

# Organization and methodology proposal

## 1. RATIONALE

### 1.1 Terms of reference

1.1.1 The ToRs clearly indicate:

- The main aims and means of the training:
  - To contribute to the overarching objectives of the EU-Timor-Leste cooperation: poverty reduction, sustainable development and gradual integration in the world economy
  - To increase the MFA capacities in view of an optimal use of the EU potential diplomatic support, including the financing both at national and regional level (ASEAN and Pacific)
  - To give high ranked staff of the MFA a clear view concerning the EU cooperation (policies, strategy, instruments, legal basis...) in order to facilitate the regional integration of T-L. With a priority to be given to EEAS.
  - To pay particular attention to relations with ASEAN, Pacific Forum, OCTs and PALOP
- The results to be achieved by the consultant
  - They are consistent with the overall objectives of the training
  - The ToRs also emphasize the importance to provide the MFA staff with a full understanding of the EU overall partnership both at global and regional level with a specific accent on the EEAS as a particularly interlocutor for the MFA.
- The weaknesses of the MFA
  - Understaffing,
  - Lack of skilled human resources,
  - Lack of evaluation capacity
- The pressure created by the very next meeting (February 2013) of PALOP/TL in Dili,
- The stakeholders
  - NAO, Head of Services NAO
  - Operational departments of the current EDF projects
  - EU Delegation
  - ICB/NAO that conducted training needs analysis
  - Have also been mentioned concerning the MFA:
    - The T-L Ambassador
    - The Secretary of State for ASEAN Affairs, as part of the MFA
    - "Few advisers, in particular one short-term Australian TA"

1.1.2 Meanwhile the ToRs are not providing much details concerning the MFA, such as:

- The history of the Ministry (the MFA is not in the list of the Ministries contacted in 2006 for the preparation of the CSP),
- The MFA mission and exact role in the international cooperation and also its interdepartmental position, particularly regarding the ministries, which had been involved in the CSP preparation (including its relations with the Ministry of Finance and the NAO Services).

- The position of the MFA Minister vis-à-vis the training project,
- The criteria for the selection of participants among the high ranked staff.

## **1.2 Explanation of the risks and assumption**

1.2.1 The ToRs are mentioning some « human » risks which are frequently met in this kind of high level training:

- The higher the trainees are ranked, the harder it is to keep them out of their office for a long time,
- Their participation may be affected by unexpected changes in the political or the diplomatic situation which could request their presence in office or at least disturb them during the sessions),
- The staff closely involved in the future PALOP/TL meeting may be particularly reluctant,
- The hierarchical, professional or personal relations may become a sensitive issue,

A lack of understanding, motivation, participation, attention and absorption could lower the effectiveness of the training

### 1.2.2 Physical and technical risks

- o Size and comfort of the meeting room;
- o Access to the Internet in the meeting room;
- o Projector adapted to the room and for both Internet and PowerPoint presentations.

## **2. STRATEGY**

### ***2.1 Outline of the approach proposed for contract implementation***

- Incentive and motivation: a series of initiatives should be taken in a proactive way at the beginning of the mission in order to create the right feeling among the future trainees. :
  - o Top down initiatives aiming to involve the Minister (or his close collaborators) by writing an incentive letter urging the selected staff to fully participate in the sessions. The exact way to convince the Minister should be discussed with the NAO Services and, with the agreement of the NAO, the EUD,
  - o Bottom up initiatives would target the future trainees in order to check (and possibly increase) their awareness and motivation together with identifying their personal needs and expectations. A concrete objective of the preliminary contacts should be to match their needs with the programme and content of the training. This information should be gathered through both individual meetings and questionnaires.  
It is also an opportunity:
    - To check the linguistic level, the EU awareness and the exact responsibilities of the civil servants,
    - To check their interest and availability to actively participate in some presentations (See below the idea of a « duo » with the consultant)
  - o These contacts would be facilitated by the availability of an organization chart of the ministry and the mission description of each high ranked staff.
- The preliminary contacts will help design the appropriate training programme and pedagogy

- The consultant should be seen mainly as a colleague and a facilitator willing to share his knowledge and practical experience on issues of direct interest for the attendees through an action based training linking formal meetings, small group coaching and individual counselling.
  - The final programme have to adjust the objectives of the project to the real needs, expectations and absorption capacities of the trainees,
  - The pedagogy should also be adapted to the existing knowledge, the motivation as well as the linguistic level of the civil servants.
- A priori the training should be as « active » as possible:
- It would be a mix of sessions, small group discussions, and individual coaching,
  - The training should not only provide knowledge but also of know how,
  - In all kinds of meetings, the participants should be invited to ask questions, raise comments and link the information with their specific current or potential professional interests, The trainees would be invited to do research and briefings on issues of particular interest for them,
  - Specific attention (and facilitation) should be paid to the staff in charge of the PALOP/TL meeting,
  - The optimal level for this active collaboration should be, for all or some of the civil servants, to act as co-trainers :
    - To work closely with the consultant on a subject of immediate interest for them,
    - Share with the consultant the presentation of this subject,
  - In any case, more time should be allocated to issues of direct interest for the participants
  - The issues should be presented in the most practical point of view
  - Systematic use of the Internet: after the training all participants should be able to make their own research, to permanently deepen and update their knowledge particularly through the Internet.
  - They should be particularly familiar with the websites of the EU, the international and regional institutions including the most specialised, practical and cooperative pages or websites (i.e. for the EU: [www.capacity4dev.eu](http://www.capacity4dev.eu) and from a thematic issue such as migration: <http://www.gfmd.org>)
- Linguistic issues
- Possible weaknesses could be compensated by the following measures:
    - Permanent checking of the understanding and absorption by the attendees,
    - A priority to the technical, political and cooperation vocabulary which is largely common to English and a Latin language such as Portuguese,
    - A pedagogical attitude consisting in speaking slowly, repeating, asking questions,
    - The possible participation of the trainees in the presentations should also facilitate the absorption,  
(It is easier for a non-native speaker, mainly used to international English, to adjust the grammar and vocabulary...)
- The checking of the physical and communication facilities
- Room proposed by the MFA.
  - If necessary look for an alternative solution.
  - Quick and permanent access to Internet.

- Projector both for Internet resources and PowerPoint.

## **2.2 Proposed activities considered to be necessary for contract implementation**

After the above-mentioned preliminary contacts and checking, the inception report should give a final proposal for the activities.

### **2.2.1 preliminary contacts**

To this end, the consultant should be assisted:

- To meet the Minister with the help of the NAO to convince him to bring a strong and clear support to the project, in particular through a note to the employees concerned. This note should highlight the importance of this training for the Ministry as a whole and for career of the diplomats selected for the training.
- To meet individually with selected participants (if possible 45 minutes for each). The main points to discuss would be:
  - The objectives of the training
  - An outline of the program
  - The expectations and needs of diplomats
  - Their interest and availability

These interviews should be conducted on the basis of a questionnaire (to be completed at the end of the meeting).

The information gathered at this stage and an adaptation of the program would be the main subject of the inception report

The first week will be an opportunity to test a key assumption concerning the 3 roles to be played by the consultant:

- Trainer for all the attendees (i.e.: for a complete PowerPoint presentation of the EU external policies, strategies, instruments and global challenges),
- Coach for small groups including trainees sharing specific interests (i.e.: the persons in charge of the PALOP forthcoming meeting),
- Adviser for each individual diplomat in order to help him or her incorporate the knowledge and know how dispensed during the project in their current and future activities, particularly through the access to the relevant websites.

### **2.2.2 Inception report**

The report will be a key step both for reporting on preliminary contacts and for proposing a final training programme and content.

It should also clarify the assumptions and risks, focusing on solutions to mitigate the risks.

The report will include annexes (work plan, timetable, log frames...)

### **2.2.3 Training Implementation**

The inception report will provide a detailed programme of activities for the 4 last weeks of the project

The report will provide details of:

- The full programme

- The main themes responding to the needs and expectations disclosed in the preliminary interviews and/or the questionnaire,
- The final teaching method,
- The balance between the various roles envisaged for the consultant (trainer, coach and adviser) and formats of the meetings

### **2.3 The related inputs and outputs**

See Annex 1: Log frame Inputs/Outputs

### **3. TIME TABLE OF ACTIVITIES**

See Annex 2: TIME TABLE OF ACTIVITIES

The calendar is divided into 5-day periods, not to be confused with the consultant's working week (6 days).

### **4 .LOG FRAME**

See:

- Annex 1: Log frame Inputs/Outputs
- Annex 3: Log frame indicators/source of verification./.