# Creation of the Center of Excellency for Research, Development and Innovation (CERDI)

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## Abstract

Timor-Leste restored its independence in 2002 after a long period of colonization. At independence of the country, Timor-Leste was characterized by poverty, illiteracy and marginalization which were the result of the past colonization. Education is the only key to liberate people from oppression and marginalization. Universidade da Paz (UNPAZ) was created to prepare the Timorese human resources to contribute to the development process of the country. Human resources are produced through teaching and research activities. At the same time, the Center of Excellency for Research, Development and Innovative (CERDI) was created to give lecturers the opportunity to conduct research-based teaching as well as to contribute to the development of the country. In other words, CERDI is created to bring the university closer to the development goals of the government.

**Keywords:** Research, human resources, development and innovations.

## 1    Introduction

Timor-Leste restored its independence in 2002 after 450 years under colonization by Portuguese and 24 years under the control of Indonesian military. Colonization resulted in high rates of illiteracy, a huge gap between poor and rich, and marginalization. The newly independent country Timor-Leste is known as a peaceful and democratic country. In 2013, it was ranked as 128th in the UNDP's Human Development Index. This places the country in the middle of UNDP's list, along with countries such as South Africa, India and Indonesia (RDTL, 2014).[1]

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1    Statute of Center of Excellency for Research, Development and Innovative (CERDI) by Dr. Nelson Martins, a Senior Research of Universidade da Paz (UNPAZ), 2014

The independence of the country enlightened Timorese to recover from poverty, slavery and marginalization. Education is the only key to liberate people from oppression. Concretely, a group of Timorese lecturers joined hands and created a university named Universidade da Paz (UNPAZ)[2] to prepare the Timorese human resources to contribute to the development of the country. As a result, since 2007 UNPAZ has produced 5,600 undergraduates. UNPAZ has produced since its establishment 76 master graduates.

In order to constantly upgrade the quality of teaching, lecturers are requested to enrich their knowledge and experience by conducting research. Research is supposed to help lecturers to carry out teaching activities in a more dynamic, innovative and up-to-date form. It is assumed that this would help in preparing and qualifying human resources for the development of the country.

## 2 Brief Profile of Institutions

### 2.1 Neon Metin Foundation

Neon Metin Foundation (FNM)[3] is a foundation which was created by a group of Timorese intellectuals who wanted to develop education as a key policy to strengthen economic and social development in Timor-Leste.

The aim of the FNM was to create a private non-profit university, named Universidade da Paz (UNPAZ). The Foundation supports the institution by providing adequate facilities such as buildings. Specifically it has built three university buildings; another 5-floor building is currently under construction.

### 2.2 Universidade da Paz (UNPAZ[4])

#### 2.2.1 *Commitment of UNPAZ*

The vision of UNPAZ is to create the community of Timor–Leste, to foster a modern, civilized, fair and prosperous society and to create and equip human resources with knowledge and skills in science and technology. The vision includes as well the support for the social and cultural development through teaching, research, and community service. UNPAZ is committed to produce competent

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2    Universidade da Paz (UNPAZ) in Portuguese terms or University of Peace in English or Universitas Perdamaian in Indonesian terms.

3    FNM is the Abreviation of Fundasaun Neon Metin (Steadfast Heart Foundation)

4    ??? (fehlt)

young intellectuals and researchers, to contribute to the national development in general and the academic development of the newly independent country, Timor-Leste.

### 2.2.2 Programmes of the University

Universidade da Paz is composed of six (6) faculties with 14 fields of studies such as (1) Faculty of Law Science (Law Science), (2) Social Science and Humanities (Political Development, International Relations and Peace Studies), (3) Economics (Management, Accountant and Banking), (4) Engineering (Civil, Industry, and Architecture), (5) Public Health (Public Health) and (6) Agriculture Technology (Natural Resources Preservations and Technology of Food Processing).

The university offers four master programmes: Public Administration, Law Science, Banking Management and International Relations. These were created to provide necessary skills for the future researchers, diplomats, managers, lawyers and others.[5]

| Undergraduate Programmes | | | |
|---|---|---|---|
| No | Faculties | | Department |
| 1 | Social Science and Humanities | 1. | International Relations<br>Political Development<br>Peace Study |
| 2 | Law Science | 2. | Civil Law<br>Criminal Law |
| 3 | Economics | 3. | Banking<br>Accountancy<br>Management |
| 4 | Agriculture Technology | 4. | Natural Resources Preservation<br>Technology of Food Processing |
| 5 | Public Health | 5. | Public Health |
| 6 | Engineering | 6. | Industry<br>Civil<br>Architecture |

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5   Prospectus of UNPAZ, 2009

| Post Graduate Programme[6] | |
|---|---|
| 1 | Public Administration |
| 2 | Law Science |
| 3 | International Relations |
| 4 | Banking Management |
| **Other support Units** | |
| 1 | Bureau of the Students Affairs |
| 2 | Finance |
| 3 | CERDI |
| 4 | Logistics |
| 5 | Printing |
| 6 | Human Resources Units |
| 7 | Library |
| 8 | Office of Rector |
| 9 | Security Unit |
| 10 | Radio Station |
| 11 | Driver |
| 12 | Cleaners |

**Table 1:** List of the Faculties, Departments and other Support Units

UNPAZ intends to strengthen the teaching and research activities of the post graduate programme. Since 2009, when the programmes were created, UNPAZ invited a number of international lecturers from the University of Nusa Cendana (UNDANA), STIE PERBANAS Surabaya, Indonesia, the Widya Mandala Catholic University, Surabaya Indonesia, University of Batik Islam, Solo, Indonesia, the Lyceum of the Philippines University, Manila Philippines, Universiti Utara Malaysia, Malaysia and University of Udayana, Bali Indonesia to teach specifically at the postgraduate level.[7]

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6    Book Guidance opt.
7    See Prospectus of UNPAZ 2012

### 2.2.3 Total Population of Universidade da Paz (UNPAZ)

In 2015, the total number of undergraduate students is 10,396. There are 104 students enlisted in the master programmes. There are more male students (1,781) than female students (994)[8].

| No | Faculties | Gender | | Total |
|---|---|---|---|---|
| **Undergraduate Students** | | | | |
| | | Male | Female | |
| 1 | Agriculture | 138 | 314 | 452 |
| 2 | Engineering | 248 | 1,728 | 1,976 |
| 3 | Public Health | 1,335 | 548 | 1,883 |
| 4 | Law Science | 318 | 865 | 1,184 |
| 5 | Social Science & Humanities | 786 | 1,338 | 2,125 |
| 6 | Economics | 1,781 | 994 | 2,776 |
| | **GRAND TOTAL** | | | **10,396** |
| **Post Graduate Students[9]** | | | | |
| No | Programmes | Gender | | Total |
| | | Male | Female | |
| 1 | Public Administration | 54 | 7 | 61 |
| 2 | Law Science | 39 | 4 | 43 |
| 3 | International Relations | 6 | 0 | 6 |
| 4 | Banking Management | 0 | 0 | 0 |
| | **TOTAL** | **93** | **11** | **104** |

**Table 2:** Total number of Students

These students are guided by 206 teaching staffs (lecturers). Specifically, agriculture has 15 teaching staffs, engineering students are tutored by 34 teaching staffs, students of public health are assisted by 31 teaching staffs, the faculty of Law has 33 teaching staffs, there are 46 teaching staffs in social science and humanities, and economics students are tutored by 47 teaching staffs.[10]

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8    Prospectus UNPAZ, 2013
9    Book guidance opt.
10   The annual report of UNPAZ 2012 p. 5 0

Apart from that, 8 doctorate candidates and 18 master candidates in various fields of studies now continue their studies at the Catholic Widya Mandala University in Surabaya, AirLangga University in Surabaya, Ciputra University in Surabaya, Padjajaran University West Java as well as 10 master candidates are studying at Universidade da Paz in Dili, Timor-Leste.

# 3 The Creation of CERDI

## 3.1 A Brief History of the Creation of CERDI

When I was invited to participate in the International Deans' Course "Southeast Asia 2014/2015" part I in Osnabrück and Berlin, Germany, I came up with the idea to develop a research center at my university. When I came back to my university, I introduced this idea to my rector and other deans at the university. They immediately agreed and Prof. Dr. Nelson Martins, a senior researcher of the university designed the structure of the research centre and drafted the bylaws. On November 4, 2014, a workshop was conducted which involved all deans, heads of departments, lecturers and other young and senior researchers of UNPAZ to discuss and finalize the draft. The result was approved by the rector of UNPAZ. I presented the concept at the IDC part II in Malaysia in November 2014 and IDC part III in Jogjakarta in February 2015.

## 3.2 Concept of Research

Research is a systematic process with the main goal to generate new knowledge. This new knowledge can be used to verify and falsify respectively some pre-existing knowledge. Research is basically a learning process both for the individual who performs the research and for the society which is involved in the research. Research can also be defined as the set of activities planned and guided by the pursuit of knowledge.

Research can be seen as a creative work which is, however, undertaken on a systematic basis.

Research and experimental development increases the stock of knowledge, including knowledge of humanity, culture and society. Research can help in devising new applications (OECD, 2002).

### 3.3 Vision, Mission and Objective[11]

*3.3.1 Vision*

To be a leader in human capital and science development through research, innovation and evidence based policy.

*3.3.2 Mission*

Equip UNPAZ's graduates and lecturers with critical minded, innovative thinking and evidence-based policy oriented, and capacity to generate new science and knowledge.

*3.3.3 Objectives*

- To enhance the current research-related activities in UNPAZ's teaching curriculum in order to produce and equip students and lecturers with the capacity to critically analyse problems and propose solutions.
- To enhance the current research related activities in UNPAZ's teaching curriculum in order to produce and equip students and lecturers with the capacity to propose innovative thinking and design and develop innovative solutions to support development in Timor-Leste and globally.
- To engage students and lecturers in designing and implementing research seminars, conferences and workshops for the promotion of "evidence based policy decision" in their daily work and life.
- To support and empower UNPAZ's scientists to actively design and implement scientific and operational research in order to generate science and knowledge to support the development in Timor-Leste and globally.

### 3.4 Activities of CERDI

The following Project Action Plan (PAP) shows how the concept of the Center of Excelllency for Research, Development and Innovative (CERDI) was developed and implemented during the different parts of the International Deans' Course. The ideas were presented in Osnabrück and Berlin/Germany in June 2014 (Part I), in Putrajaya, Malaysia in November 2014 (Part II) and finally in Jogjakarta, Indonesia February 2015 (Part III).

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11   See the statute of Center of Excellency for Research, Development and Innovative (CERDI), February 2014.

### 3.4.1 Action Plan of CERDI

| Key Task A: Design Statute and Structure of CERDI | Dean's Role | Timeline | Main people involved | Other people involved | Resources Support | Results measurement |
|---|---|---|---|---|---|---|
| Task A1: Inviting and meeting with Deans and Heads of the Study Programmes | Invitation Letter | Aug. 15, 2014 | Rector, Deans and Heads of Programs | Junior and Senior Researchers | Invitation Letter, Agenda and Minutes | Well-informing the importance of Research Center |
| Task A2: Designing the Statute and Structure of CERDI | Gathering the Senior Researchers | August Sept. 20 2014 | Senior Researchers | II Vice-Rector for Finance and Heads of Finance | Computers and Printers | The Draft of Statute is in hand |
| Task A3: Workshop on the Statute and the Structure of CERDI | Invitation | Sept 25, 2014 | Deans, all Lecturers, Heads of Units, Senior and Junior Researchers etc. | Heads of Finance and Drivers | Projectors, Manila Papers, Note Books, Pens and Computers | The Workshop has successfully conducted to gather the inputs to accomplish the Draft |
| Task A4: Final Revision | Giving guidelines | Sept. 29, 2014 | Note takers and Senior Researchers | – | Minutes and some recording | The revision has done |
| Task A5: The Statute has been submitted and signed by the Rector | Submitting to Rector | Oct. 5, 2014 | Rector | Secretary of Rector | Final Revision | The Statute has been approved and signed by the Rector |
| Milestone Task A: the stature and structure is created as foundation to regulate and drive the operationalization of CERDI onward. | | | | | | |
| Task B: New Grant Proposal of the CERDI | Dean's Role | Timeline | Main people involved | Other people involved | Resource Support | Result measurement |
| Task B1: Conducting a quick Baseline Study in order to gather information for designing the grant proposal | Organizing | Oct. 15 -Nov. 5,2014 | Junior and Senior Researchers, Students | II Vice Rector for Finance, Heads of Finance and treasure | Note books, Tape Recorder, Questionnaires | Result of the Baseline Study is in hand |
| Task B2: Writing up Proposal for the new Grant Research | Ibid | Nov. 5– Nov. 20, 2014 | Junior and Senior Researchers | Heads of Finance and Treasurer | Results of the Baseline Studies, Computers and Printers | The Draft of the Grant Proposal is ready |
| Task B3: Discussing the Proposal with the Deans and Heads of the Study Programmes | Invitation | Nov. 25, 2014 | Researchers, Deans and Heads of Programmes | Ibid | Draft of the Grant Proposal and Projectors | Comments and inputs on the Draft incorporated |

| Key Task A: Design Statute and Structure of CERDI | Dean's Role | Timeline | Main people involved | Other people involved | Resources Support | Results measurement |
|---|---|---|---|---|---|---|
| Task B4: Final Revision of the Draft Proposal | Organizing | Nov. 27, 2014 | Junior and Senior Researchers | | Minutes of the Meeting, Computers and Printers | The final revision of the Proposal has been done |
| Task B5: Submission to the Donors and Government | Ibid | Nov.30, 2014 | Dean and Director of the CERDI | Secretary Staff | Final work of the Grant Proposal | Submission of the Grant Proposal to the DonoZs (Asia Foundation, World Bank) |
| Milestone of the task B: Obtaining the external grant to guarantee the operationalization of CERDI and ensure its sustainability. | | | | | | |
| Task C: The implementation of the Research Funds provided by the University. | Dean's role | Timeline | Main people involved | Other people involved | Resource support | Result measurement |
| Task C1: Establishing the Internal Review Committee | Invitation | Jan 5, 2015 | Internal Review Committees | II Vice Rector and Head of Finance | Contract Letter signed | The Internal Review Committee has been formed |
| Task C2: Meeting of the Internal Review Committee to establish the selection criteria and timeline of the research project. | Organizing | Jan 15, 2015 | Director of the CERDI and internal review committee | - | | The criteria for selection of researchers and timeline have been established |
| Task C3: Calling for the Research Proposal | Ibid | Feb. 5–25, 2015 | Internal Committee Review | The Research Candidates | Announcement Letter | The Announcement Letter has been published |
| Task C4: Selection of the Research Proposal | Ibid | March 5–20, 2015 | Internal Review Committee | The Research Candidates | Research Proposal, Application Letter and Curriculum Vitae | 15 Junior Researchers have been selected |
| Task C5: Receiving the Research fund and conducting Research | Ibid | April 1 – September 30, 2015 | Internal Review Committee | Junior Researchers | Research proposal, interview, etc. | Research and Data Analysis have been conducted |
| Task C6: Mentoring the Research Activities | Ibid | Ibid | Ibid | Ibid | Analysis and Interpretation of Data | The researcher s have been meet their mentors for 4 times for advising |
| Task C7: Publishing the Results of the Research | Ibid | October 5, 2015 | Deans, Heads of Programmes and Junior Researchers | Editors and Publisher | Results of Research | The Results of research are ready for publication |

| Key Task A: Design Statute and Structure of CERDI | Dean's Role | Timeline | Main people involved | Other people involved | Resources Support | Results measurement |
|---|---|---|---|---|---|---|
| *Milestone of the Task C: the seed fund is provided to assist lecturers to carry out research for teaching and publications.* | | | | | | |
| Task D: Implementation of the Grant Fund from the Asia Foundation | Dean's Role | Timeline | Main people involved | Other people involved | Resources support | Result measurement |
| Task D1: Meeting with the Asia Foundation Timor-Leste on three Projects, such as Exchange Researchers, Research Scholarships and Research Training | Organizing | March 30, 2015 | Deans, Director of CERDI | Junior and Senior researchers | MOU with other Partner Universities and Note Books | Agreed on three Projects that will be supported by the Asia Foundation |
| Task D2: Study Tour to the University Partners in Indonesia and the Philippines | Organizing | April 20, 2015 | Deans of Postgraduate Programmes and Director of CERDI | The Asia Foundation and Policy Leader Group (PLG) Director and Programme Officers | Air fare Tickets, Allowances and Accommodation | Having a Study Tour to the UNDANA, UDAYANA, STIE PERBANAS, LPU (Manila) etc. And access to some scientific journals of those Universities |
| Task D3: Providing Research A scholarships to the Lecturers of UNPAZ | Organizing | May 5 – Dec 31, 2015 | UNPAZ's Teaching Staffs | The Asia Foundation | Financial Support | The UNPAZ's Teaching Staff has received the financial supports for their research activities. |
| Task D4: Organizing training on research methodology for Lecturers of UNPAZ | Organizing | August 15–31, 2015 | UNPAZ's Teaching Staffs | The Asia Foundation | Financial support | 25 researchers have been trained |
| *Milestone D: Training the lecturers of UNPAZ in research method, conducting research and teaching as well as getting more references through exchange the scientific journals.* | | | | | | |

**Table 3:** Project Action Plan (PAP)

## 3.5   Opportunities and Challenges Encountered;

### 3.5.1   Current Opportunities
There are some opportunities that might be considered as chance to develop the CERDI in the future.

- Most of UNPAZ's lecturers expect the research center to assist them in conducting research and publishing.
- Most of the top managers of UNPAZ especially the rector, the vice rectors, the deans and heads of departments welcomed and supported this project. The rector has approved the statute of CERDI as well as the research grant.
- Some former students of UNPAZ and some lecturers are working in government and national or international agencies. This might be an asset for CERDI when trying to identify opportunities for funding its operations. Some alumni expressed their willingness to lobby for this project.

### 3.5.2   Challenges Encountered
CERDI, as a new unit under the umbrella of UNPAZ, is facing some internal and external challenges:

First: UNPAZ promised to provide funding of 20.000 US-$ per year for CERDI. Because of some reason, this money has not been forthcoming as at July 2015.

Second: since UNPAZ is a private university, most decision makers in government and at national and international agencies still believe that it is a profit oriented institution with little interest in research. They prefer to assist public universities instead of private ones. We have submitted many research grant proposals to them. But as of July 2015, no green light for assistance for CERDI was given.

Third: the Asia Foundation of Timor-Leste promised to assist CERDI by supporting the areas of (1) exchange research, (2) research scholarship (3) research training for lecturers. It has not been yet implemented because of the scarcity of funds at the Asia Foundation.

Fourth, there are also some deans, heads of departments and lecturers who are still reluctant to support the development of the CERDI. For them, teaching and research are not linked at all so for them it is not a priority to develop the CERDI now.

# 4    Conclusion

The study concludes that

1. The long term of the colonization era resulted in slaveries, marginalization, a high rate of illiteracies, and human resources scarcities. Education is the only key to liberate people from those oppression phenomena as well as to be independent from foreign human resources. UNPAZ was created to prepare human resources to contribute to the education development in particular and the national development process of the newly independent country, Timor-Leste in general.
2. In order to produce such qualified human resources for the country, it needs to create CERDI to empower lecturers and students with such dynamic and innovative knowledge as well as to bring UNPAZ closer to the government and vice versa.
3. It concludes also that there are a number of opportunities for developing CERDI, such as full support by the majority of officials of UNPAZ as well as by some lecturers and former students of UNPAZ who are working in different governmental or non-governmental agencies.
4. However, the study also pointed to some challenges ahead to develop CERDI like the reluctance of some officials of UNPAZ to support the creation of CERDI and to empower lecturers and students with such dynamic and innovative knowledge respectively. They do not see the link between research and teaching. In addition, some governmental and non-governmental agencies prefer to assist the public universities because they assume the private ones to be profit oriented only.

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