Municipality.	√	√	√	√	√	MCI	
	1.9.2. Training on dyeing techniques and Tais weaving to the youths.	√	√	√	√	√	MCI	
	1.9.3. Training on coconut oil production.	√	√	√	√	√	MCI	
	1.9.4. Establish and continue the cooperation with UNTL and USTIM in the area of production machine development (coconut shell fiber and coco fit).	√	√	√	√	√	MCI	
	1.9.5. Continue capacity building for MPMEs (Micro, Small and Medium Enterprises).	√	√	√	√	√	MCI	
	1.9.6. Providing soft loan with small interest to further empower small enterprises.	√	√	√	√	√	MCI	BNCTL

1.9.7 Organizing Innovative Business Competition to empower youth entrepreneurs to contribute to sustainable economic development.	√	√	√	√	√	MCI	
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2	<b>Intervention Strategy:</b> Ameliorate and further develop the formal and non-formal education system with the aim of strengthening knowledge and ability on youth entrepreneurship corresponding to market needs.							
	<b>Result:</b> Youths have gained abilities in entrepreneurship activities.							
<i>2.1. Modern and excellent institutional mechanism to introduce and train youths on entrepreneurship and livelihood skills have been instituted</i>	2.1.1 Develop and integrate into the existing formal curriculum an extracurricular curriculum that introduce and nurture students abilities in the area of entrepreneurship.	√	√	√	√	√	MJDAC	SEFOPE
	2.1.2. Establish a modern institution (infrastructure), curriculum and human resources to institute youth leadership and capacity building.	√	√	√	√	√	SEFOPE	MJDAC
	2.1.3. Develop modules, guidelines and train the trainers at youth centers and youth groups.	√	√	√	√	√	SEFOPE	MJDAC
	2.1.4. Establish and support accredited integrated training centers for youth in the areas of language, ethics & moral, communication, IT, and film/photography, computer courses, Graphic design, MS. Word, film and TV Documentaries.	√	√	√	√	√	MJDAC	SEFOPE / INDIMO <u>UNDP/MECAE</u>
	2.1.5. Raising youth's capacity on entrepreneurship work.	√	√	√	√	√	SEFOPE	MCI / MJDAC

2.2. <i>Connection between entrepreneurship and market needs has been improved</i>	2.2.1 Develop education (formal/ non-formal) in collaboration with private sector on the development of entrepreneurship competencies.	√	√	√	√	√	SEFOPE	MJDAC / MCI
	2.2.2. Undertaking studies to look into the impacts of self-employment programs where youths are beneficiaries.	√	√	√	√	√	SEFOPE	
2.3. <i>The system and mechanism as well as information center for job market, employment center and professional induction has been put in place</i>	2.3.1. Setting-up an integrated information system (via website) for youth to access information about job market.	√	√	√	√	√	SEFOPE	UNDP/MECAE
	2.3.2. Advocating and ascertain statistics on youth unemployment and employability.	√	√	√	√	√	SEFOPE	ILO/MECAE/INETL
	2.3.3. Establish a youth job network with relevant agencies	√	√	√	√	√	SEFOPE	UNDP
	2.3.4. Empowering, guiding and counselling through professional career exhibition for youths and students	√	√	√	√	√	SEFOPE	

<h1>3</h1>	<b>Intervention Strategy:</b> Increase human resources capacity and financial resources for youth organization and/or non-governmental organizations working with/ for youth in providing/ delivering youth entrepreneurship development program.							
	<b>Result:</b> Youths and youth organizations have had enough resources and had the opportunity to take part in youth entrepreneurship program.							
3.1 <i>Manual/ module on training and servicing mechanism has been produced and accredited by relevant institution (INDIMO)</i>	3.1.1. Performing Training Needs Assessment of youth groups/ organizations or NGOs who work on youth programs.	√	√	√	√	√	MJDAC	
	3.1.2. Based on TNA results, develop and run/organize trainings for youth organizations and identified NGOs.	√	√	√	√	√	MJDAC	
	3.1.3. Monitoring and mentoring to keep abreast of, and provide assistance as needed to, the trainings undertaken by youth organizations on the ground.	√	√	√	√	√	MJDAC	

3.2. Female and male youths have accessed short-term and long-term employments in their municipalities	3.2.1. Facilitate the youths, particularly those unemployed, with the opportunities to access formal employment.	√	√	√	√	√	SEFOPE	ILO
	3.2.2. Promoting short-term jobs by implementing the rural employment program and “Cash Work”.	√	√	√	√	√	SEFOPE	
	3.3.3. Develop guidelines for employment program and professional training.	√	√	√	√	√	SEFOPE	
3.3. A well-managed fund for youth groups has been set-up to develop entrepreneurship program	3.2.1 Instituting National Youth Fund and its mechanism to manage and distribute funds to youth groups (verify/ distribute, monitoring and networking), could also be accessed by other relevant ministries who implement youth entrepreneurship program.	√	√	√	√	√	MJDAC	MCI/MAPPF / SEFOPE
3.4. Youth managed cooperatives have been established	3.4.1. Carrying out feasibility studies to identify municipal youths who undertake production activities to establish cooperatives.	√	√	√	√	√	SEKOOP	
	3.4.2. Monitoring the activities of youth cooperative who run production cooperatives.	√	√	√	√	√	SEKOOP	
	3.4.3. Train members and structure of all cooperatives financial management and the organization of cooperatives.	√	√	√	√	√	SEKOOP	
	3.4.4. Support by providing production equipment to youth cooperatives to carry out production activities at <i>Posto</i> and village levels.	√	√	√	√	√	SEKOOP	
	3.4.5. Incentivizing producers to ensure service quality of production cooperatives on the ground.	√	√	√	√	√	SEKOOP	

<h1>4</h1>	<b>Intervention Strategy:</b> Strengthening laws and policies to protect youth workers domestically, and establishing relations with institutions overseas to provide protection for youth workers overseas							
	<b>Result:</b> Youths of Timor-Leste have enjoyed maximum protection from the government and other entities.							
<i>4.1. Platform/system has been instituted for information dissemination on job market, including center of information for job market and professional oriented employment center</i>	4.1.1. Establish integrated information system (via website) for youths to access information regarding domestic and overseas job markets.	√	√	√	√	√	SEFOPE	Communication and Information Agency
<i>4.2. Laws and policies on workers protection, particularly for youths working in country and overseas have been implemented</i>	4.2.1. Develop mapping and comprehensive database on youth labor working overseas, their characteristics, areas of work, specialty and other relevant information.	√	√	√	√	√	SEFOPE	ILO
	4.2.2. Develop good policy to adequately protect youth workers both in-country and overseas.	√	√	√	√	√	SEFOPE	ILO
	4.2.3. Develop system and mechanism to receive and allocate the youths who prepared to compete and ready to work.	√	√	√	√	√	SEFOPE	
	4.2.4. Promote and enhance protection for youth workers through the works of attaché and workers' assistance in South Korea and Australia.	√	√	√	√	√	SEFOPE	

<i>4.3. Youth workers have enjoyed protection by way of labor law and other current regulations in work relations</i>	4.3.1. Strengthen and implement labor law and other current regulations in work relations, in-country and overseas and protecting youth workers.	√	√	√	√	√	SEFOPE	
	4.3.2. Generating statistical data on youth unemployment and employability.	√	√	√	√	√	SEFOPE	
	4.3.3. Develop mechanism and strategy to attend to vulnerable youths who perform heavy works.	√	√	√	√	√	SEFOPE	
<i>4.4. Youths have found decent employment opportunities overseas enabled by bilateral agreements with the governments of South Korea, Australia and other countries.</i>	4.4.1. Advocating with other countries by way of signing agreements for the protection of Timor-Leste workers overseas.	√	√	√	√	√	SEFOPE	
	4.4.2. Strengthening monitoring mechanism to ensure protection for Timorese labors overseas through designated labor attachés.	√	√	√	√	√	SEFOPE	
	4.4.3. Establish working network among the youth workers overseas to fortify their positive relations and share knowledge/abilities.	√	√	√	√	√	SEFOPE	
	4.4.4. Setting-up the system for formal complaints submission (complaints submission system) and access to justice.	√	√	√	√	√	SEFOPE	
	4.4.5. Develop a system to ensure just and transparent information dissemination on job opportunities and recruitment process.	√	√	√	√	√	SEFOPE	
	4.4.6. Implement “Pre-Departure Training” for youths who wish to work overseas.	√	√	√	√	√	SEFOPE	
	4.4.7. Establish mechanism to attend to workers returning to Timor-Leste.	√	√	√	√	√	SEFOPE	

## 2.4. YOUTH AND CIVIC PARTICIPATION

**Goal:** Youths in Timor-Leste, guided by the spirit of solidarity, have participated actively, constructively and valorizing their culture at all levels of development process.

<i>Output</i>	<i>Activity</i>	<i>Time / deadline</i>					<i>Responsible entities</i>	
		2023	2024	2025	2026	2027	<i>Led by Government</i>	<i>Coordinated with/ by Partners</i>
<b>1</b>	<b>Intervention Strategy:</b> Allowing access to information from multiple media, from community centers to municipal level							
	<b>Result:</b> Youths have had access to information from different media sources.							
<i>1.1 Integrated information centers have been established and strengthened in the community, are linked to existing media to change public perception on the role of youths in development process</i>	1.1.1. Establish and reinforce information centers managed by youths themselves.	√	√	√	√	√	MJDAC	SECOMS, UNFPA
	1.1.2. Providing capacity building for youths to manage information centers.	√	√	√	√	√	MJDAC	SECOMS, UNFPA
	1.1.3. Train youths to produce programs at community radios that cater for youth (talk show, youth visit, etc.).	√	√	√	√	√	SECOMS	MJDAC, UNICEF
	1.1.4. Creating website/ social media platform for youth centers to serve as “Role model” for youths.	√	√	√	√	√	MJDAC	SECOMS / Communication and Information Agency
	1.1.5. Develop, produce and publish the profile of youths who influence positive change in their communities.	√	√	√	√	√	MJDAC	
	1.1.6. Devising social communication programs such as TV and radio (documentary) to promote youth’s role in development process, including youths with disability.	√	√	√	√	√	MJDAC	UNICEF

<h1>2</h1>	<b>Intervention Strategy:</b> Promoting civic participation and involvement of youths to further engage youths in the processes of planning, decision making, implementation and evaluation of policies and plans affecting youths' life.							
	<b>Result:</b> Youths have had strong network and sufficient capacity in relation to good governance and the way democracy works and becoming active participants in the governance and democracy processes.							
<i>2.1. Capacity building for youths have been realized to secure their active participation</i>	2.1.1. Develop training module for youths on civic education and revised according to the training demands.	√	√	√	√	√	MJDAC	
	2.1.2. Conducting training and seminars on civic education for youths in RAEOA and the municipalities.	√	√	√	√	√	MJDAC	
	2.1.3. Deliver trainings on leadership at all youth centers in RAEOA and municipalities.	√	√	√	√	√	MJDAC	
	2.1.4. Provide capacity building for youth representatives in the village council and local leaders on topics relevant to civic participation for youths such as the rights of participation, advocacy, good governance, leadership and decision making as well as project management.	√	√	√	√	√	MJDAC	UNICEF
	2.1.5. Training youths on social auditing youth programs.	√	√	√	√	√	MJDAC	
	2.1.6. Deliver training on "Youth Promotion" to the personnel of youth centers in all municipalities and RAEOA.	√	√	√	√	√	MJDAC	
	2.1.7. Providing civic education training for the leadership and members of martial arts organizations.	√	√	√	√	√	MJDAC	



<i>2.2. Youth associations have been assisted to secure effective service network for youths' participation at municipal, national and international levels</i>	2.2.1. Establish and reinforce the functioning of Youth Parliament with equal representatives from municipal to national level.	√	√	√	√	√	MJDAC	UNICEF
	2.2.2. Facilitate participation of youths (men, women and youth with disability) at youth conferences/ forums at the municipality/ RAEOA, national and international levels.	√	√	√	√	√	MJDAC	UNDP, UNICEF
	2.2.3. Organizing and facilitating youth's participation in exchange programs between municipalities.	√	√	√	√	√	MJDAC	
	2.2.4. Establish and fortify the communication forum of the political party youth organizations by convening dialogues and carrying out social activities at municipality/ RAEOA and national.	√	√	√	√	√	MJDAC	CNJTL
	2.2.5. Establish and reinforce youth organizations network to advocate for youth's interests.	√	√	√	√	√	MJDAC	CNJTL
	2.2.6 Supporting youth participation at international events.	√	√	√	√	√	MJDAC	CNJTL

	2.2.7 Conduct mapping of youth groups/ associations in Timor-Leste, supporting them to strengthen their institutional capacity and establish as well as support accreditation mechanism for youth groups	√	√	√	√	√	MJDAC	UNICEF
<i>2.3. Youths have participated/ involved in</i>	2.3.1. Collecting data on the number of youths at each municipality.	√	√	√	√	√	SEKOOP	

<i>cooperative activity "Taking Youths Back to the Field" to nurture their spirit of working together and solidarity</i>	2.3.2. Enhancing coordination line among the relevant municipal authorities to assist youths' cooperative activities.	√	√	√	√	√	SEKOOP	
	2.3.3. Disseminating information and raise awareness of youths on the spirit of working with cooperatives.	√	√	√	√	√	SEKOOP	
	2.3.4. Raise youths' awareness about cooperatives; about its management and operationalization.	√	√	√	√	√	SEKOOP	

<b>3</b>	<b>Intervention Strategy:</b> Promoting better inter-generational communications to strengthen understanding about historical values and cultural diversity.							
	<b>Result:</b> Youths have been able to express their opinions and have been sensitized about historical values, spirit, moral and cultural diversity.							
<i>3.1 Mechanisms and resources have been put in place to reinforce youths' awareness about historical values, spirit, moral and culture</i>	3.1.1. Produce and distributing books on youth and student resistance organizations in the national liberation war to promote nationalism among the youth.	√	√	√	√	√	MJDAC	
	3.1.2. Producing and distributing history books of Timor-Leste and integrate them into the basic and secondary school curriculums.	√	√	√	√	√	ME	
	3.1.3. Organizing seminars at municipal and national levels to raise youths awareness and strengthen their sentiments of historical and cultural values.	√	√	√	√	√	ME	
	3.1.4. Organizing camping/ jamboree of scouts at municipal and national levels.	√	√	√	√	√	MJDAC	UNE-TL

3.1.5. Continuing the organization of cultural festival at all municipalities, involving youths.	√	√	√	√	√	MCI	SEAC
3.1.6. Capacity building for youths on art products and traditional costumes.	√	√	√	√	√	MJDAC	SEAC
3.1.7. Writing/ publishing books on the cultural diversity of Timor-Leste from RAEOA and the municipalities	√	√	√	√	√	MJDAC	SEAC
3.1.8. Develop history tourism/ resistance journey (Matebian, Larigutu, Paichau, etc.)	√	√	√	√	√	MCI	

<h1>4</h1>	<b>Intervention Strategy:</b>						
	Strengthening initiatives oriented towards promoting voluntary works.						
<b>Result:</b>							
Youths have recognized and be attracted to voluntarism, and their spirit of nationalism has been inspired.							
<i>4.1. Educative system and programs have been organized at the municipal and national levels to stimulate spirit of voluntarism</i>	4.1.1 Organizing educative programs to promote voluntarism among the youths and the society.	√	√	√	√	√	MJDAC
	4.1.2. Mobilizing municipal youths to undertake community services through exchange activities and community service initiatives.	√	√	√	√	√	MJDAC
	4.1.3. Put in place appreciation package to motivate voluntarism amongst youths.	√	√	√	√	√	MJDAC - SEPFOPE
	4.1.4. Undertake research about voluntarism to establish understanding on voluntarism-related knowledge, attitude and practice as well as the influence of voluntary works undertaken, thus bringing about social change to the challenges faced by society.	√	√	√	√	√	MJDAC

	4.1.5. Devising National Youth Voluntary Scheme aimed at assisting youths to achieve their maximum potentials, enhancing youths' awareness on civic participation for attaining sustainable development.	√	√	√	√	√	MJDAC	UNV / Timor-Leste Voluntary Agency
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<h1>5</h1>	<b>Intervention Strategy:</b> Promoting inclusive approach for youths to express their views and talents, including for youths with disability.							
	<b>Result:</b> Space and opportunity have been made available for youths to express their views in a supportive environment.							
<i>5.1 All youth have participated in educational events to express their talents and creating activities</i>	5.1.1. Organizing various activities for youths to express their talents and creativities at national and international levels.	√	√	√	√	√	ME	
	5.1.2. Furnish and enhance capacity building for youths who possess talents in different areas.	√	√	√	√	√	ME	
	5.1.3 Establish multi-use centers for youth	√	√	√	√	√	ME	
<i>5.2. Youth with disability have participated in educational and other events to express their talents and creativities</i>	5.2.2. Enabling the participation of youths with disability in the Youth Parliament.	√	√	√	√	√	MJDAC	
	5.2.3. Creating conditions at youth centers and multi-function centers that are friendly and accessible to people with disability.	√	√	√	√	√	MJDAC	
	5.2.4 Develop practical guide to promote and facilitate active participation of youth with disability.	√	√	√	√	√	MJDAC	UNICEF

<h1>6</h1>	<b>Intervention Strategy:</b>							
	Create and develop learning spaces to raise awareness on civic values, develop leadership potentials and youth talents							
<b>Result:</b>								
Youth have developed strong spirit and consciousness in civic values and leading activities effectively.								
6.1. Youths have had the opportunity to organize and participate in events that enhance their civic and citizenship awareness	6.1.1. Organizing entertainment events and seminar to raise youths' awareness in civic area.	√	√	√	√	√	MJDAC	CNE
	6.1.2. Organizing national events to commemorate youth day.	√	√	√	√	√	MJDAC	
	6.1.3. Keep on organizing LSBE and civic education trainings at municipal level and at school (School council), including for youths with disability.	√	√	√	√	√	MJDAC	ME, UNICEF /APFTL
	6.1.4. Organizing cultural events/ festivals.	√	√	√	√	√	MCI	

6.2. Youths have had the capacity to lead and be active in development process at all levels	6.2.1. Organize training for youths, including youths representatives at the village council, on civic leadership.	√	√	√	√	√	MJDAC	
	6.2.2. Organize national seminar to discuss the role of youth leadership in transitional process (old vs new leadership) and gender equality.	√	√	√	√	√	MJDAC	CNJTL
	6.2.3. Keep on supporting and reinforcing the existence of Youth Parliament.	√	√	√	√	√	MJDAC	UNICEF
	6.2.4. Continue the youth promotion program at municipal and national levels.	√	√	√	√	√	MJDAC	
	6.2.5. Organizing "Sunset Fair"	√	√	√	√	√	MCI	
	6.2.6. Organizing religious events .	√	√	√	√	√	MCI	Diocese

<h1>7</h1>	<b>Intervention Strategy:</b> Further promoting development sensible of gender and people with disability in all sectors							
	<b>Result:</b> Good understanding about inclusive and equal development has been enhanced.							
<i>7.1. Policy and guidelines for gender-based justice and non-discrimination have been established</i>	7.1.1. Put in place policy and ministerial diploma about gender-based justice and non-discrimination.	√	√	√	√	√	SEI / MJ	UN Women/ UNDP
	7.1.2. Develop guidelines regarding development approach based on gender equality.	√	√	√	√	√	SEI	UNWOMEN
	7.1.3. Organizing trainings on gender equality for youths	√	√	√	√	√	SEI/ MJDAC	UNWOMEN
	7.1.4. Creating specific tools/ instruments for people with disability, resources to facilitate them attend school, participate at workplaces and access to youth centers.	√	√	√	√	√	MSSI	ME, ME/CSC, MJDAC, UNICEF
	7.1.5 Organize training for youth with disability about election process.	√	√	√	√	√	STAE	UNDP, LEARN Project
<i>7.2. Equal access for men and women to youth centers, youth organizations and youth activities haven been secured</i>	7.2.1 Holding dialogues at youth centers on the topic of equal access for men and women to guarantee women friendly environment.	√	√	√	√	√	MJDAC	SEI
	7.2.2 Elaborate a practical guidelines to explain how to promote gender equality in activities for youth and put in place a mechanism that ensures equal participation in various activities.	√	√	√	√	√	MJDAC	UNICEF
<i>7.3 The norms of gender equality has been supported at community level</i>	7.3.1 sensitize youths to diminish stereotype, negative practice against women by changing their attitudes and behavior.	√	√	√	√	√	SEI	

<h1>8</h1>	<b>Intervention Strategy:</b> Develop Institutional capacity building of youth organizations and of other organizations who work with/ for youths to secure the promotion of civic values and civic participation at local community, national and international.							
	<b>Result:</b> Youth center/ organization's strong capacity in many different areas has been amplified.							
<i>8.1. Youth centers have received adequate support to function well</i>	8.1.1 Carry on with financing youth organizations to revitalize function of youth centers and capacity building.	√	√	√	√	√	MJDAC	
	8.1.2. Training for youth organizations assist them in elevating their institutional capacity and resources.	√	√	√	√	√	MJDAC	
	8.1.3 Develop adequate mechanism for coordination, monitoring and evaluation.	√	√	√	√	√	MJDAC	
<i>8.2. Data on youth organizations have been collected and published</i>	8.2.1. Collecting directory data by creating online registration platform and municipal registration (manual/ table).	√	√	√	√	√	MJDAC	
	8.2.2. Develop organization profile and promote them in youth bulletin and other media.	√	√	√	√	√	MJDAC	
<i>8.3. Youths have had the capacity and participated actively in responding to natural disasters</i>	8.3.1. Deliver training for youths in identified neighborhoods on how to respond to natural disaster.	√	√	√	√	√	SEA	SEPS
	8.3.2. Training youths on how to respond to fires at household or family level.	√	√	√	√	√	SEA	SEPS
	8.3.3. Training youth on how to get ready when there is alarm for natural disaster.	√	√	√	√	√	SEA	SEPS
	8.3.4. Training youths on how to interpret environmental and tempest data.	√	√	√	√	√	SEA	SEPS
	8.3.5. Training youths on how to attend to community in a post-calamity situation.	√	√	√	√	√	SEA	SEPS

## **2.5. YOUTH IN CRIME AND VIOLENCE**

**Goals:** Youths of Timor-Leste have owned strong spirit, sense of responsibility and social sensitivity, are able to create situation and environment of calm and peace, strengthening and nourishing the principle of democratic State.

<b>Output</b>	<b>Activity</b>	<b>Time/ deadline</b>					<b>Responsible Entities</b>	
		<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>Led by Government</b>	<b>Coordinated with/ by Partners</b>
<b>1</b>	<b>Intervention Strategy:</b> Build the capacity of youth organizations to be motivators for conflict transformation and promoting the practice of nurturing peace in community							
	<b>Result:</b> Youths have become active participants in prevention and resolution of conflict and in the cultivation of peace.							
1.1. Youths have participated in training and taken part in the management of conflict prevention as well as action of peace building	1.1.1. Develop manual on conflict transformation/ peace building.	√	√	√	√	√	MJDAC	MI
	1.1.2. Organizing trainings and workshops for youth organizations about conflict prevention and strategy for peace building and good practices (including LSBE).	√	√	√	√	√	MJDAC	MI
	1.1.3. Organizing dialogue between young people to discuss the causes of conflicts involving youths and finding their solutions.							
1.2. System/ mechanism for conflict prevention in community has been established	1.2.1. Instituting conflict prevention network led by youths at municipality and community/ village levels.	√	√	√	√	√	SEPS	
	1.2.3. Researching cultural values that contribute to peace.	√	√	√	√	√	SEAC	
	1.2.4. Identify national youth ambassador for peace to assist in	√	√	√	√	√	MJDAC	



promoting conflict prevention strategy.							
1.2.5. Organizing March for Peace in celebration of international and national day of Peace.	√	√	√	√	√	MJDAC	
1.2.6. Strengthen KRAM institution to perform its tasks in accordance with law.	√	√	√	√	√	MJDAC	
1.2.7. Continue the socialization of martial arts law with different attractive means.	√	√	√	√	√	MJDAC	
1.2.8. Enhance cooperation of among different government institutions in dealing with martial arts problems.	√	√	√	√	√	MJDAC	
1.2.9. Offering counselling service to youths who practice violence.	√	√	√	√	√	MJDAC	
1.2.9. Encouraging the creation of internal mechanism within martial arts organizations for the prevention of conflict and violence.	√	√	√	√	√	MJDAC	

<h1>2</h1>	<b>Intervention Strategy:</b> Create enabling space and opportunity for youths' initiatives and promoting their creativity for strengthening and nourishing social solidarity, spirit of voluntarism and national unity						
	<b>Result:</b> The spirit of social solidarity, voluntarism and national unity have been promoted.						
<i>2.1. Youths have participated actively in activities promoting social solidarity, spirit of voluntarism and national unity</i>	2.1.1 Organizing blood donation in cooperation with municipal and national blood banks.	√	√	√	√	√	MS CVTL
	2.1.2. Organizing general cleaning service to ensure clean environment.	√	√	√	√	√	MJDAC
	2.1.3. Performing solidarity actions for identified marginalized groups.	√	√	√	√	√	MSSI

2.1.4. Holding solidarity concerts at national level and awards for youths who initiate actions for peace in their community/ municipality.	√	√	√	√	√	MSSI	
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<h1>3</h1>	<b>Intervention strategy:</b> Reinforcing judicial system by way of putting in place child protection law and fostering law abiding awareness among youth to create environment of peace and stability in society in accordance to the principle of Rule of Law.							
	<b>Result:</b> Justice system has been established and implemented.							
<i>3.1 Judicial mechanism has been established to prevent and respond to youths who are in conflict with laws</i>	3.1.1. Elaborating and finalizing laws on juvenile justice.	√	√	√	√	√	MJ	MSSI / INDDICA
	3.1.2. Capacity building for those responsible for the applications of law on how to deal with youths in conflict with laws and establishing child and youth friendly mechanism.	√	√	√	√	√	MJ/ Judicial Training Center	
	3.1.3. Finalize and implement child protection law and the children's rights code.	√	√	√	√	√	MJ / MSSI /INDICCA	
	3.1.4 Build detention/ correction center for youth and specific space for women and children aged 12-15.	√	√	√	√	√	MSSI /INDDICA	PNTL/MJ
	3.1.5 Build detention/ correction center for youths aged 16-21.	√	√	√	√	√	MJ	
	3.1.6 Implement welfare policy for children and families (wellbeing of children and family).	√	√	√	√	√	MSSI	
	3.1.7. Present alternatives to detention, providing rehabilitation service and support for reintegration	√	√	√	√	√	MSSI	

	3.1.8. Establish and strengthen child protection system involving youths and community members.	√	√	√	√	√	MSSI	MJ
	3.1.9 Socializing the domestic violence law targeting youths.	√	√	√	√	√	SEI	
	3.1.10. Holding workshops for men, including young men, to raise their awareness on gender norms and the consequences of violence against women.	√	√	√	√	√	SEI	
	3.1.11. Develop sensitization materials on No Violence Communication (Comic Books, Posters, etc.) for youth.	√	√	√	√	√	MJDAC	

<i>3.2. Extrajudicial and community policing mechanism has been established for addressing conflicts in community</i>	3.2.1. Develop a strategy for disclosure, education and information to raise basic knowledge in laws, human rights and justice system among young people.	√	√	√	√	√	MJ	
	3.2.2. Producing education and information materials in child and youth friendly language, in images and understandable for everyone about basic rights of citizens, about norms of conduct of judicial actors, to be distributed to youth centers and communities.	√	√	√	√	√	MJ	
	3.2.3. Raising the operational capacity of the police by reinforcing community policing oriented towards citizens protection, particularly the vulnerable segments such	√	√	√	√	√	PNTL	

	as children, youth, the elderly and victims of abuse.							
	3.2.4. Holding regular dialogue between the community police and youths in friendly atmosphere to promote good relations between the police, the youth and community.	√	√	√	√	√	PNTL	

<b>4</b>	<b>Intervention Strategy:</b> Creating secure space/ venue for youth, specially female youths to help them escaping and distancing themselves from the cycle of violence							
	<b>Result:</b> Number of young women experience violence have seen significant reduction.							
<i>4.1. Youth's awareness about gender-based violence has been raised</i>	4.1.1. Develop material/ resources on violence against women for youth.	√	√	√	√	√	MSSI	
	4.1.2. Cooperating with religious institutions for sensitizing youths who are about to start family in preparation for their wedding/ are attending church preparations for marriage.	√	√	√	√	√	MSSI	Diocese
<i>4.2. Protection homes have been accessible, especially for young women</i>	4.2.1. Establish and offer adequate assistance to the protection homes to provide service to youth (female) the victims of violence.	√	√	√	√	√	MSSI	MI
	4.2.2. Training the personnel of protection homes on attending female youths.	√	√	√	√	√	MSSI	SEI
	4.2.3. Device training programs in various areas to prepare young women for reintegration process	√	√	√	√	√	MSSI	SEI

	4.2.4. Raising communities' awareness about the impact of domestic violence for young people, organized by the Protection Homes.	√	√	√	√	√	MSSI	SEI
	4.2.5. Set-up community level protection system for prevention of violence against women.	√	√	√	√	√	MSSI	SEI

<h1>5</h1>	<b>Intervention Strategy:</b> Promote positive relations between youth and their parents/ family. This would have great influence on the youth's self-confidence and attitude. This influence should start with young children, youth and adults. Risk of violence would increase through the element of negative relations in the family.							
	<b>Result:</b> Young people and their families have lived peaceful life and non-violence environment.							
	5.1.1. Organize training for youth/ adolescents who prepare themselves to start a family.	√	√	√	√	√	MJDAC	Religious Institutions
	5.1.2. Organize healthy family/ strong family competition that could serve as "Role Model" for other families.	√	√	√	√	√	SEI	
	5.1.3. Develop program on "Positive Parenting" for parents.	√	√	√	√	√	MSSI	
	5.1.4. Develop communication package for the promotion of positive relations in the family.	√	√	√	√	√	MSSI	SEI

# CHAPTER 3

## MONITORING AND EVALUATION PLAN

### 3.1. Introduction

Monitoring and evaluation is an important and critical part for ensuring the implementation of the National Youth Policy. It helps in reviewing the progress, identifying challenges or obstacles of the implementation. Also, it could assist in revising the National Youth Policy in the future. Annual report of monitoring and evaluation plan would be prepared annually and presented to relevant parties.

### 3.2. Coordination, Monitoring and Evaluation Matrix

<i>Output</i>	<i>Activity</i>	<i>Time/ deadline</i>					<i>Responsible Entities</i>	
		2022	2023	2024	2025	2026	<i>Led by Government</i>	<i>Coordinated with/ by Partners</i>
<b>1</b>	<b>Result: NAP-Y has been implemented in adequate coordination manner</b>							
<i>1.1. KNDJ (National Council for Youth Development) has been established and effectively coordinating the implementation of NAP-Y (National Action Plan for Youth )</i>	1.1.1. Establish KNDJ with representatives from relevant ministries and civil society organizations.	√	√	√	√	√	MJDAC	
	1.1.2. KNDJ meets regularly and functions effectively to guide intervention from the State Organ responsible for youth.	√	√	√	√	√	MJDAC	
	1.1.3. Instituting the secretariat of KNDJ to provide adequate support to the works of the council.	√	√	√	√	√	MJDAC	
	1.1.4. Appoint youth focal points at each relevant ministry to assist the works of the council.	√	√	√	√	√	MJDAC /INDDICA	

<i>1.2. Adequate resources have been allocated to ensure the implementation of NAP-Y</i>	1.2.1. Annual Action Plan of line ministries reviewed every year at the Political Review Committee to ensure the inclusion of National Action Plan for Youth activities.	√	√	√	√	√	MJDAC/ INDDICA	
	1.2.2. Line ministries receive clear instructions on how to integrate the National Action Plan for Youth into their Annual Action Plan – develop a checklist to ensure plans and activities are integrated.	√	√	√	√	√	MJDAC/ INDDICA	
	1.2.3. Devising a system that enables monitoring and documentation of financing and other investments in youth.	√	√	√	√	√	MJDAC/ INDDICA	
<i>1.3. Coordination about National Action Plan for Youth at municipal level has been in existence</i>	1.3.1 Municipal Action Plan for youth developed by decentralization authority and in coordination with all relevant sectors.	√	√	√	√	√	MJDAC/MS	
	1.3.2 Allocate sufficient resources to correspond to youth needs in line with the municipal action plan.	√	√	√	√	√	MJDAC/MS	
<i>1.4. Youth related sectors have coordinated effectively to support the implementation of NAP-Y</i>	1.4.1 Establish coordination mechanism for youth-related sectors with representatives from government, civil society, development partners, religious institutions/ groups, developing appropriate instrument to support the implementation of NAP-Y in line with the “One Gate Policy”.	√	√	√	√	√	MJDAC	

1.4.2 Establish coordination with the private sector and youth umbrella organizations as well as institutions for people with disability to reinforce the implementation of NAP-Y.	√	√	√	√	√	MJDAC/ INDDICA	
1.4.3 Forging a strong and effective partnership with communication entities and social media platforms to support and promote the implementation of PNJ and the NAP-Y.	√	√	√	√	√	MJDAC SECOMS	

<h1>2</h1>	<b>Result: NAP-Y has been effectively monitored</b>							
<i>2.1 The implementation of NAP-Y has been well monitored</i>	2.1.1. Monitoring system for youth related activities utilized (database).	√	√	√	√	√	MJDAC / CNJTL	
	2.1.2. Line Ministries present quarterly report on the progress of their NAP-Y implementation.	√	√	√	√	√	Relevant Ministries	
	2.1.3. Monitoring NAP-Y at municipal level in coordination with the decentralization entities.	√	√	√	√	√	MJDAC/MS	
	2.1.4. Report of Municipal Annual Action Plan submitted to MJDAC.	√	√	√	√	√	President of Municipal Authority	
	2.1.5. Establish the “Youth Marker” system to measure how youth programs integrated into the different sectors, benefits and impacts, accountability and reflections for improvements.	√	√	√	√	√	MJDAC	



<i>2.2. NAP-Y has been monitored independently</i>	2.2.1. Capacity building for CNJTL to carry out an effective monitoring on the implementation of the NAP-Y.	√	√	√	√	√	MJDAC	
	2.2.2 CNJTL monitoring the implementation progress of NAP-Y and present its report to KNDJ.	√	√	√	√	√	CNJTL	UNFPA
	2.2.3. Instituting youth lead monitoring groups to support CNJTL in the monitoring process and making recommendations to CNJTL.	√	√	√	√	√	MJDAC	

<i>2.3. Youth's situation has been monitored and their intervention measures have been informed</i>	2.3.1. Collecting and analyzing data relevant for youth indicators.	√	√	√	√	√	MJDAC	
	2.3.2. Creating youth database and promoting online platform for public access.	√	√	√	√	√	MJDAC	
	2.3.3 Setting-up a repository on research or studies relevant to youth through established research unit.	√	√	√	√	√	MJDAC	

<b>3</b>	<b>Result: NAP-Y has been satisfactorily evaluated to ensure its objectives and strategies are complied with and achieved</b>							
<i>3.1. NAP-Y has been evaluated</i>	3.1.1. NAP-Y regularly evaluated, including its long term impacts and the level efficiency of the resources used.	√	√	√	√	√	MJDAC/KNDJ	
	3.1.2. Organizing municipal and national conferences to present the	√	√	√	√	√		

	implementation of NAP-Y and evaluating its results.						MJDAC/KNDJ	
3.2. <i>The National Youth Policy (PNJ) and NAP-Y have been reviewed and revised</i>	3.2.1. National Action Plan for Youth reviewed biannually, considering the plan, strategy and policy of new government/ new ministry.	√	√	√	√	√	MJDAC/KNDJ	
	3.2.2 On the basis of PNJ evaluations, revise the policy every five years.	√	√	√	√	√	MJDAC/KNDJ	

### 3.3. Identification and Analysis of Interested Parties (Stakeholders)

To ensure effective monitoring and evaluation, the following interested parties are identified:

- Ministries, Directorates, and Agencies of Government
- Timor-Leste National Youth Council/ CNJTL
- Youth Groups/ Organizations
- RAEOA, Municipal authority and Municipal Assembly
- Development Partner – UN Agencies
- Civil Society Organizations
- Private Sector
- Political parties

The following table indicating the interested parties, their needs, interests and responsibilities as well as their involvements in the monitoring and evaluation process.

Interested Parties/ Stakeholders	Needs/ Interests// Responsibilities	Involvements
KNDJ; National Council for Youth Development	<ul style="list-style-type: none"> <li>• Ensuring the availability of data necessary, reliable, and up to date as the basis for determining decision making process;</li> <li>• Used in monitoring, verification and measurement for the implementation of the national youth policy at national and local levels;</li> <li>• Disseminating results of monitoring and evaluation.</li> </ul>	Participating KNDJ meetings to discuss the progress and challenges of implementation, participating in the dissemination and communication seminars/ workshops of M&E results, data collection and validation.

Youth Groups/ Organizations	<ul style="list-style-type: none"> <li>● Use for making plans, programs and activities, and measurement for accountability.</li> </ul>	Participating in the dissemination and communication seminars/ workshops of M&E results, data collection and validation.
RAEOA, Municipal Authority and Municipal Assembly	<ul style="list-style-type: none"> <li>● Ensuring the availability of necessary, reliable and up to date data as the basis to determine decision making process;</li> <li>● Used for monitoring, verification and measurement for the implementation of the national youth policy at national and local levels;</li> <li>● Disseminating results of monitoring and evaluation.</li> </ul>	Participating in the dissemination and communication seminars/ workshops of M&E results, data collection and validation.
Development partners	<ul style="list-style-type: none"> <li>● To use as measurement for the usage of information and resource to support/ assist in youth development.</li> </ul>	Participating in the dissemination and communication seminars/ workshops of M&E results, data collection and validation.
Civil Society Organizations	<ul style="list-style-type: none"> <li>● To inform about activities and accountability as well as measurement for supporting youth development programs.</li> </ul>	Participating in the dissemination and communication seminars/ workshops of M&E results, data collection and validation.
Private sector	<ul style="list-style-type: none"> <li>● Informing social responsibility and support to youth program.</li> </ul>	Participating in the dissemination and communication seminars/ workshops of M&E results, data collection and validation.
Media	<ul style="list-style-type: none"> <li>● Used to communicate the progress of youth programs to the public.</li> </ul>	Participating in the dissemination and communication seminars/ workshops of M&E results, data collection and validation.